Pupil premium strategy statement (HSLC)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Please read this document in conjunction with:

- Pupil Premium Grant - Closing the Attainment Gap for Disadvantaged Pupils (on our website)

School overview

Detail	Data
School name	Hornsea School & Language College
Number of pupils in school (Y7 to Y11)	1,119 students (09.12.2025)
Proportion (%) of pupil premium eligible pupils	322 students (28.8%)
Academic year/years that our current pupil premium strategy plan covers. **(3 year plans are recommended)**	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr R Lewchenko, Deputy Headteacher
Pupil premium leads	Mrs V Parnaby
DP Champion	Miss R Schofield
Governor / Trustee lead	Mrs L Farrington

	Figures on Arbor as of 09.12.2025						
Year group	**Total**	**DP**	**FSM**	**Ever 6**	**LAC**	**PLAC**	**Services**
7	225	69 (30.7%)	60 (26.6%)	1 (0.4%)	2 (0.9%)	3 adopted (1.3%) 3 left SGO (1.3%)	5 (2.2%)
8	215	57 (26.5%)	50 (23.3%)	0	0	3 adopted (1.4%) 1 left RO (0.5%)	4 (1.9%)
9	236	70 (29.7%)	60 (25.4%)	1 (0.4%)	5 (2.1%)	3 adopted (1.3%) 2 left SGO (0.8%)	5 (2.1%)
10	213	67 (31.5%)	61 (28.6%)	0	3 (1.4%)	1 adopted (0.5%) 1 left CAO (0.5%) 4 left SGO (1.9%) 1 left RO (0.5%)	3 (1.4%)
11	230	59 (25.7%)	51 (22.2%)	0	4 (1.7%)	3 adopted (1.3%) 2 left CAO (0.9%) 2 left SGO (0.9%)	3 (1.3%)
OVERALL	1119	322 (28.8%)	282 (25.2%)	2 (0.2%)	14 (1.3%)	29 (2.6%)	20 (1.8%)

Attainment (Year 11)	**2021-22**			**2022-23**			**2023-24**			**2024-25**		
	Pupils eligible for DP	*Non-DP*	*GAP*	*Pupils eligible for DP*	*Non-DP*	*GAP*	*Pupils eligible for DP*	*Non-DP*	*GAP*	*Pupils eligible for DP*	*Non-DP*	*GAP*
% achieving English & Maths 4+	45.2	76.9	31.7	27.4	72.6	45.2	57.1	62.5	5.4	75.3	34.5	40.8
Progress 8 score average	-0.59	-0.09	-0.5	-0.97	-0.04	-0.93	-0.74	-0.13	0.61	n/a	n/a	n/a
Average Attainment 8 score	38.52	49.27	10.75	30.05	48.25	18.2	37.89	46.39	8.5	30.15	49.68	19.53

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/2026)	£361685.00
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 53212.00

Detail	Amount

Part A: Pupil premium strategy plan

Statement of intent

Hornsea School & Language College is a rural, coastal comprehensive school, with over 1100 students and approximately 190 staff. The school is recognised as being Good by Ofsted. The school is committed to providing the best possible education for all pupils, based on equality of opportunity, fairness, and an inclusive ethos. The head teacher (Mr S Ostler) continually insists staff and students "be kind, be useful and be the best you can be".

In pursuit of this, and regarding the education of pupils identified as Disadvantaged Pupils, HSLC is committed to working to overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect life chances.

At HSLC we have found that good behaviour is based on mutual respect and is fundamental in promoting a culture of high expectation and achievement. It directly affects our ability to succeed as individuals and as a school within our community. We believe that student willing and engagement is pivotal to succeeding academically, we encourage students to enjoy lessons by using a wide range of teaching and learning activities including after school sessions to support them in their studies. Alongside this, students are encouraged to participate in a range of extra-curricular opportunities contributing to our students becoming well rounded and confident young adults.

