

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium 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	Sutton Community Academy
Number of pupils in school	813
Proportion (%) of pupil premium eligible pupils	43.5
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	27/10/2024
Date on which it will be reviewed	Spring 1 2025
Statement authorised by	Lewis Taylor
Pupil premium lead	Grace Walters
Governor / Trustee lead	Laura Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£353,850
Recovery premium funding allocation this academic year	£0
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	£353,850

Part A: Pupil premium strategy plan

Statement of intent

At Sutton Community Academy, we are committed to maximising the impact of Pupil Premium funding to foster and maintain high levels of achievement for all our students, ensuring they thrive alongside their peers nationally. Our three-year strategy focuses on leveraging our strengths while addressing key opportunities in curriculum development, attendance, and social-emotional wellbeing.

We believe that every student, regardless of their background, should leave school equipped to contribute meaningfully to an ever-changing world, becoming well-rounded and valuable members of the local community. Our curriculum is designed to be broad, ambitious, and innovative, empowering students with the skills necessary for both academic success and community engagement. We prioritise the creation of a comprehensive curriculum that promotes knowledge acquisition through explicit teaching and high-quality adaptive instruction, embodied in our 'Sutton Lesson' approach. This commitment ensures that all students improve their literacy skills and achieve GCSE outcomes that meet or exceed national averages, regardless of their personal circumstances.

We are dedicated to fostering excellent attendance and punctuality, with the goal of ensuring that all students attend school regularly. By maintaining a whole-school focus on attendance, we aim to align our rates with national averages while significantly reducing disparities among disadvantaged groups. Our Pupil Premium budget will be allocated to minimise barriers to education, incentivise school attendance through a motivating rewards programme, and ensure a holistic approach that supports our students, their families, and the local community.

The social and emotional wellbeing of our students is a top priority. We strive to cultivate resilience and enhance mental health through a comprehensive and flexible PSHCE programme, along with targeted interventions tailored to individual needs. At Sutton Community Academy, we aim to foster a positive and inclusive culture where all students can flourish.

We are enthusiastic about delivering expert teaching, excellent pastoral support, and inclusive practices that enrich the school experience for every student, but particularly those for whom there are increased barriers to education. The locality that Sutton Community Academy is based in is within the top 10% of deprivation within the UK. Within Sutton in Ashfield, this disadvantage is particularly in the areas of Employment, Education and Health. Our students therefore are at a greater risk of being unemployed, of having a low level of attainment and skill and of premature death. It is therefore

imperative that our students do not have their opportunities, skills and qualifications limited by the area in which they live. To achieve our objectives, we will:

- Ensure all students have their basic needs met and are prepared to learn.
- Provide targeted interventions to swiftly address barriers to progress.
- Offer opportunities for all students to engage in enrichment activities and enhance their cultural capital.
- Recognise and reward students who demonstrate progress in behaviour, attitude, attendance, punctuality, and learning goals.
- Promote a positive and inclusive culture with high expectations for all through a 'warm-strict' approach.
- Develop a robust professional development program for teaching staff and middle leaders to continually enhance the quality of our curriculum.
- Provide appropriate social and emotional wellbeing support to enable students to access learning both in and out of the classroom.

Our approach will be responsive to everyday challenges and tailored to individual student needs, grounded in educational research to inform our planned interventions and high-quality educational offerings for all.

Challenges

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

Challenge number	Detail of challenge
1 – A need to improve literacy levels	<p>On entry, the average literacy levels of pupils starting at Sutton Community Academy is significantly lower than national averages. Disadvantaged pupils generally have lower levels of literacy than their peers. This therefore impacts upon the ability for pupils to access curriculum content and make academic progress. This in turn, leads to reduced life chances and lower self-esteem.</p> <p>Nationally, 74% are meeting the standard for reading and 64% for writing. Due to the disadvantage gap increasing since Covid, locally, these figures are below national with only 64.2% are meeting the standard for reading and 56.9% are meeting the standard for writing.</p>

At Sutton Community Academy, a specific area of need is reading skill. NGRT GL diagnostic testing shows that our students' reading age is below national (standardised score of ~96). Data from the latest Y7 cohort from Summer 2024 shows that we are continuing to have an intake of students from primary school who are not yet able to read in line with chronological age - with 46% of students having a reading age below 10 years and 68% below 12 years.

