



Pupil Premium Strategy

2024 – 2027

Pupil premium strategy statement

This statement details Sharnbrook Academy's plan for the 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	Sharnbrook Academy
Number of pupils in school	1664
Proportion (%) of pupil premium eligible pupils	12%
Number of Service Children	3
Number of Children in Care (CiC)	11
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	April 2025 & October 2025
Statement authorised by	Clare Raku
Pupil premium lead	Laura Watt
Governor / Trustee lead	Angela Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,100
Pupil premium funding carried forward from previous years	£14,000
Total budget for this academic year	£184,100

Part A: Pupil premium strategy plan

Statement of intent

Sharnbrook Academy aims to provide for the future needs of all our students, irrespective of their background or the challenges that they face. Our intention is that Pupil Premium funding is used to remove any barriers facing our disadvantaged learners so that they:

- are challenged to make excellent academic progress, with high attainment across the curriculum.
- are known, well cared for, and supported within our school community.
- have access to high quality opportunities to extend the boundaries of their learning and remove potential perceived ceilings to their aspirations.

As part of Meridian Trust, our [Pupil Premium Charter](#) ensures a minimum entitlement for all students in receipt of Pupil Premium funding, with key principles focussing on:

- academic mentoring and support
- careers guidance
- experiences and enrichment
- attendance and progress.

To ensure that our disadvantaged learners are challenged to make excellent progress, with high attainment across the curriculum we will:

- ensure that all teaching at the academy is at least good or better in all subjects.
- use robust diagnostic and formative assessment to determine personalised academic support and intervention programmes, prioritising the core skill of reading.
- closely monitor the progress and attainment of disadvantaged learners, using academic mentoring as needed to co-create targets and action plans for improvement.

To ensure that our disadvantaged learners are known, well cared for, and supported within our school community we will:

- support them in ensuring that their attendance is at least in line with the national average figure.
- continue to invest in our pastoral support system and specialist guidance for our most vulnerable disadvantaged learners including a designated CiC Officer and school counsellor.

To ensure that disadvantaged learners have access to high quality opportunities to extend the boundaries of their learning remove perceived ceilings to their aspirations we will:

- ensure that a full programme of extracurricular activities, outdoor adventure learning, trips and visits is accessed by disadvantaged learners.
- ensure that all disadvantaged learners have access to high quality careers coaching.
- support the most able disadvantaged learners in realising their potential through early identification.

Challenges

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

Challenge number	Detail of challenge
1	Reducing the overall progress and attainment gap for our disadvantaged learners (estimated progress 8 gap of -0.73* and attainment 8 gap of 5.53) Having successfully closed the progress and attainment gap for disadvantaged learners in 2022-23, a widening once again emerged following the 2023-24 outcomes (as above). <i>*4Matrix values used</i>
2	Reducing the attainment gap in Basics 4+ & 5+ for disadvantaged learners (4+ Eng & maths at SA = 52.8%* disadvantaged cf. 77.7% non-disadvantaged) (5+ Eng & maths at SA = 27.8% disadvantaged cf. 56.8% non-disadvantaged) Nationally, disadvantaged learners as a group attain lower in English and maths than their non-disadvantaged peers, a trend which is very much replicated at our academy following the 2023-24 outcomes (as above). <i>*4Matrix values used</i>
3	A higher proportion of our lower-level readers are disadvantaged learners. NGRT data suggests that, on average, 27% of our lower-level readers based on their standardised age scores (SAS) are disadvantaged learners, despite only making up, on average, 13% of the cohort. <i>*Based on Y7, Y8, Y9 NGRT Assessments completed in 2023-24</i>
4	Attendance of disadvantaged learners is below that of their non-disadvantaged peers In 2023-24, disadvantaged learner attendance was 84.6%*, compared to the 92.4% attendance of their non-disadvantaged peers across the academy. Analysis of past data and observations suggest that this absence if negatively impacting the academic progress of disadvantaged learners. <i>*FFT values used</i>
5	The rate of suspensions for disadvantaged learners is higher than that of their non-disadvantaged peers In 2023-24, the overall suspension rate for disadvantaged learners was 37.79* compared with 7.37 for their non-disadvantaged peers. Students with 1+ suspension rose from 4.05% of non-disadvantaged learners to 12.44% of disadvantaged learners, with almost half of these suspensions being due to '<i>persistent or general disruptive behaviour</i>'.