Our current Positive Discipline system is underpinned by the notion of rights and responsibilities. Every member of our school community has the right to be valued, the right to be safe and the right to have the opportunity to achieve to the best of their ability. Every member of the school community also has the responsibility to value others, to keep everyone safe from harm and to allow others to work and achieve. At HSLC we pride ourselves on rewarding good behaviour primarily using planner stamps which students can exchange for rewards (for example, essential equipment, footballs, Amazon vouchers). A structured set of sanctions has evolved over time to best meet the needs of the HSLC community and are in place and applied consistently in response to relevant misdemeanours. The HSLC monitoring of these sanctions shows that Disadvantaged Pupils are more likely to receive a sanction that their non-disadvantaged peers.

At HSLC we recognise the importance of consistent learning behaviours within the classroom for students to achieve their academic potential. The school has developed a robust Attitude to Learning (ATL) system which is embedded in each classroom throughout the school. The ATL judgements made by staff are based on four key areas of learning: engagement, effort, participation and quality of work. Each of these areas has defined expectations which students are encouraged to meet in order to reach a level on consistency which will promote positive academic progress. Staff report on ATL termly, with students given the opportunity to review their performance at the end of each term. It is then the role of the Progress Leader to identify students who have fallen below the required level of consistency in a number of subjects. Students are then provided with a plan for improvement and given mentoring and support to achieve this.

Good attendance at school is not just valuable, it is essential, and we know that going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects for all students. As well as this, going to school helps to develop friendships, social skills, team values, life skills, cultural awareness and career pathways as well as providing fantastic extra-curricular activities. We have a dedicated attendance team that know there are times when students will be unable to attend school, however, our hope is that by working in partnership with families and pupils, missed school days can be minimised and we can achieve strong, consistent attendance providing the best possible outcomes for each individual.

Challenges

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

Challenge number	Detail of challenge
1	**Low attendance rates in comparison to non-DP peers**

"The numbers of young people who are persistently absent (those who miss more than 10% of sessions) have increased since the COVID-19 pandemic (rising from 10.9% in 2018/19 to 21.2% in 2022/23). Department for Education (DfE) data from October 2024 shows that the number of children who are persistently absent is now falling in primary, secondary and special schools, but remains at far higher than pre-covid levels.

Despite school absenteeism being a top priority for the DfE, the number of young people who are 'severely absent' (missing over 50% of sessions) continues to rise with 150,000 children classed as severely absent in 2022-23 (DfE, 2024)."

https://barrierstoeducation.co.uk/what-do-we-know-about-school-attendance/ (4.12.2025)

HSLC Data Compared with the National Average

Year	2022-23 (FFT Aspire Data)	2023-24 (FFT Aspire Data)	2023-24 (DfE Data)	2024-25 (DfE Data)
National average	90.7%	90.8%	-	91.4%
Whole School @ HSLC	90.3%	90.5%	90.8%	91.6%
National DP (FSM/Ever 6 only)	85.3%	85.4%	-	86.4%
DP (FSM/Ever 6 only) @ HSLC	83.4%	85.7%	86.3%	86.7%
National Non-DP	92.6%	92.8%	-	93.4%
Non-DP @ HSLC	92.6%	92%	92.3%	93.1%

	Gap: The attendance of DP v non-DP peers (HSLC)
2022-2023	9.2% (FFT Aspire data)
2023-2024	6.3% (FFT Aspire data) / 6% (DfE data)
2024-2025	6.4% (DfE data)

Although the attendance at HSLC of pupils with FSM during 2024/2025 is higher than that of 2025/2026 (86.7% as opposed to 86.3%), HSLC acknowledge that there continues to be a gap between the attendance of DP when compared with non-DP peers. This will continue to be a priority in the 2025/2026 Pupil Premium Strategy Statement.

Persistent absenteeism (below 90%) continues to be of concern and an area to work on for HSLC. This area continues to be a priority on the Whole School Strategy Plan and will remain a focus of the attendance monitoring of DP throughout 2025/2026.