Data from Autumn 2024 shows that 71% of the tested students have made at least expected progress with their reading over the last year. However, as well as arriving at secondary school with underdeveloped reading skills, there is still a significant proportion of students (17%) making much lower than expected progress whilst at secondary school, supporting the need for a continued focus on reading across the academy.

2 – Attendance of students with Pupil Premium not yet meeting national average

Covid-19 and the national lockdowns had a negative impact nationally on attendance, that schools have still not recovered from. The impact on disadvantaged pupils has been significantly greater than that of their non-disadvantaged peers, and this is reflected within our data:

Attendance percentages 2019-present:

Year Group	19-20	20-21	21-22	22-23	23-24
Year 7	93.4	93.8	90.8	92.8	91.3
Year 8	95.6	92.7	91	89.7	91.8
Year 9	91.2	93.9	88.2	88.1	88.4
Year 10	89.6	87.8	90.9	86.7	88.4
Year 11	92.4	79.9	86.5	88.9	83.3
Pupil Premium	89.8	86.2	85.7	87.4	86.0
Non PP	94.9	92.8	92.3	91.3	90.8
Cum % all	93.5	91.2	90.3	90.0	90.1

PP/Non-PP per year group- attendance (%):

Y7 91.8/96.5

Y8 85.7/96.2

Y9 92.2/94.4

Y10 89.2/92.4

Y11 94.9/90.5

As an academy, our attendance is improving. At the time of writing, it is in line with national (92.6%) and exceeds the average attendance for students within our quintile of deprivation. However, there is a need for a continued focus on attendance to maintain this and of concern, the gap between pupils who are Pupil Premium and those who are not remains (5.94% YTD). A particular area of priority needs to be those students who have combined vulnerabilities – specifically those with SEND and Pupil Premium – and identifying and removing

	<p>attendance concerns as early as possible, before students become PA/SPA.</p>
<p>3 - Underachievement at KS4</p>	<p>Students at KS4 are not achieving outcomes in line with national, showing a need to increase exam performance of our students. In 2024, the average attainment 8 score for non-PP pupils was 40.87, compared to a score of 28.47 for PP pupils. This gap has increased by 1.89 compared to 2023. A concerning low percentage of students are also achieving a 5+ in the basics (28.9%) and this is less than half in students who are Pupil Premium (12.7%).</p> <p>In 2023, the average progress score for pupil premium pupils was -0.66, compared to -0.08 for non-pupil premium pupils, a</p>

	<p>progress gap of -0.58. This has remained consistent for 2024 (-0.57). Though no official figures have yet been published on the disadvantage gap for 2024. Sutton Community Academy's Attainment 8 disadvantaged gap of 12.4 points is less than the 2023 national gap of 14.3 points.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils is not confined to a single academic area and remains consistent across both Ebacc and Open bucket subjects, as well as English. The gap within Maths was noticeably smaller. Though individual pupil demographics and attendance have an obvious impact on KS4 outcomes, it is clear that there is a need to empower teachers to share best practice within the school and to upskill teachers in Adaptive Teaching, particularly in motivating students with low future aspirations and fragile resilience and teaching students how to successfully access examination papers.</p>
<p>4 - Social, Emotional, and Mental Health</p>	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, namely self-harm, anxiety and suicidal ideation. Covid-19 has had a large negative impact on pupil mental health and has also led to a delay in accessing SEMH services (e.g. CAMHS) and community paediatric assessments to recognise undiagnosed/unmet needs. New services such as Kooth online counselling, BeU Notts and existing services such as The Healthy Family Team, CAMHS and The Educational Psychologist continue to form part of the graduated response for pupils with SEMH needs. SEMH is our most prevalent area of Special Educational Need.</p> <p>Overall, this has impacted the school in terms of attendance, specifically persistently absent pupils and a proportion of pupils who are presenting as a behaviour concern linked to SEMH needs, e.g. ADHD. These behavioural concerns have escalated, to a point where these pupils require intensive and bespoke intervention, to reduce the chances of them becoming Permanently Excluded. Both the number of Fixed Term Suspensions and the number of Permanent Exclusions has increased over the last few years nationally, and this too is a trend that we have seen mirrored at Sutton Community Academy.</p>
<p>5 – Cultural Capital</p>	<p>Sutton Community Academy is within an area of historical socio-cultural & economic deprivation, with some of our catchment areas being within the top 1% of deprivation nationally. This leads to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' educations have been disproportionately impacted by long term effects of Covid.</p>