	Whilst termly suspension rates for disadvantaged learners remained higher than that of their non-disadvantaged peers, by term 5/6 of 2023/24 the rate had improved to just three times higher. <i>*PowerBi values used</i>
6	Engagement in enrichment activities is lower for disadvantaged learners than their non-disadvantaged peers. Analysis of student uptake of enrichment activities shows disadvantaged learners engaging less frequently than their peers. This reduced engagement with cultural capital experiences has been shown to negatively impact student aspiration, life opportunities and academic progress.

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
Improved attainment (<i>and progress</i> *) for disadvantaged learners across the curriculum at Key Stage 4, with a particular focus on English, maths, and science. <i>*Progress 8 measures unavailable from 2024 due to the lack of KS2 SATs data (Covid)</i>	• End of year assessment and mock examination data for disadvantaged learners to be in line with their peers. • Year 11 outcome data to show an increased parity between disadvantaged learners and their cohort when compared with national figures.
Improved reading and comprehension amongst disadvantaged learners in Year 7 - 9	• NGRT data demonstrates test-on-test improvements in standardised age scores (SAS), particularly for that of our lower-level readers. • By summer 2027 NGRT progress data shows the proportion of lower-level readers who are disadvantaged learners to be proportionally the same as our non-disadvantaged learners.
Reduction in persistent absence amongst disadvantaged learners and an increase in overall attendance.	• Average attendance for our disadvantaged learners to be above 90% and in line with their peers by summer 2027.
Reduction in suspensions amongst our disadvantaged learners	• Narrowing the gap between the suspension rate for disadvantaged learners when compared to their non-disadvantaged peers. • By summer 2027 data shows at least a 50% reduction in the suspension rate for disadvantaged learners.
Increase in disadvantaged learner cultural capital experiences, extending the boundaries of their learning.	• Increasing proportion of disadvantaged learners engaging in both school-led and external enrichment activities, with a similar percentage of disadvantaged and non-disadvantaged learners engaging in enrichment activities by the summer of 2027. • By summer 2027, 100% of disadvantaged learners participating in the Year 10 work experience opportunity. • 100% achievement by disadvantaged learners of the Meridian Trust Bronze PLEDGE award by the end of Year 9

	and the Meridian Trust Silver PLEDGE award by the end of Year 11.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£62,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L CPD sessions facilitated by lead practitioners based on current research and evidence for quality first teaching.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com)	1, 2, 3, 4, 5
Continual CPD time protected for teachers across the academic year to engage in research and evidence for quality first teaching.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com)	1, 2, 3, 4, 5
Additional department time given to subjects for reviewing student achievement in line with the whole school APDR progress reporting cycles.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Ensure that teachers at all careers stages are supported to deliver excellent lessons through enhanced training (OTP and coaching) as identified through MFA.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com)	1, 2, 3, 4, 5
Literacy CPD sessions facilitated by the literacy lead to improve the profile and quality of literacy provision across subjects.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com)	1, 2, 3
Implementation of the 'Powerful Words' tutor time programme to support learners in the improvement of literacy skills.	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 3

Use of the Accelerated Reader Programme in KS3 to continue to improve reading and comprehension levels.	Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 3
PositivelyYou 'Exam Busters' revision workshops held for Year 11 learners and parents/carers.	Parental engagement EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2
Additional intervention teaching groups in English to accelerate the literacy progress of KS4 learners.	Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Increase in leadership capacity (Deputy Principal + Two Assistant Principals) with responsibility for improving standards of T&L.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	1, 2
Increase in leadership capacity (lead practitioners x5 and literacy lead) with responsibility for improving standards of T&L.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of two teachers of SEN (0.8 FTE) to support with the delivery of the identified intervention programmes of students with bespoke curriculum pathways.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com) One to one tuition EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Employment of maths intervention tutor to support with the delivery of the identified intervention programmes of	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com) One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

