

# Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Cannock Chase High School
Number of pupils in school	1110 (including 6 <sup>th</sup> form) 1007 (without 6 <sup>th</sup> form)
Proportion (%) of pupil premium eligible pupils	324 FSM 8 PLAC 18 LAC 4 service children
Academic year/years that our current pupil premium strategy plan covers	1 Year 2024-25
Date this statement was published	10/12/24
Date on which it will be reviewed	Sept 2025
Statement authorised by	Mr Iain Turnbull
Pupil premium lead	Mrs J Simpson
Governor / Trustee lead	Mrs P Bury

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	324(FSM) x £1050=£340,200 8 (PLAC) x £2530= £20,240 18 LAC (£2530 spent through PEP but ring fenced for the individual) 4 (SC) x £335 = £1,340 Total = £361,780
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£361,780</b>

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## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, secure excellent progress and attainment across the curriculum. This is aligned with our Cannock Chase High School School motto: 'Achievement for All'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. When identifying challenges, we will draw on a range of data sources including discussion with teachers, support staff and engagement with pupils and families.

We will utilise a wide range of external evidence to inform our decision making such as evidence summaries published by the EEF (Education Endowment Fund), alongside our knowledge of our students and our context.

We will develop strategies under 3 key areas of

1. **High-Quality Teaching**: High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
2. **Targeted Academic Support**: We aim to diagnose which students need the most support and where. Then to provide specialist tuition, mentoring, intervention and resources in place to improve outcomes for disadvantaged students.
3. **Wider Strategies**: Through understanding of the impact of the child as a whole and the understanding that different pupil premium students have different barriers, we aim to support their wider personal development which will make them more resilient learners and support their progress in order that they become positive contributors to society in all elements of their lives.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																								
1	<p><b>Attendance:</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Pupil group</th> <th colspan="4">Academic Year 2023/24</th> </tr> <tr> <th>% attendance</th> <th>Previous year's attendance (%)</th> <th>% increase / decrease</th> <th>National data for comparison (if available)</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>88.34</td> <td>89.1</td> <td>-0.85%</td> <td>N/A</td> </tr> <tr> <td>Pupil Premium</td> <td>84.57</td> <td>87.71</td> <td>-3.58%</td> <td>N/A</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>90.10</td> <td>93.16</td> <td>-3.28%</td> <td>N/A</td> </tr> </tbody> </table> <p>Across the school and in each year group, PP student's attendance is below non-PP students.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged student's progress.</p>	Pupil group	Academic Year 2023/24				% attendance	Previous year's attendance (%)	% increase / decrease	National data for comparison (if available)	All pupils	88.34	89.1	-0.85%	N/A	Pupil Premium	84.57	87.71	-3.58%	N/A	Non-Pupil Premium	90.10	93.16	-3.28%	N/A
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PP students have lower academic outcomes in terms of attainment and progress.

3

## Literacy/Reading ages:

### Year 7

No pp: 12.60

Pp: 11.4

	Stanine	
	No. of students	Mean SAS
National	-	100.0
All Students	213	104.9
No	142	107.1
Yes	71	100.4

### Year 8

No pp: 13.5

Pp: 11:8

	Stanine	
	No. of students	Mean SAS
National	-	100.0
All Students	208	104.9
No	129	108.1
Yes	79	99.8

### Year 9

No pp: 13.4

Pp: 12.2

	Stanine	
	No. of students	Mean SAS
National	-	100.0
All Students	194	102.6
No	130	104.4
Yes	64	98.8

### Year 10

No pp: 14.5

Pp: 14.4

	Stanine	
	No. of students	Mean SAS
National	-	100.0
All Students	174	106.0
No	127	106.2
Yes	47	105.6

