



# Pupil Premium 2023-2024 Review – Barnhill Community High School

This document details the impact of the Barnhill Community High School 2023 – 2024 Pupil Premium (PP) strategy. The report outlines how the school use PP funding to improve the education outcomes for our disadvantaged students and ensure their progress is in line with or above other students in the school as well as nationally. A complete breakdown of the school’s Pupil Premium outcomes of our last formal examination (2024) can be found here: [2024 KS4 Outcomes data](#)

Summary Information			
School	Barnhill Community High school		
Academic Year	2023 - 2024	Total PP Budget	£ 480,240
Total Number of pupils	1578	Number of pupils eligible for PP	584 (37%)

## Pupil Premium Strategy Outcomes

### Year 11 Summer Examinations 2024

The **figure 1** below demonstrates that the Barnhill High school overall progress 8 score and the Others P8 for PP students are above national averages based on the 2023 data. Although the data shows recorded outcome differences between PP students and non-PP the performance gap is closing. In some case the gap has closed. Closing the performance gap between our PP and non-PP remains a key priority for all staff. The Others P8 for PP students outperformed the non-PP.

<i>Figure 1</i>	Pupil Premium (80) 2024	Non-Pupil Premium (154) 2024	2023/24 National average (all pupils)
<b>Progress 8</b>	+0.45	+0.6	
<b>Attainment 8</b>	50.38	55.99	48.7
<b>9-4 English and Maths</b>	75%	81.20%	67%
<b>9-5 English and Maths</b>	55.1%	59.7.1%	50%
<b>Ebacc Average point score</b>	4.71	5.39	4.05
<b>Others P8</b>	+0.29	+0.16	

**Key Stage 4 2024 Outcomes by prior attainment.**

**Figure 2** demonstrates that progress for the low ability group is consistently higher than that of the high and middle prior attainers. High Prior Attaining students for PP have outperformed the non-PP on both P8 and attainment. When making general performance comparisons between PP and non-PP, the data shows that progress for low prior attainers for both PP and non-PP are above national averages. Attainment gaps are above the national. Some exploration is required when looking at the difference between prior attaining groups.

*Figure 2*

	High Prior Attaining students 2023	Middle Prior Attaining students	Low Prior Attaining students
Pupil Premium			
<b>Progress</b>	+0.51	+0.30	+0.71
<b>Attainment</b>	74.31 (13)	50.37 (42)	35.7 (15)
Non-Pupil Premium			
<b>Progress</b>	+0.31	+0.6	+1.42
<b>Attainment</b>	68.16 (50)	54.25 (67)	42.29 (17)

**Key Stage 4 Performance Trend.** Figure 3 below, demonstrates progress and attainment scores over the last seven years on an upward trajectory. In addition, the 2024 outcomes when compared with both the 2019 school and national progress and attainment is superior across all levels. The attainment gap between PP and non-PP has been reduced. The progress score for PP is the highest it has ever been at Barnhill (excluding teacher assessed grades of 2020 and 2021\*).

<i>Figure 3</i>	2018	2019	2020*	2021*	2022	2023	2024	NA 2023/24
	<b>Pupil Premium</b>							
<b>Progress 8</b>	+0.4	+0.48	+0.61	+0.80	+0.45	0.38	+0.45	-0.45
<b>Attainment 8</b>	43.2	47.19	45.8	53.6	50.9	48.2	50.38	36.7
Maths and English Grade 5+	44%	47%	44.0%	56%	57.0%	52%	55.1%	24.7%
Maths and English Grade 4+	58%	65%	65.9%	74%	73%	74%	75%	44.7%
	<b>All Pupils</b>							
<b>Progress</b>	0.67	+0.57	+0.95	+0.88	+0.79	0.66	0.63	0.64
<b>Attainment</b>	47.1	49.1	53.4	55.2	55.61	53.2	55.56	48.7

Maths and English Grade 5+	51%	52%	59%	58%	64.96%	61%	69%	50%
Maths and English Grade 4+	65%	63%	79%	74%	79.91%	79%	86%	67%

### Attainment 8

Figure 4 shows attainments comparison for 2023 and 2024 between PP and non-PP in all key school options. Overall, attainment for both PP and non-PP are higher (56% and 61%) than the 2019 figures (46.19% and 48.73%) respectively. Additionally, the PP group performed better in 2024 than in both 2023 and 2019 across all the GCSE key qualifications.