students with bespoke curriculum pathways.	Feedback EEF (educationendowmentfoundation.org.uk)	
Employment of pastoral support teams (SSAs, CiC lead, behaviour support assistant, attendance officer) to engage with students and parents/carers with regards to targeted pastoral care and behaviour interventions.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com) Parental engagement EEF (educationendowmentfoundation.org.uk) Working together to improve school attendance - GOV.UK (www.gov.uk)	4, 5, 6
Provision of robust diagnostic assessment, including GL assessment at KS3 (e.g. NGRT), to determine personalised academic support and intervention programmes.	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Targeted 1:1 and small group tuition in a variety of subjects by external teachers.	One to one tuition EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Year 11 Booster Sessions – small group targeted tuition and revision during the school holidays.	Feedback EEF (educationendowmentfoundation.org.uk)	1, 2
SEND in-class support for English and maths lessons.	One to one tuition EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Targeted 1:1 and small group reading interventions led by	One to one tuition EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

teaching assistants and an English intervention teacher.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	
Targeted 1:1 and small group numeracy interventions led by teaching assistants.	One to one tuition EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Purchase of Sparx maths, Tassomai (science and humanities) and Languagenut (MFL).	Homework EEF (educationendowmentfoundation.org.uk)	1, 2
Academic mentoring programme for under-performing learners.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Assessment and feedback EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
1:1 career coaching appointment for under-performing learners and various careers events and work experience opportunities throughout the year.	Mentoring EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com) Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4, 5, 6
Year 10 disadvantaged students prioritised to receive personalised guidance to access inspirational work experience placements in the summer term.	Mentoring EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com) Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4, 5, 6
Increase in leadership capacity to facilitate a director of careers with strategic overview for careers provision and	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4, 5, 6

opportunities for disadvantaged learners.		
Increase in leadership capacity (Deputy Principal + Two Assistant Principals) with responsibility for closely monitoring academic progress and attainment.	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Priority access to subject consultation appointments and additional SLT academic tutorials for underperforming learners.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2
Fortnightly strategic meetings to monitor disadvantaged attainment and progress.	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2
Class lists in core subjects to be regularly reviewed, ensuring that disadvantaged learners are placed in the most appropriate group for them in terms of peers, staffing and individual potential (based on CATs).	Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: **£47,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform assistance to allow disadvantaged learners access to the correct uniform through the pre-loved provision if financial issues are apparent.	The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	4, 5
Breakfast club provision.	Magic Breakfast - trial EEF (educationendowmentfoundation.org.uk)	4, 5

Free School Meal 'top-up' to £2.60 per day from the government funding rate of £2.53 per day.	Magic Breakfast - trial EEF (educationendowmentfoundation.org.uk)	4, 5
ICT equipment purchase and upkeep for devices loaned to students enabling them to access independent study and further reading.	Homework EEF (educationendowmentfoundation.org.uk)	1, 2
Financial support for the Duke of Edinburgh Award programme.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Subject to Background - Sutton Trust	4, 5, 6
Saints Rugby Training enrichment programme.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Subject to Background - Sutton Trust Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4, 5, 6
Meridian Trust Aberdovey Outdoor Pursuits expedition for targeted Y9 learners.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	4, 5, 6
Financial support with the Year 7 Grafham Water trip to encourage full attendance.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	4, 5, 6
Support for other cultural capital experiences that are non-curriculum essential but potentially beneficial.	Arts participation EEF (educationendowmentfoundation.org.uk) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Subject to Background - Sutton Trust Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	4, 5, 6
Transition mentoring around future plans and next steps at post-16.	Mentoring EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com)	6
Employment of pastoral support teams (SSAs, CiC lead, behaviour support	Behaviour interventions EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com)	4, 5, 6