Persistant Absenteeism (% of persistentantly absent pupils)

Year	2022-23 (FFT Aspire data)	2023-24 (FFT Aspire data)	2024-25 (DfE data)
National PA	27%	28%	23.2%
PA @ HSLC	29%	30%	23.8%

Every moment in school counts, and days missed add up quickly. For example, a child in Year 10 who is absent for three days will miss 15 lessons in total.

2

Lower levels of literacy (reading skills) in comparison to non-DP peers

KS2 data indicates that DP students enter our school with lower levels of attainment in reading than their non-DP peers.

	KS2 SATs (Reading) Summer Term 2024		KS2 SATs (Reading) Summer Term 2025	
	DP	Non-DP	DP	Non-DP
Students achieving below a scaled score of 100	38%	21%	33/223 = 15%	33/223 = 15%
Students achieving a scaled score of 110 or higher (greater depth)	28%	38%	7/223 = 3%	46/223 = 21%

For students to achieve good grades at GCSE, they must be able to access exam materials (the current reading age of an average GCSE paper and associated materials is 15y 7m). We have to have the aspirational aim of continuing to close the gap between DP students and their non-DP peers to give them the best chance of succeeding at GCSE.

The grid below shows that there is a gap between DP and non DP students with reading ages of more than 2 years lower than their chronological age. It is the same, in that there is a gap, with less DP students having a reading age either equal to or above their chronological age when compared with non DP peers.

Aim: To narrow the gap between DP and Non-DP in the red zone.
Data:
• Based on Arbor DP List (all categories) from 10.12.2025
• Based on Reader Sparx Most Recent Test Data from 01.12.2025

Year group	Red Zone (More than 2 years below)		Pink Zone (More than 1 year but less than 2 years below)		Orange Zone (Within 1 year of actual age)		Green Zone (Equal or above actual age)	
	DP	Non-DP	DP	Non-DP	DP	Non-DP	DP	Non-DP
7 (219/225) DP: 67 Non-DP: 152	33 (49%)	22 (14%)	9 (13%)	18 (12%)	6 (9%)	29 (19%)	19 (28%)	83 (55%)
	Gap 35% Higher DP						Gap 27% Lower DP	
8 (214/215) DP: 56 Non-DP: 158	24 (43%)	43 (27%)	6 (11%)	16 (10%)	10 (18%)	13 (8%)	16 (29%)	86 (54%)
	Gap 16% Higher DP						Gap 25% Lower DP	
9 (233/236) DP: 69 Non-DP: 164	35 (51%)	54 (33%)	3 (4%)	14 (9%)	8 (12%)	20 (12%)	23 (33%)	76 (46%)
	Gap 18% Higher DP						Gap 13% lower DP	
10 (204/213) DP: 64 Non-DP: 140	32 (50%)	42 (30%)	7 (11%)	19 (14%)	7 (11%)	13 (9%)	18 (28%)	66 (47%)
	Gap 20% Higher DP						Gap 19% Lower DP	
11 (50/230) DP: 9 Non-DP: 41	2 (22%)	8 (20%)	2 (22%)	3 (7%)	0	5 (12%)	5 (56%)	25 (61%)
	Gap 2% Higher DP						Gap 5% Lower DP	

Lower levels of Maths skills in comparison to non-DP peers

KS3 Data

The Summer 2024 comparison of **EEP/MEP** rates for y7-9 also indicate lower levels of Maths in disadvantaged students:

Year group	Summer 2024 % Students achieving EEP/MEP in Maths			Summer 2025 % Students achieving EEP/MEP in Maths			GAP (By cohort)
	DP	Non-DP	Difference	DP	Non-DP	Difference	
Y7 (end of 2025)				33.4%	41.7%	8.3%	
Year 7 (end of 2024) & Y8 (end of 2025)	Y7 61.2%	Y7 75.6%	Y7 14.4%	Y8 55.9%	Y8 63.7%	Y8 7.8%	The gap for this cohort has reduced by 6.6%
Year 8 (end of 2024) & Y9 (end of 2025(	Y8 35.6%	Y8 51.9%	Y8 16.3%	Y9 21.9%	Y9 48%	Y9 26.1%	The gap for this cohort has increased by 9.8%%