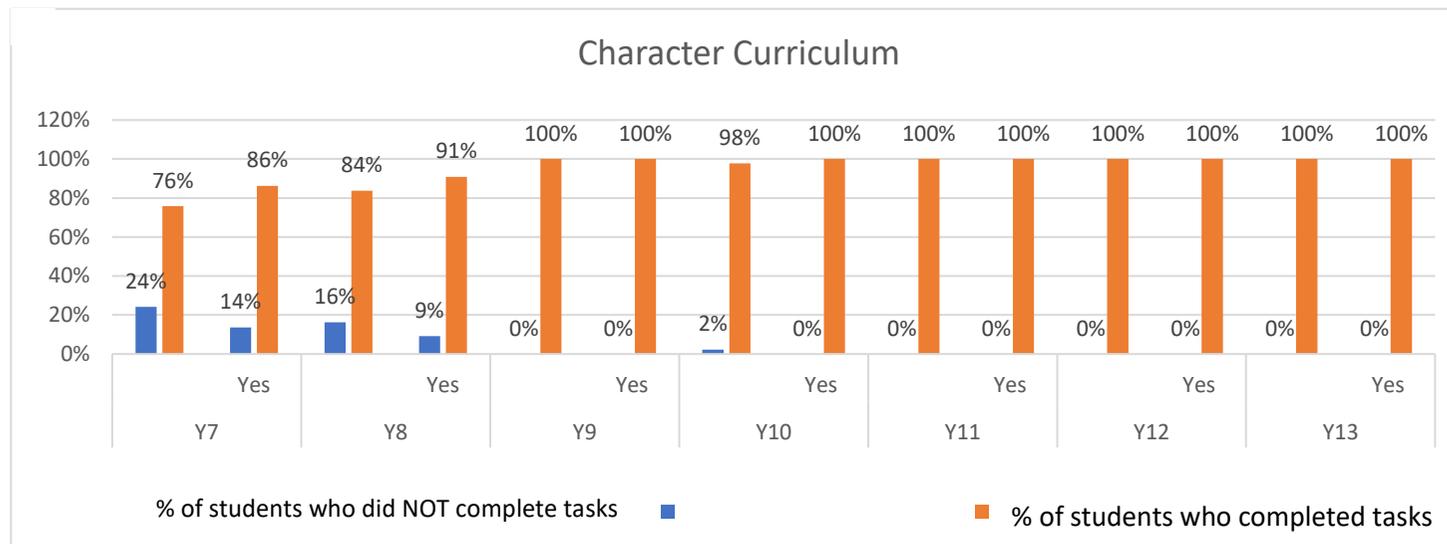
**Figure 4**

2024	#	Overall		English A8			Mathematics A8			Ebacc A8			Open A8			
		2024	2023	2019	2024	2023	2019	2024	2023	2019	2024	2023	2019	2024	2023	2019
<b>Overall</b>	234	55.56	53.2	47.47	11.28	11.02	10.24	10.03	10.96	10.14	16.24	15.65	14.55	14.95	15.57	12.54
<b>Male</b>	115	53	53.15	45.2	10.98	10.72	9.54	11.58	11.43	10.49	16.25	15.8	14.16	14.02	15.19	11.02
<b>Female</b>	119	55	53.26	50.91	12.1	11.35	11.31	10.91	10.42	9.6	16.24	15.48	15.59	15.88	16	14.87
<b>PP</b>	99	50.38	48.05	46.19	11.14	10.09	10.19	10	9.89	9.56	14.59	13.89	13.86	14.31	14.18	12.57
<b>Non-PP</b>	135	55.99	57.55	48.73	11.77	11.81	10.29	11.88	11.86	10.67	17.1	17.14	15.2	15.3	16.74	12.58

Figure 5: Year 11 Reading Skill data

	Non-PP	PP	
<b>Count of Reading Skill</b>	<b>Column Labels</b>		
<b>Row Labels</b>	<b>No</b>	<b>Yes</b>	<b>Grand Total</b>
Dependent Reader	71	28	99
Emerging	22	6	28
Independent Reader	86	42	128
No reading data	7		7
<b>Grand Total</b>	<b>186</b>	<b>76</b>	<b>262</b>
	PP = 76		
	Non-PP = 186		

Figure 6: Contribution Log of PP and Non-PP to Character Curriculum in 2023-2024



The data in **figure 5** demonstrate that PP students are doing well at the ‘dependent reader’ stage. This is evidenced through the reduced number of PP students (28) who are dependent when compared to the non-PP (71). The key areas of strength are that students who are on an intervention get assessed more frequently after 10 weeks of the intervention and moved off the intervention or to another intervention if necessary.

