

Pupil Premium review September 2024

Review

The objectives in our 2023-2024 SIP to improve outcomes for disadvantaged students were:

- Establish a team of pupil premium champions to contribute to improving attendance and participation for disadvantaged students.
- Use NTP bespoke tutoring for targeted support for disadvantaged students in line with new arrangements for 2023-2024, in addition to school-led targeted support available in-house
- Continue focused learning walks to observe disadvantaged students
- Develop tracking of experiences for disadvantaged students across their Presdales experience for the cultural capital to access and enrich curriculum learning and aspirations.
- Support anxieties and wider mental health needs, with a particular focus on the pathway and support for previously looked after children
- Implement developments to support disadvantaged EAL students following visit to colleagues in other schools (Woodbridge High)
- To analyse the attendance data of PP students and provide early intervention in addition to school procedures

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£102,005
Recovery premium funding allocation this academic year	£25,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,190

2023-2024 Spend

2023-2024		
Tier 1 Teaching & Learning		Tier 1: T&L
Contribution to staffing of: reduced teacher: student ratio Maths/Sci/Eng (KS3/4)(£40,690) and additional small group teaching, pastoral inc counselling	£76,188	£87,412
Extra curricular trips / off-site visits with curriculum content/links	£11,224	
Tier 2: Targeted academic support		Tier 2: Targeted academic support
One:one/two tuition (NTP, EAL. In-house spend is included in staffing above)	£16313*	£28,280
Easter revision	£1440	
Additional specialist staff (Maths) on Y11 additional (study support) group for smaller group work		
Small group teaching KS3 and Core intervention (Y11)		
Homework club provision after school & homework support (Study support group)		
Support worker (English) for 1:1, small group work,revision and reading comprehension strategies		Included above in T&L
Metacognition and revision skills with Glia learning	£355	
Equipment for learning/ curriculum access: including devices for learning; revision guides and learning equipment; departmental resources to provide for students eligible for PPG support	£10172	
Tier 3: Wider strategies		Tier 3: Wider strategies
Super Curriculum books (library) and digital access ("not all screen") to support literacy development	(included in equipment for learning above)	£8,299

Counselling	£4500 (included in staffing above)	
Music - instrumental lessons	£5343	
Nurture group and social and emotional learning group	£356	
Key adults and mentors including time with SLT Inclusion lead, Pastoral AHTs and HOYs	£5775 (included in staffing above)	
Extra - curricular trips and off-site visits relating to pastoral and personal development and integration in the school community and experiences, prom / equivalent & leavers hoodies	£1480	
Uniform and other required equipment for learning equipment, including breakfasts (BYOD 2023-24 = £6598 included in T&L above)	£1120	
		£123,991

*this figure may reduce from NTP subsidy.

Outcomes

	2022	2023	2024
Y11: Number of disadvantaged pupils	18	15	24
Y11: % of year group disadvantaged	10.1	8.3	13.5
Progress 8 score	+0.01	-0.22	+0.32 (4M)
Attainment 8	42.78	45.73	49.42
Students achieving grade 4 or above in English and Maths (%)	56%	73%	75
Students achieving grade 5 or above in English and Maths (%)	28%	33%	50
Students entering the English Baccalaureate (%)	44%	73%	62.5

Students achieving the EBacc at grade 4/C or above (%)	28%	27%	50
Students achieving the EBacc at grade 5/C or above	22%	20%	20.8

We were thrilled with the achievements of our students in this year's cohort, with a significantly positive progress 8 score. The group is made up of 24 individuals, with varying circumstances, including students who have come to the UK from Ukraine during the last two years. This is the largest cohort we have had. The students have worked hard, putting in many additional sessions with committed staff support. Each has been able to progress to their next step, with thirteen students continuing to Presdales sixth form, eleven have begun a college course.

Teaching & Learning

INSET working through Rosenshine's principles of instruction has continued, led by the DHT curriculum and AHT Teaching & Learning, with a focus on retrieval, modelling and scaffolding, checking for understanding and adaptive teaching. This has been regular throughout the year, complemented by a Google site and handbook of explanation and models to ensure the learning benefits are enjoyed across the school. Learning walks have shown high quality of interactions between teachers and their disadvantaged students with insight, good knowledge of the students and their needs, and consistency of practice.