assistant, attendance officer) to engage with students and parents/carers with regards to targeted pastoral care and behaviour interventions.	Parental engagement EEF (educationendowmentfoundation.org.uk) Working together to improve school attendance - GOV.UK (www.gov.uk)	
Employment of a school counsellor to manage and assist with external barriers to learning.	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	4, 5, 6
Fortnightly strategic meetings to monitor disadvantaged attainment and progress.	Working together to improve school attendance - GOV.UK (www.gov.uk)	4, 5, 6
Increase in capacity to support students and their families where attendance is the main barrier to learning (overview of PSPs and EHAs).	Behaviour interventions EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com) Parental engagement EEF (educationendowmentfoundation.org.uk) Working together to improve school attendance - GOV.UK (www.gov.uk)	4, 5, 6
Increase in leadership capacity (Assistant Principal) with responsibility for the attendance and well-being of disadvantaged learners.	Parental engagement EEF (educationendowmentfoundation.org.uk) Working together to improve school attendance - GOV.UK (www.gov.uk)	4, 5, 6
Support for the most able disadvantaged learners in realising their potential through early identification and access to higher education access programmes, including our own Sixth Form 'Think Tank.'	SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) Aspiration interventions EEF (educationendowmentfoundation.org.uk) Peer tutoring EEF (educationendowmentfoundation.org.uk)	1, 6
Active engagement with hospital outreach education to support ongoing learning for students unable to fully attend school (AV1).	PotentialForSuccess.pdf (suttontrust.com) Working together to improve school attendance - GOV.UK (www.gov.uk)	1, 2

Staffing capacity created to enable full time supervision and support in 'The Hive' and 'The Hub'.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) PotentialForSuccess.pdf (suttontrust.com) Working together to improve school attendance - GOV.UK (www.gov.uk)	1, 2, 3, 4, 5
Staffing capacity created to enable supervision of a daily afterschool homework club in the library.	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) PotentialForSuccess.pdf (suttontrust.com)	1, 2, 3, 6
ELSA training for x2 members of support staff to support with developing emotional literacy and improving experiences for students with EBSA.	EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)	4, 5
Engagement of EWO services to improve attendance of disadvantaged learners.	Working together to improve school attendance - GOV.UK (www.gov.uk)	4, 5

Total budgeted cost: £184,100

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 2021 to 2024 academic years.

Progress towards our three-year goals (outgoing 2021-24 strategy):									
Widening progress and attainment gap between disadvantaged and non-disadvantaged students	Analysis suggests that despite making significant in-roads to closing the gap in 2022-23, we continue to be challenged by the Progress 8 (P8) and Attainment 8 (A8) scores of our disadvantaged learners:								
	Key Stage 4 National Assessment Data								
	2021-22			2022-23			2023-24 – tbc		
	Non-disadvantaged	Disadvantaged	GAP	Non-disadvantaged	Disadvantaged	GAP	Non-disadvantaged	Disadvantaged	GAP
	Average KS2 PA	105.5	101.5		105.0	100.0		106.5	103.5
	P8	0.35	-0.50	0.85	0.06	0.04	0.02	0.28	-0.45
	A8	55.76	40.29	15.47	48.26	40.08	8.18	52.53	39.89
	English 7+	39%	5%	34%	24%	16%	8%	34%	14%
	Maths 7+	18%	5%	13%	15%	5%	10%	26%	14%
	English 5+	83%	50%	33%	66%	49%	17%	72%	56%
	Maths 5+	65%	25%	40%	53%	27%	26%	62%	28%
	English 4+	94%	75%	19%	84%	73%	11%	89%	67%
	Maths 4+	88%	60%	28%	78%	45%	33%	82%	58%
	Standard EBacc	28%	5%	23%	19%	5%	14%	34%	11%
	Strong EBacc	23%	5%	18%	13%	3%	10%	27%	6%