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b><u>Improved attendance</u></b> To achieve and sustain improve attendance for all pupils, particularly our disadvantaged pupils	Improve attendance from 2024-25 demonstrated by: <ul style="list-style-type: none"><li>• The overall absence rate for all pupils being no more than 90% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li><li>• The percentage of all pupils who are persistently absent decreasing from last academic year.</li></ul>
<b><u>Improved Academic Outcomes:</u></b> Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and Ebacc subjects.	By the end of our current plan in 2024-25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"><li>• A reduced gap in PP Progress 8 score from 2024 (-0.42).</li><li>• A reduced gap in PP Progress 8 core of Maths from 2024 (-0.51)</li><li>• A reduced gap in the Ebacc basket from 2023 (-0.58)</li></ul>
<b><u>Improved Literacy:</u></b> Improved reading among disadvantaged pupils across KS3.	Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.  Teachers should also have recognised this improvement through engagement in lessons and learning walks.

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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Purchase of standardised diagnostic assessments.</b></p> <p>(GL Assessment for the reading ages of Y7/8/9 students to measure progress and impacts of intervention)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://ffteducationdatalab.org.uk/2018/05/what-can-short-standardised-tests-tell-us-about-the-attainment-and-progress-of-individual-pupils-and-of-schools/">https://ffteducationdatalab.org.uk/2018/05/what-can-short-standardised-tests-tell-us-about-the-attainment-and-progress-of-individual-pupils-and-of-schools/</a></p>	<p>2 &amp; 3</p>
<p><b>Improving literacy</b> in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Launch of disciplinary Literacy with all staff and utilisation across all subject areas.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>2 &amp; 3</p>
<p><b>Staff training and CPD</b>, providing high quality up-to-date guidance and training.</p> <p><b>Learning Community Time (LCT)</b>- provision of time for staff to meet and share good practice.</p>	<p><a href="#">Research gate - teacher training</a></p> <p>It is concluded that training and development is an essentially important element of human resource management for every teaching institution and there exists powerful</p>	<p>2 &amp; 3</p>

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<p><b>Subscription to the National College,</b> providing all staff, teaching and non-teaching, with access to high quality, endorsed and accredited courses and webinars, with content focused on curriculum redesign, learning &amp; teaching, pastoral care, wellbeing, mental health, and much more. All staff are provided with user log ins and access to the full suite of CPD</p>	<p>connection between training and development and teachers' productivity and performance.</p>	
<p><b>Digital Theatre Plus:</b> Provide access for all students, particularly the most disadvantaged, to live theatre, with staged productions of studied texts available to all key stages, during the pandemic when live theatre visits are prohibited.</p>	<p><a href="https://www.digitaltheatreplus.com/success-stories">https://www.digitaltheatreplus.com/success-stories</a></p> <p>Students having access to theatre productions really helps students to immerse themselves in the narrative and gain a deeper understanding of the text.</p>	<p>1, 2 &amp; 3</p>
<p><b>The appointment of a learning &amp; teaching project lead:</b> This role is tasked with the development and sharing of best practice, innovation in face-to-face and remote learning and teaching and the implementation of continued. Professional development.</p>	<p><a href="#">Impact of evidence based research - EEF</a></p> <p>Research shows that it results in <i>'an increase in the proportion of teachers positively disposed to academic research informing teaching practice, and a decline in teachers' perceptions that academic research is not useful to teaching.</i></p>	<p>1 &amp; 2</p>
<p><b>Carnegie Reading Medal</b> Launch Carnegie Medal 'shadowing' groups in years 7 and 8 and</p>	<p><a href="https://www.gl-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/">https://www.gl-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/</a></p>	<p>1, 2 &amp; 3</p>