**Concerning areas of development:** plans are underway to ensure that year 7 and 8 Protected Cohorts receive Lexia to work on at home.

On character curriculum, **figure 6** shows that our PP students are fully engaged in school planned extra-curricular activities. The PP students were as equally engaged as the non-PP in all school planned character curriculum activities. Year groups 9 to 13 registered a nearly 100% engagement. Year 7 and 8 fell short of completing character curriculum tasks set by the school. Equal proportions of PP and non-PP did not finish.

## The Pupil Premium Strategy Impact Summary

Barriers to future attainment (for students eligible for PP, including high ability)	Success criteria	Impact Summary
In-school barriers		
A	In some cases, students show low levels of literacy with low reading scores, failing to access and understand subject specific vocabulary.	Reduce the P8 gap between PP and non-PP students.
		<p><b>High</b></p> <p>When considering reading skills across all year group types, the data in <b>figure 5</b> demonstrate that there are fewer students who are PP performing at a level of dependent reader than the non-PP. For example, when making comparisons on reading performances between PP and non-PP in year 11, the data show that the proportion of non-PP dependent readers is greater than the PP dependent readers by 43%. This simply means that there are far less students who are PP demanding support at the reading skill threshold. The school is putting robust systems to ensure the level of reading of PP students who are independent and Emerging is in line with the whole school.</p> <p>The improvements in literacy manifest through the positive achievement of year 11 PP cohort with the English element progress 8 score of 0.71. English recorded a significant attainment 8 score moving from 10.09 in 2023 to 11.28 in 2024 (figure 4). School external reviews data show that PP students were as articulate as non-PP in explaining the learning in their curriculum.</p>
B	In some cases, boys demonstrated poor attitudes to learning.	Boys improve their overall attitude to learning focusing mainly on closing the gap between WBRI PP and non-PP boys.
		<p><b>High</b></p> <p>Overall results for GCSE show that the school performance gender gap is closing for attainment and it is now within 2.28 in favour of the girls. This demonstrates a positive impact on our strategy to engage boys in their learning by raising their aspirations. The school Attitude to Learning (ATL) has a small insignificant whole school gap of (0.1) for PP v. non-PP. Across all year group types ATL data shows positive figures for PP. ATL figures are in line with non-PP in all year groups except for year 9 whose PP students are even doing better than the non-PP. For example, in year 11 the ATL gap reduced by 0.4. Across all year groups all issues pertaining to ATL as well as Behaviour and Attitudes are a permanent fixture on Curriculum Areas' and year group meeting agenda. Additionally, year 10 and 11 Achievement and Behaviour meetings consistently discuss ATL and Behaviour issues.</p> <p>The attitude to learning for the current year 11 PP students keep on improving with a score of 3.7 which matches the school average ATL score of 3.7. School collated behaviour data on exclusion shows that out of the 10 students excluded, seven of them were PP. One of the students was a girl. In instances where</p>

			<p>recorded behaviour was rising sharply, this was a strategic measure by the school to raise behaviour expectations. Robust behaviour systems are being developed to support self-regulation for all students including PP. Staff will be trained on principles of de-escalating situations. Proactively, awarding positive points for PP students has become part of the school's commitment to support PP students.</p> <p>On school conduct and merit, PP students received less first stage negatives (C1) by 387 than non-PP students.</p> <p>Positive points awarded to PP students have increased term on term. In 2024, positive points went up for PP students by as much as three times the previous term. Similarly, negative points awarded to PP students each term have increased at the same level as those for non-PP demonstrating our commitment to ensure equity.</p>
C	In some cases, high prior attaining students who are eligible for PP are making less progress.	High prior attaining PP students will perform in line with other key learner groups.	<p><b>High</b></p> <p>The 2024 GCSE outcomes showed an improvement in performance for PP students by (+0.7) from the 2023 results. The data also showed an excellent performance by high prior attainers (HPA) who are also PP when compared against their non-PP counterparts. On attainment, the HPA PP students outperformed the non-PP by a score of (+6.15). Similarly, on Progress8 the HPA PP students achieved better than the non-PP by (+0.2). When considering the 2024 GCSE performance of PP students based on ability groups, the low prior attainers (LPA) outperformed the middle prior attainers (MPA) and the HPA who are PP. See figure 2.</p> <p>The school strategic priorities remain at reducing the performance gap between ability groups who are Pupil Premium. The strategies range from pre-teaching vocabulary, opportunities for articulating thinking to teachers provide feedback that push students beyond their 'personal best'. Some of the strategies put in place include positive targeting, seating plans, trips as well as providing laptops to aid with home learning activities.</p>
D	Our disadvantaged students are more likely to be late or have unauthorised absences.	Regular attendance for PP students ensures they are in school, ready to learn and start the day at a sensible time. Reduce the	<p><b>High</b></p> <p>The school has set up sturdy and viable systems on attendance to reduce absenteeism, school refusal, punctuality and attendance to lessons.</p> <p>Attendance is in line or above national averages for PP but is marginally 2.36% below non-PP. Attendance strategies employed by the school to support students with low attendance and punctuality include reports, parent meetings as well as visits to homes. The school has made clear and effective use of the school's attendance and punctuality policy, with appropriate referrals made once the threshold is met.</p>

