

Pupil Premium strategy statement: Soham Village College

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

Please note the following two points:

1. Within this document, disadvantaged students will be defined as students which the school receives some level of Pupil Premium funding for, and they will be referred to as 'PP students'.
2. As this document reviews the first year of a three-year plan, [updates will be indicated in blue](#). These are mainly seen as progress towards our targets in the 'Intended Outcomes' section. However, improvements within our Wellbeing support practices have allowed us to better understand the issues that PP students can face. Therefore, you will see that one of the 'Challenges' has also been updated.

School overview

Detail	Data
Number of pupils in school	1415
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers. As this document is a review of our first year of a three-year plan, updates will be indicated in blue.	2022-2025
Date this statement was published	November 23
Date on which it will be reviewed	November 24
Statement authorised by	Jon Hampson
Pupil premium lead	Richard Pearce
Governor / Trustee lead	Lorraine Lofting

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 259,602
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 54,924
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 314,526

Part A: Pupil premium strategy plan

Statement of intent

At Soham Village College we are proud to have an excellent track record of students making strong progress both academically and developmentally and we aim to continue to run a school in which all students can thrive.

We understand that within our community, some students need more support than others and we look to provide this through an approach based on understanding the individual needs of our students and their families.

The key principles of our strategy plan are as follows:

ENGAGE – For the duration of this plan, we will continue to improve the attendance of PP students by creating a learning environment in which they feel safe, motivated, and valued. Individual issues will be heard, understood, and acted upon. Alongside the needs of the students, we will engage with families. We will achieve this through transparency and honesty. Our community must be confident that we always act with the best interests of our students at heart. In return, we will ask them to support their child's education by ensuring that they are in school whenever possible and able to engage with learning at home.

TEACH – As research indicates, a key factor in PP students making excellent progress, is high quality teaching. Therefore, we will continue to recruit and retain the best possible teachers. We will develop the skills of both inexperienced and experienced staff through continual professional development and robust performance management. Furthermore, we will encourage all colleagues to develop schemes of learning that not only prepare students for key assessments but also engage them in topics that they find interesting and relevant.

SUPPORT – We will continue to work hard to develop a wide range of both academic and pastoral support strategies and resources. These include but are not limited to; academic and school-led mentoring through the National Tutoring Programme (NTP), our learning support centre 'The Hub', our recently expanded Wellbeing Team, our knowledgeable Careers Information Advice and Guidance staff, and our experienced and passionate safeguarding specialists. For the duration of this plan, we will continue to develop further opportunities for meaningful support and the systems that identify students at risk of not fulfilling their potential. In addition, we will foster a culture where students and their families are confident to ask for help when necessary and will engage with help when it's offered.

INSPIRE – The school offers students a wealth of out-of-classroom enrichment opportunities that are both curriculum-based and extra-curricular. From trips and visiting speakers to our extensive clubs' timetable, students can engage with a wide range of experiences to help support their physical and mental wellbeing; develop personally and academically, whilst also raising their aspirations for the future. For the duration of this plan, funding will be managed carefully to ensure PP students are encouraged and able to access these opportunities.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The challenges were written in November 2022 and relate mainly to internal and external data gathered in the 2021-22 academic year.

Challenge number	Detail of challenge															
1	<p>Academic progress at KS4</p> <p>Final GCSE data indicates that the Progress 8 gap between PP and Non-PP students has widened since the start of the COVID-19 pandemic:</p> <table border="1" data-bbox="572 622 1198 1010"> <thead> <tr> <th></th> <th colspan="2">Progress 8</th> </tr> <tr> <th></th> <th>2018-19 (Pre-pandemic)</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>PP students</td> <td>+0.03</td> <td>-0.18</td> </tr> <tr> <td>Non-PP students</td> <td>+0.51</td> <td>+0.77</td> </tr> <tr> <td>Gap</td> <td>-0.48</td> <td>-0.95</td> </tr> </tbody> </table>		Progress 8			2018-19 (Pre-pandemic)	2021-22	PP students	+0.03	-0.18	Non-PP students	+0.51	+0.77	Gap	-0.48	-0.95
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2	<p>Quality First Teaching – Adapt teaching to meet the individual needs of students</p> <p>Past observations and assessments show that PP students often progress at a slower rate than non-PP students. In addition, assessment data shows SEND students do not make the same progress as their peers. As a large proportion of PP students also are SEND (35% of SEND students are also PP), it is clear that further work needs to be done on adapting teaching to meet the needs of our PP and PP/SEND students. There needs to be CPD put in place that supports teachers to adapt their practice, along with close monitoring of how this is embedded in the classroom.</p>															