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<p>purchase relevant texts to establish reading groups who will meet weekly online to further foster a culture of reading for pleasure across the school through organised reading group meetings and events for students.</p>	<p>Studies show that reading improvements lead to improvements in all curriculum areas, therefore improvements in outcomes.</p>	
<p><b>Book Trust- Book Buzz</b> Programme to inspire a love of reading in Y7/8 students</p>	<p><a href="#">Research Evidence on reading for pleasure (DFE)</a></p> <p>Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:</p> <ul style="list-style-type: none"> <li>• Reading attainment and writing ability;</li> <li>• Text comprehension and grammar;</li> <li>• Breadth of vocabulary;</li> <li>• Positive reading attitudes;</li> <li>• Greater self-confidence as a reader;</li> <li>• Pleasure in reading in later life;</li> <li>• General knowledge;</li> <li>• A better understanding of other cultures;</li> <li>• Community participation; and</li> <li>• A greater insight into human nature and decision-making.</li> </ul>	3
<p><b>Purchase of ‘Top 10 Reads’ for the Library</b></p> <p>In line with the English Department ‘Reading for betterment’. The Top 10 books are purchased for students to loan from the library.</p>	<p><a href="https://literacytrust.org.uk/blog/library-life-line-part-3-developing-reading-for-pleasure-in-your-school/">https://literacytrust.org.uk/blog/library-life-line-part-3-developing-reading-for-pleasure-in-your-school/</a></p> <p><i>‘Improvements in young children’s communication abilities and longer-term education outcomes were reported.’</i></p>	3
<p><b>PSHE lead teacher</b></p> <p>A PSHE specialist to teach a discreet PSHE lesson in Y7-9 and lead on PSHE across the school to ensure that</p>	<p><a href="https://pshe-association.org.uk/our-vision/why-pshe-education-matters">https://pshe-association.org.uk/our-vision/why-pshe-education-matters</a></p> <p><i>‘PSHE education isn’t just another school subject. It’s a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.’</i></p>	2 & 3



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students get quality learning and teaching in this area.		
<p><b>Character Education Lead</b></p> <p>A Character Education lead to drive forward Character across the curriculum and school.</p>	<p><a href="https://uobschool.org.uk/wp-content/uploads/2017/08/Framework-for-Character-Education-2017-Jubilee-Centre.pdf">https://uobschool.org.uk/wp-content/uploads/2017/08/Framework-for-Character-Education-2017-Jubilee-Centre.pdf</a></p> <p><a href="#">Character Education Framework Guidance.pdf</a></p> <p>A literature review for the Education Endowment Foundation and Cabinet Office found that:</p> <ul style="list-style-type: none"> <li>• High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work;</li> <li>• Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement;</li> <li>• Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and</li> <li>• Having good coping skills (part of being able to bounce back) is associated with greater well-being.</li> </ul> <p>This post will provide leadership of character education lessons, overview of logging and monitoring of activities and competencies on Unifrog to ensure that any barriers for PP students are removed in order to allow them to benefit from all the area mentioned above.</p>	1, 2 & 3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number (s)