		<p>gap in attendance between PP and non-PP students.</p>	<p>Personalised and close contact with home to ensure the school is working in collaboration with parents and students.</p> <p>The proportion of PP students who are involved in authorised absences is 0.7 greater than the non-PP. The number of students coming late to school has tremendously decreased leading to the 'late before' registration gap between PP and non-PP reducing to 0.29%.</p> <p>Overall, the attendance figures for PP across school academic terms show a level trend in which the attendance gap for PP against non-PP has been reduced to (2.2%) and further decreased to (1.5%) when compared with all the students.</p> <p><b>attendance and punctuality figures for PP/non-PP.</b></p> <p>Whole School <span style="float: right;">Percentages</span></p> <table border="1" data-bbox="884 614 2139 694"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>515</td> <td>92.13</td> <td>3.63</td> <td>4.17</td> <td>4.36</td> <td>0.88</td> </tr> <tr> <td>Not Pupil Premium</td> <td>1050</td> <td>94.49</td> <td>2.93</td> <td>2.53</td> <td>4.07</td> <td>0.34</td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	515	92.13	3.63	4.17	4.36	0.88	Not Pupil Premium	1050	94.49	2.93	2.53	4.07	0.34
	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After																		
Pupil Premium	515	92.13	3.63	4.17	4.36	0.88																		
Not Pupil Premium	1050	94.49	2.93	2.53	4.07	0.34																		

External barriers

E	<p>In some cases, students may not be in a secure place mentally/emotionally.</p>	<p>PP students are able to develop personal as well as academic skills.</p>	<p><b>Moderate</b></p> <p>The school's high level of pastoral support, specifically well-being enables it to quickly identify any changes in behaviour. The proportion of PP students discussed at Achievement as well as the Behaviour meetings is reducing with each session. Over, 50% of students discussed in Achievement or Behaviour meetings across all year groups were PP.</p> <p>New opportunities have been created to support the learning of PP students, such as targeted study skills workshops, special study spaces and targeted invites for school scheduled intervention. Additionally, a programme has been commissioned for two members of staff to carry out mentoring/counselling for PP students. Out of a total of 23 students put forward for SLT tier 3 mentoring, 20 were PP.</p>
F	<p>In some cases, students may not feel secure and confident at school to participate in wider school life.</p>	<p>PP students feel safe and secure at school, participating in wider school life as well as making good academic progress</p>	<p><b>Moderate</b></p> <p>When considering the uptake of the school Learning Development and student support programme, the amount of PP students engaging in study skills programmes has gone up year on year. For example, in 2024, 50% of the year 11 selected to participate in various study skills programmes were PP. The school's student support programme is enriched by involving renowned study skills external agencies.</p> <p>100% of PP students are offered financial support for all trips and in some cases are free, so that more PP students participate in wider school activities to enrich their learning experiences.</p>

			Student voice shows students feel safe and supported by the school. PP students attend trips and cultural enriching activities, in line with other non-PP students. The table below shows the proportions of PP students who participated in the school character curriculum programme.							
			<b>Row labels</b>	<b>Total</b>	<b>Sport and Clubs (WISDOM)</b>	<b>%</b>	<b>Careers (ASPIRATIONS)</b>	<b>%</b>	<b>Trips and Cultural Capital</b>	<b>%</b>
			PP	566	161	28.45%	69	12.19		10.25%
G	In some cases, students may not aspire to appropriate post 16 courses.	PP students have access to level 3 Post 16 courses and secure places at Russell Group Universities.	<b>Moderate</b>							
			Destination records show an increasing number of PP students taking Level 3 post 16 courses. 100% of PP students are in education and training. In 2024, all of the PP students received career advice and guidance. School careers guidance data shows a 3-year rising trend. Disadvantaged and bursary students are well represented amongst the Gifted and More Able (32%). PP students in year 13 achieved the same average grade as the non-PP (C+). 35% of PP students contributed to 2024 year 13 outcomes. All of the PP students proceeded to University of which 7 students got into Russell Group University.							