3

Attendance

Our attendance data indicates that attendance and persistent absence rates for PP students have been significantly worse than for non-PP students in the past, and this gap has widened since the start of the COVID-19 pandemic:

	Attendance		Persistent Absence	
	2018-19 (Pre-pandemic)	2021-22	2018-19 (Pre-pandemic)	2021-22
PP students	93%	86%	17%	44%
Non-PP students	96%	92%	4%	20%
Gap	-3%	-6%	-13%	-24%

Our assessments and observations indicate that absenteeism is negatively impacting PP students' progress.

4

Reading age gap

Assessments, observations and discussions with KS3 students indicate that PP students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.

In 2022, on entry to year 7:

	Sep-22 Literacy Assessment Online	SVC % meeting age related expectations in reading in Y6 SATS (2022)	National % meeting age related expectations in reading in Y6 SATS (2022) *
All students	11 years 11 months	77%	74%
PP students	11 years 1 month	62%	62%
Non-PP students	12 years 2 months	81%	
SEND K	10 years 5 months	52%	
SEND E	8 years 10 months	35%	

* <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment>

All figures only include students for whom we had data as of November 2022.

From this, we can deduce that we have a wider gap than national between our PP and non-PP students on entry.

5	<p>Learning outside of the classroom</p> <p>Our homework completion and intervention attendance data, shows that a smaller proportion of PP students, than non-PP students, complete homework and attend supportive sessions outside of lesson time. Discussion with students suggest that this is due to issues with organisation and a reluctance to complete structured learning activities outside of normal lesson time. For some students, a lack of quiet space or access to an internet-connected computer at home can also be a barrier.</p>															
6	<p>Study skills</p> <p>Student voice activities indicate that PP students need support in how to revise and study independently.</p>															
7	<p>Student Wellbeing</p> <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect PP students.</p> <p>Staff referrals for support remained high in 2021-22. 80 students (30% of whom were PP) required additional support with social and emotional needs.</p> <p>Update: Developments in our Wellbeing support practices in 2022-23, mean that we now have a better understanding of issues relating to PP students requiring wellbeing support. Students who receive talking therapy with an internal counsellor complete a Core 10 assessment (NHS recognised wellbeing assessment tool) at the beginning and end of their programme of support (on average this was 7 sessions).</p> <table border="1" data-bbox="395 1088 1375 1473"> <thead> <tr> <th>2022-23</th> <th>PP Students</th> <th>Non-PP Students</th> </tr> </thead> <tbody> <tr> <td>Wellbeing referrals</td> <td>43</td> <td>84</td> </tr> <tr> <td>Average initial Core 10 score</td> <td>23 (severe)</td> <td>23 (severe)</td> </tr> <tr> <td>Average final Core 10 score</td> <td>19 (moderate/moderate severe)</td> <td>11 (low level/mild)</td> </tr> <tr> <td>Core 10 improvement</td> <td>+4</td> <td>+12</td> </tr> </tbody> </table> <p>The data for 2022-23 shows that 35% of students seen by the Wellbeing team were PP, an increase of 5% from 2021-22. The average Core 10 assessments showed that there was a gap of 8 points between the improvement in wellbeing of PP and non-PP students accessing support.