Targeted academic support

NTP

We have built our tutoring partnership with Learning Academies since the establishment of the National Tutoring Programme (NTP), in addition to school-led tutoring, to give targeted academic support to disadvantaged students. Learning Academies is run by Matthew and Sacha Brakenbury, both NPQH, with leadership experience in secondary schools and special schools and a team of tutors across the core and EBacc subjects.

Tuition blocks are in units of fifteen hour-long sessions, though these can be adapted. They are mostly 1:1 or some 1:2 sessions online and are largely scheduled during supervised study periods, 3.30pm from school or at the student's home in the evening. Students' class teachers

share targets with LA tutors at the start of the block of tutoring. Students are also encouraged to share any gaps, areas of concern, questions or difficulties with homework, learning points from assessments and current class focus, to ensure learning is focused on priority areas.

2023-2024 was round 4 of NTP, complementing our school-led interventions. Costs incurred by the school for tutoring increased as the government subsidy decreased. We targeted students with greatest needs, including those requiring EAL support. These were identified across the tracking schedule as well as with individuals when meeting to review their progress. In some cases this has been identified as a subject the student was struggling with or needed to improve to be able to go onto their desired destination; in other cases there was an anxiety that had impacted attendance so tutoring was implemented to support the student in that area. In 2023-2024 twenty-seven blocks of NTP tutoring were commissioned. Year 11 were prioritised, with several students requesting additional blocks with the same tutor. Flexibility was a particular advantage for Year 11 and some sessions took place during holidays or study leave.

This year the cohort consisted of:

Year	Maths	English	Science	Total
7				
8	2		1	3
9				
10	1		2	3
11	9	8	4	21
	12	8	7	27

School-led tutoring

Small group tuition has been provided by Presdales staff in Maths and English, including the SEND team at KS3 and additional specialist English and Maths groups for Y11, in addition to the strong classroom teaching with in-class support. Easter revision sessions were provided during the Easter break across the curriculum (Biology, Art, Maths, Italian, Business,

Geography and English language and English literature across six days) for GCSE students, in addition to the many regular term time lunchtime and after school revision clinics run for all students, with a focus on those needing intervention following mock examinations.

Wider strategies

Attendance

In addition to the robust tracking and application of stages of action by the pastoral team, we recruited a team of staff volunteers to be pupil premium champions, meeting 1:1 with an eligible student for regular support. Thirty-two members of staff supported the students with the most significant attendance concerns, below 90%. The group's average attendance in 2022-2023 was 82%. In 2023-2024 this was 88%. Eight students improved their attendance by 10 percentage points. Fourteen students' attendance was above 90%. Case studies show staff acting on their conversations with students to improve the student's experience of school and perception of the importance of high attendance.

Thirty-one members of staff have been matched to a new cohort of students for the current academic year based on 2023-2024 attendance.

EAL

Flash Academy assessments have enabled us to share more information about our EAL students' levels of proficiency in English. This is broken down by skill so that support can be targeted where most needed. We have used the Thursday briefings for staff training and so classroom teachers have a better understanding of each students' profile. Our HoD Russian has worked with the students with highest needs to give specialised support in conjunction with class teachers and departments' key words for accessing the curriculum, as well as holistic support.

We have trialled the Flash Academy programme materials to build disciplinary literacy, with a particular focus on vocabulary for science. We are now able to reassess students to track progress, and continue to build our knowledge of students' experience of what helps them in learning and building friendships, from responses shared in the student and parent voice surveys.

Cultural capital

The tracking of participation for disadvantaged students across their Presdales experience has enabled us to target students who have low or no participation in off-site visits. Departments have reviewed their curriculum to identify barriers to access for our disadvantaged students and develop activities and resources to support access and enrich curriculum learning and aspirations.

Anxieties and wider mental health needs

The growing provision for mental health in school has supported several of our previously looked after children and our school counsellor has completed training to provide specialised counselling, as required. We have trialled new provision provided by county adoption support workers, to improve the offer to students and families. We are looking forward to developing the role of the Family support worker in school as a further provision for this group.

SJ

September 2024