### Spending Summary

Provision	Annual Cost	Aim
Student support officer	£26220	Helps students who struggle with organisational skills or encounter emotional barriers to learning overcome barriers in order to maximise learning time in the classroom.
Student attendance officer	£27100	Allows for the close tracking and monitoring of student attendance, enabling the pastoral teams to put measures in place aimed at reducing persistent absence and potential school refusers.
School Counsellor	£45000	A necessary post resource aimed at helping students who struggle to overcome emotional barriers to learning
Student mentor	£41000	Aimed at providing students struggling to cope with school life the ongoing academic and personal support allowing them to engage and participate in all areas of school life.

Academic interventions	£74286	These are targeted at those who would most benefit from learning in smaller groups. The process involves a series of interventions with a particular focus on core subjects.
Staffing	£136951	We have no doubt that hiring subject specialists who can deliver the best quality teaching and learning experience has the greatest impact to the progress of our disadvantaged pupils.
RSL KS4	£10000	Aimed at increasing students' cultural capital
RAL KS5	£5000	To work alongside student's focussing on aspirations and attitudes to learning. Play a key role in the options process in order to ensure that students are in the correct subjects with the Ebacc at the heart of the curriculum
RSL KS3	£5500	To ensure that schemes of learning and assessments at KS3 are well planned and adapted to suit the needs of all pupils
RSO GAMA	£3700	Ensures students who make exceptional progress and attainment are recognised and supported in through post 16 and higher education processes.
Deputy SENDCO	£9,284.88	Aimed at providing our disadvantaged pupil who are also SEND with the correct provision that allows them to overcome barriers to learning linked to their specific needs
Rewards budgets	£4000	Acts as a constant incentive, celebrating achievements and attitudes
AHT 1 day per week	£14,078.12	Leads and reviews the Pupil premium strategy and offer
Careers	£9,120	Provides all students with the necessary advice and opportunities focussed on educational and career aspirations, leading to an increased uptake of courses at post 16 and employment, education or training at post 18.
Attendance	£25000	Looks and tracking and monitoring attendance closely in order to ensure that our disadvantaged pupils do not missing out on their learning.
Resources for all	£15000	Students have access to all materials, including revision resources, laptops and specialist equipment needed for subjects such as art or music.
Literacy	£29000	The literacy gap is the biggest barrier to learning experienced by our disadvantaged pupils, strategies aimed to reduce the gap allows students to make progress across their subjects.
<b>Total</b>		<b>£480,240</b>

## Pupil Premium Strategy Impact Breakdown

Planned expenditure		
Academic year	2023-2024	
The three headings below enable schools to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
Allocated Budget: £260100		
Ensuring all students receive quality first teaching – Universal Approach		
Chosen Action/ Approach	Impact Summary + How we know	Lessons Learned and Next Steps
Curricular literacy	<p>Curricular literacy was central to the whole school development strategy in which Curriculum areas were responsible for planning clear opportunities that allowed students to access and use subject specific vocabulary.</p> <p>Literacy on-line data (figure5) show a considerable gap in reading skills dependence between PP and non-PP across all year groups. A recent audit of this area shows that most curriculum areas have made literacy the central point of the everyday learning experience for students.</p> <p>When considering dependent reader phases, years 8, 9, 10 and 11 show that the PP group continues to make exceptional progress in literacy, performing better than their non-PP counterparts as shown in figure 6. The school will continue to work hard, also refine the reading programme and ensure that it is fit for purpose.</p> <p>Learning walks show that reading activities are well embedded across the curriculum. Pupil voice regarding opportunities and the benefit of reading is positive.</p> <p>PP students reading ages improve as they progress through the curriculum. The reading age gap between PP and non-PP pupils decreases year upon year.</p>	<p>The school has been using Literacy-on-line platform to identify the pupils who need support the most, intervene and then track their progress, identifying the interventions that work best for them. All students in KS3 have access to an online platform called Bedrock which support vocabulary acquisition and comprehension.</p> <p>The school employs a tiered support (3 levels) - fresh start - which supports phonics, thinking reading which support fluency and comprehension support. These have been split into a three-tiered class to make appropriate provision and rapid progress.</p> <p>Literacy on-line data needs to be used more widely to inform planning across all subjects. Tier 2 and 3 vocabulary coupled with fluency and comprehension have been the curricular literacy focus.</p> <p>Students who are below their chronological reading age are enrolled in one of the school's reading interventions programmes, making</p>