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		addressed
<p><b>Purchase of Lexonic (Advance/Vocabulary/Leap)</b></p> <p><b>Implement Lexonik Advance to run small group intervention sessions with students identified to have low level reading/spelling ages relative to their verbal reasoning scores in the GL Assessment CAT4 cognitive tests. Small group 4-1 intervention will endeavour to rapidly address barriers through the explicit teaching of vocabulary, phonics, root words and formations.</b></p>	<p><a href="#">Improving literacy in Secondary Schools EEF</a></p> <p><a href="https://lexonik.co.uk/case-studies">https://lexonik.co.uk/case-studies</a></p> <p>Case studies of schools who have used the programmes report improvements in reading ages no matter what the learners age.</p>	1, 2 & 3
<p><b>Literacy Support Assistant</b></p> <p>Targeted literacy intervention for students with low reading ages.</p>	<p><a href="https://files.eric.ed.gov/fulltext/EJ1270183.pdf">https://files.eric.ed.gov/fulltext/EJ1270183.pdf</a></p> <p><a href="https://www.sciencedirect.com/science/article/abs/pii/S0022440517301231">https://www.sciencedirect.com/science/article/abs/pii/S0022440517301231</a></p> <p>Research shows the direct impact of small group reading interventions on reading ages and literacy.</p>	1, 2, & 3
<p><b>Carousel Learning Platform</b></p> <p>Learning platform with question banks and quizzes to aid with knowledge retrieval.</p>	<p><a href="https://www.carousel-learning.com/product/secondary">https://www.carousel-learning.com/product/secondary</a></p> <p>feedback from other users online:</p> <p>My year 10's confidence in remembering key studies and terms after lockdown was at an all time low 6 weeks ago. Lots of recall through using @Carousel_Learn for their assessment today (which was on 2 of our oldest topics) and they've absolutely smashed it!</p> <p>7:56 PM · Jun 25, 2021</p>	1, 2 & 3
<p><b>Purchase of Class Charts</b></p> <p>To allow for greater analysis of student attendance and behaviour data in order to diagnose</p>	<p><a href="https://www.researchgate.net/publication/292147655_Behavior_Monitoring">https://www.researchgate.net/publication/292147655_Behavior_Monitoring</a></p> <p>Research shows that: Implementation of strategies and interventions that help schools monitor behaviour can also play a vital role in dropout prevention by</p>	1, 2 & 3

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<p>concerns early and impact improvement.</p>	<p>developing relationships, monitoring risky student behaviours, and providing positive support for students who are having behavioural problems.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p><b>Purchase of Provision Map</b></p> <p>To allow for the recording and reviewing of provisions for students and the evidencing of plan/do/review processes to ensure that support and interventions have impact on outcomes.</p>	<p><a href="https://www.structural-learning.com/post/provision-maps-a-teachers-guide">https://www.structural-learning.com/post/provision-maps-a-teachers-guide</a></p> <p><i>‘Provision maps helps schools to look strategically at their learners’ specific needs, including inclusive education for those belonging to underprivileged groups, to identify their strengths and weaknesses.’</i></p> <p>This will allow us to ensure that money spent on provisions for PP students and non-PP students is having the desired impact so that they can be evaluated and amended quickly.</p>	<p>1,2 &amp;3</p>
<p><b>One to one tutoring:</b></p> <p>For students who require support in English and Maths due to time missed at school due to illness/SEND.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><i>‘One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding.’</i></p> <p>This will enable us to close the gap in academic outcomes for PP and non-PP students.</p>	<p>1, 2 &amp; 3</p>
<p><b>Attainment Managers</b></p> <p>To support students in lessons who struggle to access the lesson or to support with specific needs. To be a point of contact with parents for</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Many of our students who are PP are SEND (K) students who get some support and strategies provided to support them in lessons. The allocation of attainment</p>	<p>1, 2 &amp; 3</p>

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<p>selected students and monitor/impact their academic outcomes/attendance.</p>	<p>managers where no formal EHCP is in place allows this support to take place and reduce barriers and access to learning in lessons.</p>	
<p><b>Year 11 P6 Intervention</b></p> <p>Based on teacher predications in each subject area, students who are underachieving are highlighted and invited for intervention lessons after school with subject specialists.</p>	<p><a href="https://thirdspacelearning.com/blog/gcse-intervention-strategies/">https://thirdspacelearning.com/blog/gcse-intervention-strategies/</a></p> <p><i>‘Evidence from the EEF indicates that small group tuition can be effective, although clearly the smaller the group, the better – the EEF suggests that a group size larger than six or seven results in a noticeable reduction in effectiveness. They further suggest that quality of teaching has a similar impact to group size – so it may be more effective to deploy a more experienced member of staff with a larger group, than it would a newly-qualified teacher.’</i></p> <p>Our after-school intervention sessions are with qualified teachers and small groups with a specific highlighted area for improvement. This should again target specific students where we need to reduce the progress gap between PP/Non-PP.</p>	<p>2</p>
<p><b>Alternative Provision</b></p> <p>The use of alternative education providers to support students in smaller and more specialist settings</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf</a></p> <p><i>‘The most effective alternative provision involves joint planning between the mainstream and the alternative education provider and avoids a narrow focus on behaviour, instead opening up wider possibilities for the young people.’</i></p> <p>By working with Alternative Provisions and always trying to reintegrate students back into mainstream we aim to have positive impacts on student’s behaviour and attendance to reduce barriers to learning.</p>	<p>1, 2 &amp; 3</p>