	Whilst attainment has continued to improve across the academy, including a significant improvement of 180% in maths at Grade 7+ for our disadvantaged cohort, our 2023-24 outcomes did not demonstrate overall a narrowing of the gap to the extent that might have expected given the narrowing of the KS2 prior attainment gap for this cohort. The general improvement at each benchmark threshold has also been at a slower rate for our disadvantaged learners, noticeably so in maths when compared to English. Priority access to subject consultation appointments has seen disadvantaged learner attendance increase, on average, from approximately 50% in 2021 to approximately 85% in 2024, a value more in line with their non-disadvantaged peers. Parents and carers contacted in advance of the booking system going live and appointments made on their behalf at the times most convenient for them. Year 11 disadvantaged learners prioritised, where appropriate, for places on all academic intervention programmes, e.g. 5for5 tutor time, NTP online tuition, Herts for Learning sessions, holiday booster sessions. A small supply of laptops are also loaned to disadvantaged students without easy access to such provisions at home. Whilst we are proud of the pockets of progress that we have made, there is still further work to be done to close the gap in progress and attainment for our disadvantaged learners. We will continue to use targeted intervention to support disadvantaged learners to progress in line with their peers and are specifically focusing on KS3 students to try and minimise the gap lower in the school rather than wait until KS4.
Widening gaps in maths and literacy skills.	The average baseline level of our disadvantaged learner cohort at the start of year 7 (based on both SATs and GL Assessment data) continues to be below that of their non-disadvantaged peers. Whilst the scores achieved by these learners in subsequent standardised assessments over the course of Year 7 and Year 8 do demonstrate academic progress, they do reflect a sustained narrowing of this initial attainment gap. Reading levels continue to be a barrier to learning for many of our disadvantaged learners and over the past three-year period we have trialled a wide range of interventions to address this, including: • 'Toe by Toe' reading intervention programme • 'Rapid Readers' reading intervention programme