		<p>sustained rapid progress. More explicit and proactive decisions to include the PP students, if they are on the cusp of meeting the criteria.</p> <p>Whole school staff training on teaching literacy has been factored into the school's CPD programme. PP students are prioritised for assessment and support.</p>
<p>All staff will receive appropriate CPD to facilitate development of effective high-quality teaching</p>	<p>The school will continue to provide bespoke CPD programmes in all areas to help with the development of all students. We have no doubt that the continuous development of our staff, specifically in Quality First Teaching, is a key contributing factor to the school's outstanding outcomes of the last 4 years.</p>	<p>A more tailored CPD programme aimed at developing staff at all stages of their career.</p> <ul style="list-style-type: none"> <li>• A sharper focus on the high prior attaining students to ensure appropriate challenge for all and specifically PP HPA students.</li> </ul>
<p>Students will have the opportunity to do 2 work placements</p>	<p>Various forms of strategies and methods have been used to build student cultural capital across all year groups. The school (Careers) were able to invite a number of guests including doctors, paramedics, authors, accountants, musicians, Army Engineers who delivered a variety of workshops and talks. The feedback from the students was quite positive with the overwhelming majority of students stating they found the events useful and enriching.</p> <p>60 PP students were also selected for a variety of guest speakers focussed on applied subject career paths. Yr12 students completed work experience to help them prepare for the next phase of their education.</p>	<p>Develop a student participation log to allow for better analysis of attendance by cohort. Making checking for understanding and articulating thinking as key foci.</p> <ul style="list-style-type: none"> <li>• Devise a system that allows the school to match the careers activity to the pupil's future aspirations.</li> <li>• Potentially explore personality testing to support student reflection of learning styles, interests and career path</li> </ul> <p>Year 12 and University graduates have been enlisted to engage in academic peer mentoring and academic tutoring.</p>

### Funding allocation

Allocated Budget: £162060		
Targeted Support		
Chosen Action/ Approach	Impact summary	Lessons learned and Next steps
Fortnightly Achievement and Behaviour meetings will allow for the clear identification of student needs and the correct intervention to be implemented.	<p>The school Achievement and Behaviour meetings (Year 7-13) act as instrumental platforms, allowing all representatives to discuss and triangulate information central to pupil's academic and personal progress. These Achievement and Behaviour meetings are aimed at identifying students who run the risk of underachieving. Collaboratively we identify potential barriers to learning and commission the most suitable intervention aimed at removing obstacles to learning. The impact of these measures is evident across the board, from the improvement in A2L (Attitude to Learning) scores to the excellent outcomes. Improvements in student performance at all stages demonstrate that students are being supported in order to reach their full potential.</p> <p>During Achievement or Behaviour meetings, a considerable proportion of the PP students are discussed and intervention strategies put in place.</p> <p>The level of pastoral support available to PP students through a heavy</p>	<p>Achievement and Behaviour meetings need to be solution focussed; come up with set of viable termly impact measures in order to increase ownership and accountability of the interventions.</p> <p>Whilst PP students in most cases represent a larger cohort of those in IFTE and RR, the work to recover and support students from repeating such incidents is having an impact.</p> <p>School Behaviour and Attitudes data demonstrate that routines and mentoring when effectively embedded within the sanction system provide additional support for PP students.</p> <p>Develop a systematic approach to student and parental feedback. Prioritise PP student targeted feedback. There has been positive impact enabled by feedback given to teachers.</p>