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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £101,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Trauma and Attachment Training for all staff</b></p> <p>The training of staff on the impact of trauma and attachment on children's brains and behaviour and specific strategies that can be used with students in the classroom and school in general.</p>	<p><a href="https://the-arc.org.uk/calltoaction">https://the-arc.org.uk/calltoaction</a></p> <p><i>'There is a growing body of academic research which demonstrates the effectiveness of attachment aware approaches in schools and other settings which work with young people.'</i></p> <p>Making our staff more aware of the impact of trauma and attachment can help them to rethink reasons for behaviours and respond and support students in different ways. This has been proven to have a significant impact on escalations of behaviour incidents, suspensions and attendance of students.</p>	1, 2, & 3
<p><b>Emotion Coaching training</b></p> <p>For Pastoral Team with view to training the wider staff on Emotion Coaching strategies by the end of the academic year.</p>	<p><a href="https://www.emotioncoachinguk.com/">https://www.emotioncoachinguk.com/</a></p> <p><a href="https://www.sec-ed.co.uk/">https://www.sec-ed.co.uk/</a></p> <p><i>'Emotion coaching has been found to have positive benefits on staff feelings of competency and calmness, pupils' emotional literacy and regulation and pupil-staff trust. Positive effects are also noted in pupil behaviour, attainment and staff wellbeing (Gus &amp; Kilby 2016). Schools even notice an improvement in family wellbeing and a decrease in parental complaints.'</i></p>	1, 2, & 3
<p><b>Summer School:</b></p> <p>Provide Key Stage 2 to Key Stage 3 transition support through the running of a summer school, which familiarises all students with key staff, settings and procedures, provides staff the opportunity to work with</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-summer-schools-what-the-evidence-tells-us-and-what-it-doesnt">https://educationendowmentfoundation.org.uk/news/eef-blog-summer-schools-what-the-evidence-tells-us-and-what-it-doesnt</a></p> <p><i>'The transition between primary and secondary school is a key moment when students are at risk of exclusion'</i> (House of Commons Education Committee, 2011)</p> <p>Ensuring that students receive a robust transition into Secondary school will have a</p>	1 & 3

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<p>new admission students prior to the new academic year, notably the most vulnerable and those with SEND.</p>	<p>profound impact attendance of year 7 students (particularly PP) and their mental health and well being in school.</p>	
<p><b>Safeguarding training and support:</b></p> <p>The training of all the pastoral team to Level 2 safeguarding.</p> <p>Staffing costs of extended safeguarding team (DSL/DDSL/wider safeguarding team)</p>	<p><a href="https://learning.nspcc.org.uk/safeguarding-child-protection-schools">https://learning.nspcc.org.uk/safeguarding-child-protection-schools</a></p> <p><a href="https://safeguarding.network/content/leading-a-safeguarding-culture/">https://safeguarding.network/content/leading-a-safeguarding-culture/</a></p> <p>Research shows that effective safeguarding in schools through robust training of staff leads to a culture of security and therefore happiness of learners. This positively impacts on attendance mental health.</p> <p>Having all staff in the pastoral team trained to Level 2 will mean that staff have greater awareness to safeguarding concerns and how to report and support with individual cases. This will have a positive impact on specific students' attendance (for example where external agencies can be utilised to support following concerns) as well as students mental health and well being as they feel safer and more secure in the school setting.</p>	<p>1 &amp; 3</p>
<p><b>Attendance</b></p> <p>Attendance/Pastoral Managers are appointed to improve attendance.</p> <p>Cost of Attendance Champion (AHT)</p>	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Guidance suggests having attendance champions on Leadership and a strong set of systems carried out by an attendance officer to report on attendance and follow up on patterns of absence.</p> <p>Improvements in staff training on the monitoring of student's absence in their tutor groups through Class Charts and clear/concise systems whereby tutors /pastoral staff and leadership team intervene to support and have impact with specific cases.</p>	<p>1</p>
<p><b>Senior Mental Health</b></p> <p>Senior Mental Health Lead time allocated to impact positively on the mental health and well-being of</p>	<p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p> <p><a href="https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing">https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing</a></p>	<p>1 &amp; 3</p>