</p> <p>Historic data shows that there may be a link between student wellbeing and whether or not they attend extra-curricular opportunities available through the school. Recent clubs' attendance data shows that PP students are less likely than non-PP students to attend clubs as they move through the school. Discussions with students suggest that this may be due in part to the disparity between the number of PP and non-PP students who complete the major extra-curricular opportunity in Y9 – the Duke of Edinburgh Award – which requires a significant initial financial outlay by parents.</p>	2022-23	PP Students	Non-PP Students	Wellbeing referrals	43	84	Average initial Core 10 score	23 (severe)	23 (severe)	Average final Core 10 score	19 (moderate/moderate severe)	11 (low level/mild)	Core 10 improvement	+4	+12
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8	<p>Behaviour</p> <p>School exclusion room data, fixed-term exclusion data, and the Individual Alternative Education Plan (IAEP) register for 2021-22 show that the proportion of PP students missing lessons due to serious sanctions or alternative provision as a result of challenging behaviour, was higher than the proportion of PP students within the school population (18%).</p> <table border="1" data-bbox="363 371 1406 696"> <thead> <tr> <th>2020-21</th> <th>Students who spent at least 1hr in Exclusion Room</th> <th>Students issued with at least ½ day of Suspension</th> <th>Students on the IAEP register due to behaviour</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>90</td> <td>3</td> <td>11</td> </tr> <tr> <td>PP students</td> <td>33%</td> <td>67%</td> <td>36%</td> </tr> <tr> <td>Non-PP students</td> <td>67%</td> <td>33%</td> <td>64%</td> </tr> </tbody> </table> <p>This reduced amount of time in lessons is likely to have had a negative impact on their progress.</p>	2020-21	Students who spent at least 1hr in Exclusion Room	Students issued with at least ½ day of Suspension	Students on the IAEP register due to behaviour	Total	90	3	11	PP students	33%	67%	36%	Non-PP students	67%	33%	64%																												
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9	<p>Parental engagement</p> <p>Attendance data for parents' evenings show that families of PP students are less likely to attend than non-PP students.</p> <table border="1" data-bbox="501 931 1270 1368"> <thead> <tr> <th rowspan="2">Class of</th> <th colspan="2">PP</th> <th colspan="2">Non-PP</th> </tr> <tr> <th>Attended</th> <th>Total</th> <th>Attended</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>28</td> <td>50</td> <td>189</td> <td>216</td> </tr> <tr> <td>2023</td> <td>21</td> <td>47</td> <td>183</td> <td>229</td> </tr> <tr> <td>2024</td> <td>24</td> <td>48</td> <td>185</td> <td>220</td> </tr> <tr> <td>2025</td> <td>37</td> <td>50</td> <td>186</td> <td>228</td> </tr> <tr> <td>2026</td> <td>35</td> <td>53</td> <td>207</td> <td>238</td> </tr> <tr> <td>Total</td> <td>145</td> <td>248</td> <td>950</td> <td>1131</td> </tr> <tr> <td>% Attended</td> <td colspan="2">58</td> <td colspan="2">84</td> </tr> </tbody> </table> <p>Furthermore, parents of PP students are less likely to follow school procedures for reporting school absence and to attend formal attendance parent contract meetings.</p>	Class of	PP		Non-PP		Attended	Total	Attended	Total	2022	28	50	189	216	2023	21	47	183	229	2024	24	48	185	220	2025	37	50	186	228	2026	35	53	207	238	Total	145	248	950	1131	% Attended	58		84	
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10	<p>Aspirations</p> <p>Student voice activities and observations during career-related activities indicate that PP students can set lower expectations for their future careers and are less likely to understand the skills and experience required to obtain certain jobs.</p>																																												