	These findings are further supported by a number of national studies on partial school closures.
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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
1. Improve reading skills (as measured by the NGRT GL assessment) to ensure equality of access to all pupils to the whole curriculum.	Reading assessments demonstrate that the percentage of pupils reading below their chronological age will continue to decrease. The reading-age gap between disadvantaged and non-disadvantaged pupils closes year-on-year.
2. Improved attendance and punctuality so that attendance of disadvantaged pupils is in-line with non-disadvantaged pupils thus maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas.	Disadvantaged pupils will achieve or exceed attendance percentages against national averages. The attendance gap between disadvantaged and non-disadvantaged pupils closes year-on-year.
3. Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	Targeted interventions take place, including use of additional in-school staffing and high-quality external providers. The attainment gap between disadvantaged and non-disadvantaged pupils closes year-on-year
4. Provide meaningful support to pupils with SEMH problems.	Increased provision of and participation in enrichment activities, particularly among disadvantaged pupils. Sustained improvements in levels of wellbeing are demonstrated through qualitative data e.g., pupil voice, parent surveys and teacher observations. Reduced FTS rates in those with SEMH needs, due to their needs being appropriately met with the correct provision.

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: £81,254.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.1 Raise the reading age of pupils below chronological reading age; and improve levels of literacy across the Academy.</p> <p>Achieved through whole-school and targeted strategies, including the Thinking Reading programme, Fresh Start intervention, the eReader Platform and Sutton Reads.</p> <p>This will be led by a Senior Leader with the support of a HLTA for Thinking Reading interventions.</p>	<p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” (KS3/4 Literacy Guidance, 2019, EEF)</p> <p>“Assessed as reading at 7.5 years before commencing the Thinking Reading programme in October 2018, Student 3 progressed to reading at 15 years in October 2019” (Thinking Reading).</p> <p>“Ample research demonstrates that reading aloud to young children promotes the development of language and other emergent literacy skill” – (Duursma, Augustyn & Zuckerman, 2008).</p> <p>An EEF study randomised students within each of 10 secondary schools schools and found a positive impact of Fresh Start on all students of an additional three months’ progress over the course of twenty-two weeks. (Ruth Miskin, Fresh Start)</p>	<p>1</p>
<p>1.2 Ensure pupils have access to quality-first teaching for all.</p> <p>Achieved through activities of the Education Research Group (ERG) and Lead Practitioner, and through staff CPD programme. This involves the curriculum spend. Current foci are on the use of ‘3,2,1 Track Me’, Cold Calling and Modelling, ensuring</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.” (Pupil Premium Guidance, 2019, EEF)</p> <p>Teachers using a warm approach to Cold calling were able to quickly check for understanding resulting in richer, more productive classroom discussions, where students felt “safe to take risks (Morek, Heller & Kinalzik, 2023).</p> <p>Modelling is a key step in helping pupils ‘move from dependence to independence’, to improve pupil performance, and develop their belief in their own competence and therefore motivation to achieve (Kettlwell, 2022)</p>	<p>1, 3</p>

that adaptive teaching remains a key thread throughout.	Modelling is one of the key recommendations for quality-first teaching by the EEF and is described as “a cornerstone of effective teaching”, integral to developing pupils’ metacognitive skills (Education Endowment Foundation, 2018).	
1.3 Maths intervention tutor to work with targeted pupils and small groups to raise attainment in maths at KS4.	Internal data tracking and subject evaluation shows small group intervention targeted at pupils with specific needs or gaps in knowledge – <i>not ability</i> – enables these gaps to be closed more rapidly and for creative approaches to be taken towards content delivery, enabling a full curriculum to be delivered to all. This approach facilitates the Academy in implementing some of the EEF recommendations for KS3 maths (Improving Mathematics in Key Stages 2 and 3, 2017, EEF).	3
1.4 IT Licensing		3

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

Budgeted cost: £153,575.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2.1 Family Liaison officer working together with Senior Teacher Lead Attendance Officer and Administrative team to identify and work with targeted pupils and families to improve attendance and/or attainment of PP pupils.</p> <p>This benefits all pupils, with proportionally greater benefit to disadvantaged pupils.</p>	<p>“Working effectively with parents can be challenging and is likely to require sustained effort and support.”</p> <p>“Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships.” (Working with Parents to Support Children’s Learning, 2018, EEF)</p> <p>“Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children’s social care and early help services which are working with families.” (Improving School Attendance, 2022, DfE)</p>	2, 3 and 4