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<p>staff and students in the school.</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p>	
<p><b>Primary Transition Programme:</b></p> <p>Chase Sings/Global Day/Science Day/school show performance/rounders and multi-sport competition.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</a></p> <p>Successful transitions, as identified from case studies in the research, are those with close cross-phase links. A variety of opportunities for induction, taster days and visits between schools appear to improve institutional adjustment. For example, help with getting to know the physical school building, school routines, along with the relaxing of rules in the early weeks, to allow time for explanation, practise and reinforcement.</p>	<p>3</p>
<p><b>Pastoral Managers</b></p> <p>To support day to day with students' behaviour, mental wellbeing and engagement in learning.</p>	<p><a href="https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools">https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools</a></p> <p>At an individual level, a professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child's education. They can be crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education.</p>	<p>1, 2 &amp; 3</p>
<p><b>Careers Information Advice and Guidance Lead</b></p> <p>To support with students' aspirations and to help signpost students to different career pathways and goals in order to motivate students to gain better outcomes and have better attendance.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf">https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf</a></p> <p><i>'62% of these provided evidences of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision making skills, career competencies, or career identity.'</i></p> <p><i>'60% of these provided largely positive findings of educational outcomes'</i></p>	<p>1, 2 &amp; 3</p>



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	Evidence shows that good careers advice and guidance has a positive impact on both student outcomes and their approach and engagement in their school work.	
<p><b>Fireworks Charity:</b></p> <p>Mindfulness sessions on (Art/music therapy) for a select number of students in order to improve behaviour, engagement and attendance.</p>	<p><a href="https://www.mindful.org/mindfulness-in-education/">https://www.mindful.org/mindfulness-in-education/</a></p> <p><a href="https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf">https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf</a></p> <p>Well conducted mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part. It has been shown to reduce stress, anxiety, reactivity and bad behaviour, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behaviour and emotions, self-awareness and empathy.</p>	1 & 3
<p><b>Breakfast Club:</b></p> <p>Offered every morning to all students in order to ensure that students have had a healthy breakfast before they start their day to increase alertness, productivity and learning outcomes as well as behaviour.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.</p>	1, 2 & 3
<p><b>YESS Counselling</b></p> <p>Provision of a counsellor for students who require support for their mental health.</p>	<p><a href="https://yess.uk/">https://yess.uk/</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf">https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf</a></p> <p>advice and guidance from the DFE states:</p> <p><i>'Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate<sup>9</sup>. Pupils also report an increased motivation for school and schoolwork. Headteachers and pastoral care teachers are also supportive of counselling in helping pupils to study and learn, particularly in facilitating the young person's ability to concentrate in class, as well as increasing their attendance at school and improving behaviour.'</i> (DFE 2016)</p>	



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<p><b>Team SOS</b></p> <p>Response App used in school to attend pastoral incidents during the school day efficiently and effectively in order to retain students in lessons learning and maintain a good learning environment.</p>	<p><a href="https://teamsos.co.uk/">https://teamsos.co.uk/</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf</a></p> <p><i>‘The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.’ (DFE 2022)</i></p>	
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