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																				
<p>Academic Progress Improved progress among PP students across the curriculum at the end of KS4.</p>	<p>By the end of our current plan in 2024/25, KS4 outcomes demonstrate that PP students achieve an average Progress 8 score at least in line with the national average of non-PP students.</p> <p>Update:</p> <table border="1" data-bbox="564 593 1396 976"> <thead> <tr> <th></th> <th colspan="3">Progress 8</th> </tr> <tr> <th></th> <th>2018-19 (Pre-pandemic)</th> <th>2021-22</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>PP students</td> <td>+0.03</td> <td>-0.18</td> <td>+0.17</td> </tr> <tr> <td>Non-PP students</td> <td>+0.51</td> <td>+0.77</td> <td>+0.94</td> </tr> <tr> <td>Gap</td> <td>-0.48</td> <td>-0.95</td> <td>-0.77</td> </tr> </tbody> </table> <p>At the end of the first year of our current three-year PP strategy plan, it is very encouraging to see that the Progress 8 score of PP students has risen from -0.18 to +0.17. With the gap to our non-disadvantaged students also shrinking from -0.95 to -0.77. Furthermore, the Progress 8 score of our PP students is the same (+0.17) as the Progress 8 score of non-disadvantaged students nationally (source: lginform.local.gov.uk).</p> <p>Although we will strive to reduce the gap between the progress made by our PP and non-PP students, this does indicate that current activities are leading to intended outcomes.</p>		Progress 8				2018-19 (Pre-pandemic)	2021-22	2022-23	PP students	+0.03	-0.18	+0.17	Non-PP students	+0.51	+0.77	+0.94	Gap	-0.48	-0.95	-0.77
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<p>Quality First Teaching Improve adaptive teaching skills across the teaching body</p>	<p>Formal lesson observations show an increase in the number of teachers who are able to demonstrate best practice in the Adaptive Learning criteria (2021-22: 50% of lessons).</p> <p>Update: The monitoring data from formal lesson observations in 2022-23, shows that 51% of lessons demonstrated best practice in the Adaptive Learning criteria. This is a slight improvement on the year before and is most likely linked to targeted CPD activities around meeting the needs of SEND students, which was a focus in 2022-23.</p>																				

<p>Attendance To achieve and sustain improved attendance for all students, particularly our PP students.</p>	<p>Sustained high attendance by 2024/25 demonstrated by the average attendance and persistent absence rate of PP students being in line with the national average of non-PP students.</p> <p>Update:</p> <table border="1" data-bbox="566 392 1396 757"> <thead> <tr> <th></th> <th colspan="2">2018-19</th> <th colspan="2">2021-22</th> <th colspan="2">2022-23</th> </tr> <tr> <th></th> <th>National (DFE)</th> <th>School</th> <th>National (FFT)</th> <th>School</th> <th>National (FFT)</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>92%</td> <td>93%</td> <td>86%</td> <td>85%</td> <td>85%</td> <td>88%</td> </tr> <tr> <td>Non-PP</td> <td>95%</td> <td>96%</td> <td>92%</td> <td>92%</td> <td>93%</td> <td>93%</td> </tr> <tr> <td>Gap</td> <td>-3%</td> <td>-3%</td> <td>-6%</td> <td>-7%</td> <td>-8%</td> <td>-5%</td> </tr> </tbody> </table> <p>The most trustworthy data currently available (FFT Aspire) for the 2022-23 academic year shows that the attendance of our PP students has bucked the national trend and has increased from 86% to 88%. This has led to the gap between our PP and non-PP students' attendance also reducing from 7% to 5%. Furthermore, the gap between the attendance of our PP students (88%) and non-PP students nationally (93%) has also reduced from 7% to 5%.</p> <p>Supporting families of PP students to attend regularly continues to be a significant challenge and one that remains a priority for the school. However, we have clearly made significant progress from 2021-22, and therefore plan to continue with current strategies and look to develop them further if opportunities arise.</p>		2018-19		2021-22		2022-23			National (DFE)	School	National (FFT)	School	National (FFT)	School	PP	92%	93%	86%	85%	85%	88%	Non-PP	95%	96%	92%	92%	93%	93%	Gap	-3%	-3%	-6%	-7%	-8%	-5%
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<p>Reading age gap Improved reading comprehension among PP students across KS3.</p>	<p>Literacy Assessment Online tests to demonstrate an average reading age of 12 years and 6 months. This would indicate an improvement in comprehension skills among PP students. Teachers should recognise this improvement through engagement in lessons and book scrutiny.</p> <p>Update: In the most recent reading assessment in July 2023, Year 7 PP students' average reading age had improved to 12 years 4 months. This is significant progress towards our target and demonstrates that the planned 1-2-1 mentoring and interventions were successful. We will continue to develop the programme in the coming academic year.</p>																																			
<p>Student Wellbeing To achieve and sustain improved wellbeing for all students, including those who are PP.</p>	<p>By the end of our current plan in 2024/25:</p> <ul style="list-style-type: none"> • There should be no gap in the improvement demonstrated by the Core 10 assessment tool for PP and non-PP students accessing wellbeing support at the school. <p>Update: The data for 2022-23 shows that 35% of students seen by the Wellbeing team were PP, an increase of 5% from 2021-22. Furthermore, the average Core 10 assessments showed that there was a gap of 8 points between the improvement in wellbeing of PP and non-PP students accessing support.</p>																																			