<p>2.2 External Alternative Provision and Internal Alternative curriculum (the LSC) to support pupils that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes.</p> <p>This will be led by Senior Leaders, including the SENDCo, to ensure that provision is best suited to their needs.</p>	<p>“For pupils with more challenging behaviour, the approach should be tailored to individual needs.” (Improving Behaviour in Schools – Recommendation 5, 2019, EEF)</p> <p>“Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.” (Alternative Provision, 2016, Ofsted)</p>	<p>3, 4</p>
<p>2.3 DRIL Project delivered by the Freedom Foundation – small group intervention focused around drill music, to develop resilience and improve pupil behaviour. Supplemented by funding from the Virtual School.</p>	<p>In the last academic year, a 12-week intervention with our pupils had the following impact:</p> <ul style="list-style-type: none"> - 73% felt it helped them improve their focus and concentration - 50% said that it helped them understand why they often got angry - 64% said it led to improved mental health and wellbeing - 73% benefited from how the programme helped them to express their emotions 	<p>4</p>

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

Budgeted cost: £119,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
3.1 Provide subsidies that remove the	Offering a range of high-quality extra-curricular activities to boost wellbeing,	2, 3, 4

<p>financial barrier to disadvantaged pupils in accessing extra-curricular opportunities related to sports, adventure and other culturally enriching opportunities. Includes contributions for PP pupils towards any transport and costs related to academic trips, transition trips, in-school activities related to cultural enrichment or adventure/sports participation, DofE costs, and hosting of sports day at the Institute of Sport Arena in Sheffield.</p>	<p>behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising.</p> <p>In addition, subsidies in the form of part or whole payment towards the costs of taking part in extra-curricular activities such as school performances (e.g. costumes), peripatetic music lessons (subsidised lesson costs and instrument hire), camps (equipment and transport) will be available to ensure disadvantaged pupils have equality of access to these opportunities.</p> <p>Disadvantaged pupils will be encouraged and supported to participate.</p> <p>For all Pupil Premium pupils accessing education visits, the first £20 of the cost of the trip is covered, or 50% of the trip cost, whichever is greater. A maximum claim of up to £200 can be made by each PP pupil per academic year. Exceptional cases may be considered for additional funding.</p>	
<p>3.2 Pupils in need are able to access subsidised equipment, resources and uniform through the school.</p>	<p>Internal data shows that low attendance and poor behaviour can sometimes be caused by pupils not having the correct uniform or equipment. Our families do not always have cash at hand to provide these items to their children when needed.</p> <p>In addition, by removing the stigma of ill-fitting uniform or lack of equipment we are supporting the general wellbeing of pupils.</p> <p>Funding for equipment and resources (e.g. ingredients for food lessons, materials for art and technology, general stationary equipment, and sometimes IT equipment) allow for all PP pupils to access the full school curriculum.</p>	2
<p>3.3 Rewards to incentivise students to attend and to celebrate improving</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	3, 4

<p>attendance, as well as 100% attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Reward culture to foster positive engagement with attendance process for all pupils.</p> <p>Anecdotally, this was popular with Y11 in the last academic year e.g. when 100% attendance per week led to 50p towards a prom ticket.</p>	
<p>3.4 Breakfast club funding for PP pupils (supplementing external funding grants to improve access for PP pupils) to ensure all pupils can enjoy a healthy, balanced start to the day.</p>	<p>“Schools... should also consider the multiple positive impacts of the approach, including improved pupil behaviour and improved attendance.” (Re-publication on the evaluation of school breakfast clubs, 2019, EEF)</p> <p>In addition to improving attendance and behaviour of targeted PP pupils, our Academy intends the Breakfast Club to also be a means for engaging in wellbeing activity with specific pupils, invited on an ad-hoc basis; as well as a vital provision for a small number of pupils.</p>	<p>2, 4</p>
<p>3.5 The role of the Assistant Heads of Year offers pastoral support, which facilitates wellbeing, improved relationships with families and pupils which drives attendance and support with behaviour to improve climate for learning.</p>	<p>“Restoring relationships and community is central to restoring wellbeing” - Van Der Volk</p> <p>“Restorative approaches have been shown to reduce exclusions, improve attendance and attainment” (Payne & Welsh, 2017).</p> <p>“Within trusted relationships, children and young people can learn, accept their individual strengths and areas for development and explore difficult, strong emotions and experiences with a view to moving forward” (Short, Case & McKenzie, 2018).</p>	<p>2,3,4</p>

Total budgeted cost: £353,850

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year:

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
<p>1.1 Raise the reading age of pupils below chronological reading age; and improve levels of literacy across the Academy.</p>	<p>Thinking Reading case studies:- SLS Y7 - In 4 months, reading age increased by 48 months. LG Y7 - 48 months progress in 37 sessions (around 5 months), so that reading age is now at chronological. EG Y7 - 42 months progress in 26 sessions, taking her reading age above chronological. RGY Y10 - 48 months progress in 25 sessions, bringing reading age in line with chronological. EK Y10 - She attended 31 sessions and graduated the programme with a reading age of 15+, in line with her chronological age. This equates to 48 months progress.</p> <p>Bedrock has now been cancelled before the end of the subscription.</p> <p>E-Reader Platform continues to be popular, with us reaching our loan limit on a number of occasions.</p> <p>Total loans - 3058 - increase of 1891 for the previous year.</p> <p>Total books on reserved - 512 up from 413 for the previous year.</p> <p>Active Patrons - 377 - To be considered an active patron students have to borrow a book and have read a certain amount. The physical library remains popular and more so than e-platform</p>	<p>£6600 – Thinking Reading</p> <p>£800 – Sutton Reads</p> <p>E-Reader Platform - £1250</p> <p>£2866 – Bedrock</p> <p>= £11,516</p>

	<p>however e-platform does seem to encourage those who do not access the library in school to seek out books.</p> <p>10% of students who visit E-Platform are doing so via the iOS or Android app which is up from 5% the previous year.</p> <p>Home use (Accessibility) - To read and access e-platform a constant internet connection is not required at home. We have now added QR codes to the date cards we stick in the Library books encouraging students to scan it when they arrive home, these codes take them directly to our e-platform homepage. Student librarians also hand out flyers with each book borrowed.</p>	
1.2 Ensure pupils have access to quality-first teaching for all.	There has been a strong push through CPD on Teaching and Learning, and in particular a warm-strict approach, 321 Track Me, Cold Calling and modelling over the past year. Adaptive Teaching has ran as a golden thread throughout this training.	£20,874.85
1.3 Maths intervention tutor to work with targeted pupils and small groups to raise attainment in maths at KS4.	The availability of a Maths intervention tutor allows small groups from KS3 and into KS4. This has allowed us to identify areas of need and provide targeted support. This year, they have worked closely with the Learning Support department, to ensure that the right students are selected.	£12,295.88
1.4 Increased availability of on-site careers adviser. This benefits all pupils, with proportionally greater benefit to disadvantaged pupils	The availability of a Careers Advisor this year, has seen the relaunch of Work Experience for the first time post COVID, thus increasing future prospects for our students who often struggle with aspirations for their future.	£11,019.67

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

Activity	Impact of this approach	Actual Spend
2.1 Family Liaison officer working together with Senior Teacher Lead Attendance Officer and Administrative team to identify and work with targeted pupils and families to improve attendance and/or attainment of PP pupils.	PA has dropped 9% in the same period as last year across the whole school, with strong work on building relationships but holding the line with statutory guidance. FLO attends TAC meetings, for targeted worked with a joined-up approach with professionals and works on a clear plan with the attendance lead to increase attendance and lower PA and SPA.	£37,682.59
2.2 External Alternative Provision and Internal Alternative curriculum (the LSC) to support pupils that find mainstream education challenging. Through this we are able to provide tailored support to their specific needs to ensure their attendance to school and future outcomes.	Last year saw 27 students access external AP and 12 students in LSC. These students would have faced P-EX without this provision. 13 students were Permanently Excluded, but this figure would have at least doubled without.	£11,382.35 £2,609.38
2.1 Family Liaison officer working together with Senior Teacher Lead Attendance Officer and Administrative team to identify and work with targeted pupils and families to improve attendance and/or attainment of PP pupils.	PA has dropped 9% in the same period as last year across the whole school, with strong work on building relationships but holding the line with statutory guidance. FLO attends TAC meetings, for targeted worked with a joined-up approach with professionals and works on a clear plan with the attendance lead to increase attendance and lower PA and SPA.	£10,573.82 £14,070.48 £7,410.52 = £32054.81

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

Activity	Impact of this approach	Actual Spend
3.1 Provide subsidies that remove the financial barrier to disadvantaged pupils in accessing	A notable trip this year, targeting students with PP, was a cultural enrichment visit to St Lucia. For some of these students, this was the first time that they had left the country. Students have commented that	£15,000