	• ‘Reading Fluency’ reading intervention programme • Whole class tutor time reading programme • ‘Accelerated Reader’ – one hour per fortnight of additional English teaching time allowed for in the timetable. Whilst each programme has been successful, the numbers of learners included have been small due to staffing requirements. This limitation is therefore a key area of improvement to work upon as we embark on our next three-year strategy.																																																																																																																																																
Attendance:	Whilst attendance for disadvantaged learners remains below that of their non-disadvantaged peers, it is in line with FFT national values: <u>2022-23 – overall difference of -0.8%</u> <table><tr><th>FSM6</th><th></th><th></th><th>All</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr><tr><td>FSM6</td><td>167</td><td>School</td><td>84.5%</td><td>85.3%</td><td>87.4%</td><td>83.1%</td><td>82.5%</td><td>83.3%</td></tr><tr><td></td><td></td><td>FFT National</td><td>85.3%</td><td>88.7%</td><td>86.2%</td><td>84.2%</td><td>83.0%</td><td>82.9%</td></tr><tr><td></td><td></td><td>Difference</td><td>-0.8%</td><td>-3.4%</td><td>+1.2%</td><td>-1.2%</td><td>-0.5%</td><td>+0.4%</td></tr><tr><th></th><th></th><th></th><th>All</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr><tr><td>Not FSM6</td><td>1,167</td><td>School</td><td>92.4%</td><td>93.2%</td><td>92.2%</td><td>92.9%</td><td>91.7%</td><td>92.0%</td></tr><tr><td></td><td></td><td>FFT National</td><td>92.6%</td><td>94.4%</td><td>93.1%</td><td>92.1%</td><td>91.7%</td><td>91.4%</td></tr><tr><td></td><td></td><td>Difference</td><td>-0.2%</td><td>-1.2%</td><td>-0.8%</td><td>+0.8%</td><td>0.0%</td><td>+0.6%</td></tr></table> <u>2023-24 – overall difference of -0.8%</u> <table><tr><th>FSM6</th><th></th><th></th><th>All</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr><tr><td>FSM6</td><td>153</td><td>School</td><td>84.6%</td><td>87.3%</td><td>83.5%</td><td>82.1%</td><td>85.4%</td><td>85.9%</td></tr><tr><td></td><td></td><td>FFT National</td><td>85.4%</td><td>89.0%</td><td>86.2%</td><td>84.5%</td><td>83.3%</td><td>82.8%</td></tr><tr><td></td><td></td><td>Difference</td><td>-0.8%</td><td>-1.7%</td><td>-2.7%</td><td>-2.4%</td><td>+2.0%</td><td>+3.0%</td></tr><tr><th></th><th></th><th></th><th>All</th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th></tr><tr><td>Not FSM6</td><td>1,165</td><td>School</td><td>92.4%</td><td>94.2%</td><td>91.5%</td><td>91.4%</td><td>92.6%</td><td>92.0%</td></tr><tr><td></td><td></td><td>FFT National</td><td>92.8%</td><td>94.6%</td><td>93.3%</td><td>92.4%</td><td>92.1%</td><td>91.3%</td></tr><tr><td></td><td></td><td>Difference</td><td>-0.4%</td><td>-0.4%</td><td>-1.8%</td><td>-1.1%</td><td>+0.5%</td><td>+0.7%</td></tr></table> Our breakfast club provision was established at the end of the 2022-23 academic year, not only to provide a nutritional meal at the start of the school day for some of our more vulnerable disadvantaged learners but also to provide a ‘safe space’ where they could develop supportive relationships with the members of staff that run this provision. Our new house system, also introduced earlier that academic year, utilises the relationship between student and form tutor to follow up on absence and offer early intervention to try and encourage improvements in learner attendance. Our new behaviour support assistant, employed in September 2023, also works to further support this relationship development with some of our more vulnerable disadvantaged learners. Some further strategic improvements to close the gap between disadvantaged and non-disadvantaged learners have occurred in 2023-24, but this is an outcome that will require further, sustained work and focus over the next three	FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11	FSM6	167	School	84.5%	85.3%	87.4%	83.1%	82.5%	83.3%			FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%			Difference	-0.8%	-3.4%	+1.2%	-1.2%	-0.5%	+0.4%				All	Year 7	Year 8	Year 9	Year 10	Year 11	Not FSM6	1,167	School	92.4%	93.2%	92.2%	92.9%	91.7%	92.0%			FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%			Difference	-0.2%	-1.2%	-0.8%	+0.8%	0.0%	+0.6%	FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11	FSM6	153	School	84.6%	87.3%	83.5%	82.1%	85.4%	85.9%			FFT National	85.4%	89.0%	86.2%	84.5%	83.3%	82.8%			Difference	-0.8%	-1.7%	-2.7%	-2.4%	+2.0%	+3.0%				All	Year 7	Year 8	Year 9	Year 10	Year 11	Not FSM6	1,165	School	92.4%	94.2%	91.5%	91.4%	92.6%	92.0%			FFT National	92.8%	94.6%	93.3%	92.4%	92.1%	91.3%			Difference	-0.4%	-0.4%	-1.8%	-1.1%	+0.5%	+0.7%
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	years, with consideration of the individual challenges each student faces rather than a blanket approach.
Well-being:	Over the past three-years we have established a comprehensive CEIAG programme at KS3 and KS4, with learners having the opportunity to engage in a variety of opportunities such as attending sessions delivered by external speakers, work experience and an annual careers fair. Disadvantaged learners are prioritised for independent careers coaching appointments to receive personalised guidance. Attempts to reduce economic barriers to learning were addressed through the creation of a pre-loved uniform provision which although a successful initiative, is very reliant on uniform donations which is limiting. Period poverty has also been addressed, whereby we now actively advertise availability of all sanitary products from SSA's and the main office. A full review of how FSM are offered and accessed completed, meaning that those eligible are no longer identified as FSM at till point (to remove any associated stigmas) and given daily allowance to spend like any other student. This has, anecdotally, resulted in learners feeling happier at using their FSM allowance. Priority access to enrichment visits and trips has been successful in ensuring that disadvantaged learners expressing an interest in any visit is successful in achieving a space where places are limited as well as the introduction of a fully funded disadvantaged learner only residential in Year 9. The next step however is to work on increasing the initial level of expression on interest.

Externally provided programmes

Programme	Provider
Progress Tests in English, Maths, and Science	GL Assessment
National Group Reading Test (NGRT)	GL Assessment
Sparx Maths	Sparx Learning
Accelerated Reader	Renaissance Learning
Rapid Reader	Pearson (Rapid Plus)
Languagenut	Languagenut Ltd
Tassomai	Tassomai Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Students eligible for the service premium are identified and offered pastoral support which can take many different forms including enhanced form tutoring, peer mentoring, external agency support or formal counselling. Service students are prioritised for access to blocks of sessions with our external counselling partner, Service Six.