Now that we have robust quantitative data for students accessing wellbeing support, and have identified the gap in improvement for PP students, it will allow us to consider possible contributing factors to the issue and begin to formulate a response.

- The proportion of PP students attending enrichment activities (clubs and trips) to at least match the proportion of school students that are PP (currently 18%).

Update: We have seen an increase in the proportion of students attending clubs being PP from 16% in 2021-22 to 17.3% in 2022-23. This is an encouraging improvement and one that we will continue to focus on in the coming academic year.

A pleasing development was the work we did to address the low number of PP students involved in the Duke of Edinburgh Award. Increasing the school contribution to cost and increased advertising of the opportunity to PP students and their families saw an increase from 3 in 100 in 2021-22, to 15 in 100 in 2022-23, beginning the programme.

Behaviour

By the end of our current plan in 2024/25, the proportion of PP students that have missed lessons due to poor behaviour to be equal to, or below, the proportion of school students that are PP (currently 18%).

Update:

	Students who spent at least 1hr in Exclusion Room		Students issued with at least ½ day of Suspension		Students on the Alternative Provision register due to behaviour	
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
Total	90	103	3	8	11	4
PP students	33%	36%	67%	50%	36%	50%
Non-PP students	67%	64%	33%	50%	64%	50%

Although there has been a slight increase in the proportion of students needing to spend time in the Exclusion Room being PP, behaviour at the school remains generally very good. Students who access the Exclusion Room are given varying levels of support according to need and this often leads to them not repeating the behaviour.

In the coming year, we will look closely at our systems around behaviour support and look to develop opportunities or systems to help PP students, who are at risk of challenging behaviour that could lead to missed lessons, gain access to support earlier.

Student & Parent Engagement

Improved engagement outside of the classroom from PP students and their families.

By the end of our current plan in 2024/25:

- There is no gap in the completion rate of homework by PP and non-PP students.

Update:

% of student group not regularly completing homework	Term 1	Term 3
PP	27.8	20.1
Non-PP	13.1	12.1
Gap	-14.7	-8.0

Looking at the homework completion data from 2022-23, we can see that the gap between the PP and non-PP students not regularly doing homework (not completing 3 or more homeworks in a term) decreased from Term 1 (14.7%) to Term 3 (8%). Factors that probably contributed to this improvement were:

1. Improved system of formal letters making families aware of concerns
 2. Progress form groups were increased in size to offer support to students persistently not completing homework. Students were supported during form time to stay organised and complete homework tasks.
 3. After-school Homework club was expanded to everyday and longer hours in the summer term. It had a dedicated, experienced teaching assistant who ran the club every day. This helped develop a positive, consistent culture. Over the year, student attendees increased from 30 a week to 130.
 4. We were able to provide laptops and home Wi-Fi to any family that requested help.
- The proportion of PP students attending academic support activities (interventions and revision sessions) to at least match the proportion of school students that are PP (18%).