<p>extra-curricular opportunities related to sports, adventure and other culturally enriching opportunities. Includes contributions for PP pupils towards any transport and costs related to academic trips, transition trips, in-school activities related to cultural enrichment or adventure/sports participation, DofE costs, and hosting of sports day at the Institute of Sport Arena in Sheffield.</p>	<p>they have grown personally from this trip – experiencing a new culture, trying new food, pushing themselves out of their comfort zone, developing independence and making new friends.</p>	
<p>3.2 Pupils in need are able to access subsidised equipment, resources and uniform through the school.</p>	<p>We continue to provide a high volume of uniform to students within school, and the need is increasing year on year.</p>	<p>£2000</p>
<p>3.3 Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward for 100%. Yearly reward for 100% trip and laptop.</p>	<p>There has been a positive reaction from students to our rewards and incentives. Currently YTD, we are 3.1% higher in Y11 than this time last year and as a whole school 2% higher than the same period last year. Student's voice suggests rewards for attendance really help. However, we need to at least double this budget to make rewards a focus. PA has decreased 9% in the same period as last year.</p>	<p>£2000</p>
<p>3.4 Breakfast club funding for PP pupils (supplementing external funding grants to improve access for PP pupils) to ensure all pupils can enjoy a healthy, balanced start to the day.</p>	<p>We typically have upwards of 40 students accessing our Breakfast Club each day. These students otherwise would not be eating breakfast. This also allows us to do an informal check-in each morning, to ensure they are ready for the day physically and emotionally.</p>	<p>£3000</p>

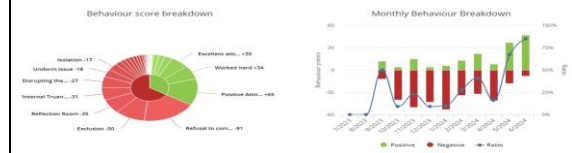
3.5 The role of the Assistant Heads of Year offers pastoral support, which facilitates wellbeing, improved relationships with families and pupils which drives attendance and support with behaviour to improve climate for learning.

Significant pastoral support including daily check ins with targeted students to ensure they had breakfast and were fully equipped for the day ensured that behaviour was improved. This was a long process but data from summer term 24 demonstrates a significant drop in FTS as work began to have an effect – 99 FTS in half term 5 (5 weeks) vs 72 in half term 6 (8 weeks).

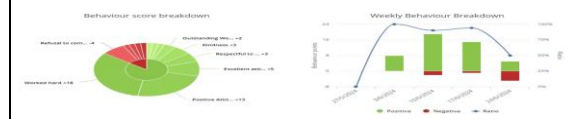
Climate for learning is improving. From Spring term 2 2023 where there were 1,156 RR referrals to summer 1 2024 where there were 1,101 to Summer Term 2 with 686, the general trend of lesson disruption has fallen significantly over the year.

Impact on PP students can be demonstrated by 3 different case studies from 23-24:

Case Study 1 / Year 7:

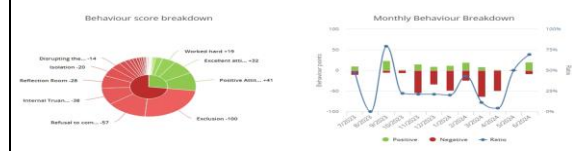


Whole Year

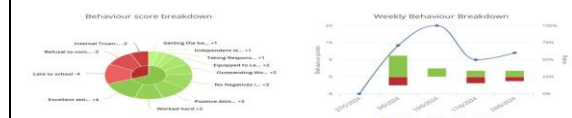


May – June 2024

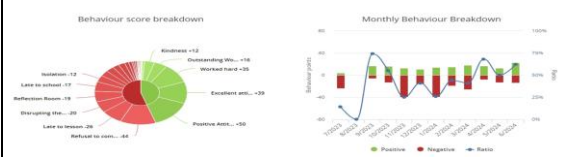
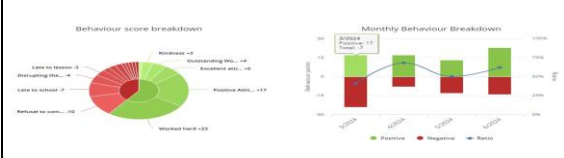
Case Study 2 / Year 8:



Whole Year



May – June 24

	<p>Case Study 3 / Year 10:</p>  <p>Whole Year</p>  <p>May – June 24</p>	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1:1 Tutoring	Kip McGrath
	TP Tutors

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.