	<p>Achievement and Behaviour focus means that these students are fully supported and any changes in behaviour quickly recognised. Key members of staff attend to have a joint up approach to ensure outcomes are a success.</p>	
<p>Monitoring of boys' behaviour to learning and overall attitudes to school.</p>	<p>The school Attitude to Learning (ATL) has a small insignificant whole school gap of (0.1) for PP vs non-PP. Across all year group types ATL data shows positive figures for PP.</p> <p>The school pastoral team has worked tirelessly to ensure that boys' overall attitude to learning matches that of girls at the school in particular PP boys. As well as Achievement and Behaviour meetings the school employs a variety of monitoring systems such as SIMS, Go4schools, which allow for the close analysis of behaviour by gender as well as category. Interventions such as reports and lesson monitoring enable the pastoral teams to pinpoint specific barriers to learning experienced by boys.</p> <p>The PP Progress 8 score for boys and girls are 0.47 and 0.41 respectively. The attainment 8 score for boys and girls are 50.4 and 51.94 respectively. On the pastoral side the school's next step is to reduce the FTS for boys.</p> <p>、</p> <p>、</p>	<p>The school behaviour and achievement data show that attitude to learning (ATL) for male is almost in line with that of the female. Figures do not show an over representation in behaviour incidents.</p> <p>Attitude to Learning data demonstrates increasingly higher average point score for disadvantaged students. The attitude to learning data show that male attitude to learning has been improving. Both female and male register ATL scores around (3.7). The ATL figures are in line with the achievement at GCSE, were the PP P8 gender gap is now significantly lower (0.06) in favour of males. Interestingly, both PP male and female registered the same impressive attainment score (50.04). 27% of PP students across all year groups have been awarded a 4+ (Expected) for their attitude to learning. This was against the non-PP value of 73%. There are insignificant differences in ATL scores between year groups.</p> <p>The school will continue to monitor ATL for both male and female. Robust behaviour systems are being developed to support self-regulation for all students including PP. Staff will be trained on principles of deescalating situations. Based on attainment the 2024-year 13 PP cohort have registered the same outcomes as the non-PP (C+).</p>
<p>Gold/ Silver ties/ Subject badges</p>	<p>Pupil Premium students are well represented amongst our Gifted and More Able (GAMA) cohort. In the 2024-year 11 cohort, a quarter of the GAMA students were PP.</p> <ul style="list-style-type: none"> <li>• Disadvantaged students make progress in line with (and increasingly above) the school's expectations.</li> <li>• Increased number of disadvantaged students are entered for the full Ebacc qualification. For example, in the 2024 GCSE exams, 73% of Ebacc candidates</li> </ul>	<p>The school will continue to design strategies that appeal to passive and disaffected GAMA (PP) students.</p> <p>Develop strategies that encourage students to become active and independent learners, mainly through Curriculum Area rewards plans.</p>

entered for the exam were PP students against 83.12% non-PP. Therefore, the Ebacc entries constituted a greater number of PP students.

Pupil Premium students had superior P8 and attainment scores than the national average value. The P8 score gap has continued to decrease (now 0.2) between PP and non-PP in favour of the latter.

There has been a proportionate representation by PP students in school related committees, namely: Ethos Committee, Prefects and Student council. PP students constitute 56% of the school Parliament body. Ensuring the cohort's needs are well represented at all levels. The proportion of students who are part of the Sixth form leadership (year 13) stands at 42%.

There is at least one PP anti-bullying ambassador in each year group. They have been involved in delivery assemblies and workshops to students across the school.

Reviews carried out on a number of subjects both internally (Chair of Governors/SLT involved) and external (Challenge Partners involved) showed that PP students were as articulate as the non-PP students in explaining the work in their books. Across all year groups the review showed that the progress gap in several subjects had reduced. For example, at KS5, the 2024 year 13 outcomes show a small attainment gap of (0.18). Good work by PP students manifest itself through the 2024 attainment outcomes that show a positive performance gap of (+4.5) in favour of PP. PP students are also highlighted for their academic achievements in the lower year groups using subject champion badges. When considering intrinsic motivation, of the gold ties awarded to year 11 students in 2024, a third of the gold ties were given to PP students.

In Yr8, 18 PP students were awarded the badge twice, along with 22 PP students in year 9. As a result of these initiatives, we have seen the school roll increasing by 56 students in one year after an increase of 23% the previous year.

When considering student destinations, all PP students from the 2024-year 13 cohort are occupied in one form or another. Some of the students are on apprenticeships or employed whilst the rest are enrolled in Higher Education or

Subsidised trips and additional resources have been arranged for our PP students.

The school will be working with the Hillingdon and EEF strategic board to reduce the disadvantage gender gap.