Update: In 2022-23, 738 students attended at least one academic intervention. Of these, 22.9% were PP students, which is above the 18% target. We will continue to encourage PP students to engage with meaningful academic interventions in the coming academic year.

- To reduce the gap in parents' evening attendance of PP students' families (2021-22: -26%) and improve their engagement with school support and systems.

Update:

Attended Parents' Evening %	2021-22		2022-23	
	PP	Non-PP	PP	Non-PP
2022	56	88		
2023	45	80	41	80
2024	50	84	47	75
2025	74	82	71	76
2026	66	87	63	86
2027			78	83
Total	58	84	60	80

From the 2022-23 parents' evening attendance data above, it is clear that the challenge to engage PP families remains a difficult one. However, it is good to see that the gap between PP families attending and non-PP families has reduced from 26% to 20%. To promote attendance, a designated member of support staff, with positive ties to the community, rang all PP families who were yet to sign up to the parents' evening of their child. Although the conversations were positive overall, it did not translate into increased attendance with Years 10 or 11. However, the jump in Year 7 attendance is encouraging, and we will continue to foster positive relationships in this way in the coming academic year.

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: £ 115,026

Activity	Evidence that supports this approach	Challenges addressed
<p>High-quality teaching. Recruit, retain and develop high-quality teachers through a timetabled programme of CPD, focussed on adaptive teaching and feedback. Formal PM lesson observations include focus on PP students.</p>	<p>EEF Toolkit: Feedback (+8 months) - Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies.</p> <p>EEF: High-quality teaching</p> <p>EEF: Learning styles - Adaptive teaching approaches are unlikely to be valuable if teachers set lower expectations for particular students</p>	1,2,6
<p>ECT & Teach First. Enhanced support for Early Career Teachers through the EDT and Teach First, with additional support from specialist school staff to meet emerging needs.</p>	<p>A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers.</p>	1,2,6
<p>Class sizes. Extra classes in all year groups. This allows for smaller groups sizes, particularly with low prior attainers.</p>	<p>EEF Toolkit: Reducing class sizes (+2 months) - The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the students receive</p>	1,2,3,4,5,6
<p>Curriculum development. Department action plans to identify action, including curriculum adjustment, assessment and feedback to support PP students to improve progress</p>	<p>EEF Toolkit: Feedback (+8 months)</p>	1,2
<p>Homework. Teachers set homework as per their department policy and this is meaningful and marked.</p>	<p>EEF Toolkit: Homework - Homework has a positive impact on average (+5 months), particularly with students in secondary schools.</p>	1,2,4,5,6
<p>Learn to learn. Develop metacognition and learning skills (how to revise) through bespoke sessions for targeted groups of students, including PP.</p>	<p>EEF Toolkit: Metacognition and self-regulation (+7 months) - The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	4,5,6,7

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

Budgeted cost: £ 92,000

Activity	Evidence that supports this approach	Challenges addressed
<p>Reading Intervention. Targeted reading interventions for PP students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF (+6 months)</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many students they need to be taught explicitly and consistently.</p>	4
<p>NTP funded support. Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be PP, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,5
<p>ECCO KS4 group. Additional English & maths small group lessons for LPA PP students in KS4 (Enhanced Core Curriculum Offer - ECCO).</p>	<p>EEF Toolkit: Small group tuition (+4 months)</p>	1,2,4