	University. Of those who secured places at Russell Group Universities this year, over 34% of the students are PP.	
Academic support	Assessment data allowed for clear identification of students in need of extra academic support. Intervention plans were bespoke, using question level analysis to correctly identify and target subject specific gaps in knowledge and skill. Attendance to intervention by PP was consistent. The average attendance by PP students to intervention was 39%. Most Saturdays are filled with intervention sessions, led by classroom specialists and attended by our students.	Quality of learning provisions need to be continuously reviewed in order to keep the PP students enthused and motivated. Continue to target those hard-to-reach families to ensure the students are utilising this support available to them. University graduates have been enrolled to support underachieving and sometimes disaffected PP students.
Parental Communication	The school send reports to parents two times a per year. In cases where a student falls under their achievement target, the cause for concern category parents are invited for a meeting. Our protected cohorts PP included are a priority.	Leaders at all levels engage with parents regularly and when the need arises. The approach has enabled the school to build a more collaborative way to develop learning.

Allocated Budget: £58080		
Specialist Support/Other Support		
Chosen Action/ Approach	Impact summary	Lessons learned and Next steps
PP Students below the reading score of 100 will be enrolled on to the 'Thinking reading programme'	<p>'Thinking Reading' programme data from last year show that all PP made significant progress in reading skills Those students with the least rapid progress will continue on this programme until they reach their expected reading age.</p> <p>'Thinking Reading' doesn't test or develop comprehension, as such pupils who graduate from this provision must be enrolled in the Lexia programme.</p>	<p>Strategies:</p> <p><b>1. Develop a model of tiered support which increases in intensity in line with need.</b> All students in year 7 and 8 receive support if their standardised score is below 80. Year 9 students receive a literacy support programme called Lexia - Power Up which is an online platform which is adaptive and teaches phonics and comprehension.</p> <p><b>2. Use assessment to match students to appropriate types of intervention and monitor the impact of intervention.</b> All students are assessed in year 7 with a screener to identify word recognition. It screens for single word reading, Comprehension</p>

		<p>accuracy, Comprehension speed, Spelling, typing speed, writing speed.</p> <p><b>3. Whole school leadership is important to drive a coordinated system of support.</b> DHT Curriculum leads reading with a Lead practitioner lead for reading alongside a Deputy SENDCo to ensure there is a co-ordinated approach.</p>
LAC students provided with bespoke curriculum and support plan that will encourage personal and academic progress.	<p>According to the fortnightly yr11 Achievement as well as Behaviour and Attitude records, there more non-PP students on Dependent reading phase than PP students, thanks to a series of bespoke interventions commissioned with the aim of improving attitudinal and academic progress of identified students. These included curriculum adaptations, PEP (Personal Education Plan) meetings, learning walks as well as providing resources such as laptops and revision guides. As a result, all students completed the academic year and were able to secure Post 16 placements in line with their future aspirations.</p>	<p>Continue to work with external agencies in order to ensure LAC pupils feel supported to achieve their best.</p> <ul style="list-style-type: none"> <li>• All LAC students will have a school mentor available to them. School PSM have been given the responsibility to support LAC students.</li> </ul>
Special arrangement made for any vulnerable students during assessment periods	<p>Access arrangements were successfully applied during exams. This provision ensured our Pupil Premium, SEND and, or EAL students were not disadvantaged during the examinations process. The impact of the provision is evident in our Attainment8 score for PP in 2024 which was 50.04 compared to the 2023 score of 48.05 and national average score of 46.6.</p>	<p>Some students refuse to use the extra 25% time awarded.</p> <ul style="list-style-type: none"> <li>• SEND department to train students who receive bespoke access arrangements to use provision effectively. Practice sessions have been commissioned. The SEND department regularly explores JCQ access arrangements.</li> </ul>
Resources and cultural enriching experiences	<p>Throughout the year students participated in a range of activities ranging from sporting activities, trips, clubs to academic and inspirational events. Every department provides students with the necessary resources allowing pupils to access learning beyond the classroom. Disadvantaged pupils attend extra-curricular activities/clubs, alongside their better off peers.</p>	<p>Continue gathering regular student voice in order to identify which resources students need and what they feel is the impact.</p> <ul style="list-style-type: none"> <li>• Use the character curriculum to create opportunities aimed at enriching pupil's cultural capital and experiences.</li> </ul>

	All students including PP in years 9 – 13 registered 100% participation in the school Character Curriculum programmes.	PP students are heavily supported especially towards exam time with a broad range of resources from free revision booklets (all subjects), laptops for home learning use to regular counselling.
--	--	--

**Total Cost for all areas: £480,240**