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

Budgeted cost: £ 107,500

Activity	Evidence that supports this approach	Challenges addressed
<p>Attendance Improve PP students' attendance through earlier formal intervention and advanced pastoral care (tutor, HoY, Hub staff etc.).</p>	<p>DfE: Improving school attendance The Key: Attendance and attainment</p>	<p>1,3,9</p>
<p>Parent engagement Increase PP parents' engagement with parent evenings/meetings with school; create more personalised contact with key members of staff so that a better understanding of their individual needs is built.</p>	<p>EEF Toolkit: Parental engagement (+4 months) - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions. DfE: Improving school attendance</p>	<p>3,5,9</p>
<p>Cultural Capital PP students to be prioritised and supported to attend experiences outside of the classroom to develop their cultural understanding, raise aspirations, and improve wellbeing.</p>	<p>EEF: Aspiration interventions</p>	<p>3,5,7,9,10</p>
<p>School engagement PP students to be encouraged to attend clubs and house activities to increase their sense of involvement with the school.</p>	<p>EEF: Arts Participation (+3 months) - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>3,7,10</p>
<p>Careers guidance Advanced CEIAG programme for PP students:</p> <ul style="list-style-type: none"> • Careers awareness workshops • Individual option interviews • Post-16 guidance meetings 	<p>EEF: Aspiration interventions Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. EEF Toolkit: Mentoring (+2 months)</p>	<p>1,3,5,7,10</p>
<p>Aspirational experiences High Prior Attainment PP students to be given priority for aspirational career/further education 'experiences'</p>	<p>EEF: Aspiration interventions</p>	<p>5,7,10</p>

<p>Work Experience</p> <p>Aspirational work experience placements to be used to engage and motivate LPA PP students.</p>	<p>EEF: Aspiration interventions</p>	<p>1,3,10</p>
<p>Wellbeing</p> <p>PP students, struggling with mental health and wellbeing, prioritised for formal support through the school wellbeing team or external agencies.</p>		<p>1,3,6,7,9</p>
<p>Wellbeing supportive space</p> <p>Hub used by PP students who are finding aspects of mainstream school challenging (certain lessons, social time etc.).</p>	<p>EEF: Social and Emotional Learning (+4 months) - The evidence indicates that there is a particular benefit from approaches that focus on improving social interaction between students</p>	<p>1,3,6,7</p>
<p>Behaviour</p> <p>PP students who demonstrate challenging behaviour traits to be fast-tracked to advanced pastoral care and mentoring support (e.g. Behaviour Support Officer, progress form groups).</p>	<p>EEF Toolkit: Behaviour interventions (+4 months) - Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>EEF Toolkit: Mentoring (+2 months) - The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.</p>	<p>1,3,8</p>
<p>Access to technology</p> <p>Continue to identify and support PP families who do not have access to a computer/internet at home and distribute available computers accordingly.</p>	<p>EEF Toolkit: Homework (+6 months if involving digital technology). "Closing the disadvantage gap".</p>	<p>5,7,9</p>
<p>Homework Club</p> <p>The school will resource a regular homework club. This will include support by an appropriate teacher/teaching assistant.</p>	<p>EEF Toolkit: Homework (+5 months) - Some students may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for students).</p>	<p>1,5,7</p>
<p>External Agency Support</p> <p>School Family Workers to prioritise writing Early Help Assessments (EHAs) for PP families when support is requested.</p>	<p>DfE: Improving school attendance</p>	<p>3,8,9</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 314,526

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that for 2022/23, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our PP students was **+0.17**. This was a significant increase from the year before. In 2021/22, the Progress 8 score for PP students was -0.18.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (source: lqinform.local.gov.uk) and to results achieved by our non-disadvantaged pupils.

	National	Local (East Cambridgeshire)	School
Disadvantaged	-0.57	-0.57	+0.17
Non-disadvantaged	+0.17	+0.37	+0.94
Gap	-0.74	-0.94	-0.77

The data demonstrates that the Progress 8 score of our PP students is the same (+0.17) as the Progress 8 score of non-disadvantaged students nationally. Although there is a significant gap between the progress made by our PP and non-PP students (-0.77), this has reduced from the previous academic year (-0.95).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data in these categories and the corresponding analysis, can be seen in the 'Updates' covered in the Intended Outcomes section above.

Based on all of the information above, the performance of our disadvantaged pupils exceeded expectations in most categories, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our work to support the progress and attendance of PP students has been particularly successful, particularly when compared to national trends. However, we look forward to making further improvements in these areas along with fostering parental engagement and supporting students who are at risk of missing lesson time due to challenging behaviour.