Year 10

The Summer 2024/Summer 2025 comparisons of PPE data for Y10 indicate also lower levels of maths in disadvantaged students (Working Grade Comparisons, Maths):

Year group	2023-2024			2024-2025			The gap has reduced when comparing the Y10 cohort (23/24) with the Y10 cohort (24/25)
	DP	Non-DP	GAP	DP	Non-DP	GAP	
Year 10 (Grade 4+)	26.0%	50.4%	24.4%	54%	70.7%	16.7%	

Info from Mr J Raw (Assistant Head Progress)

HSLC statistics show that disadvantaged students (as a whole) achieve a lower GCSE grade in Maths than non-DP. Our latest year 11 cohort (2024-25) data shows that 41.4% of DP students achieved Maths at Grade 4+ in comparison to 83.3% of non-DP. This is a gap of +41.9%. (Based on 2023/2024 data SISRA Analytics, Summer 2025).

Comparison data KS4 attainment (Maths GCSE)

	Maths 9-4 Non-DP	Maths 9-4 DP	GAP
2022-2023	76.6%	32.9%	43.7%
2023-2024	66.3%	66.7%	-0.4%
2024-2025	83.3%	41.4%	41.9%

| | 4 | **Higher levels of inconsistent/unsatisfactory ATL in comparison to non-DP peers** |

Higher levels of inconsistent/unsatisfactory ATL in comparison to non-DP peers

At HSLC we monitor student attitude towards learning (ATL) on every academic review. ATL is separated into four categories: effort, engagement, quality of work and participation. Students are graded as outstanding, consistent, inconsistent, or unsatisfactory across each of the four categories.
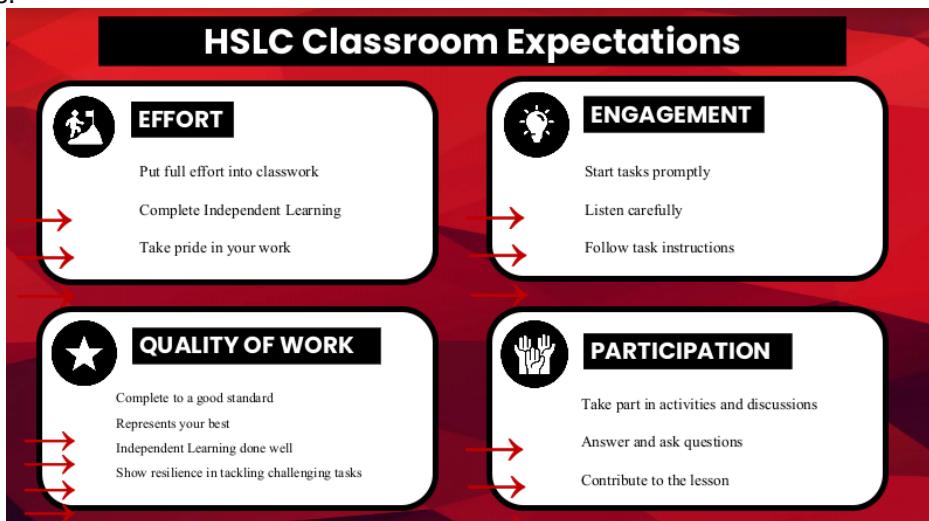
The data shows that the percentage of judgements received by DP students of Inconsistent or Unsatisfactory is generally higher than that of non-DP students.

% of Inconsistent and Unsatisfactory Judgements

		Summer 2024	Winter 2024	Spring 2025	Summer 2025	Sum 24 – Sum 25 Difference
Year 7	DP			11.4	16.4	
	Non DP			9.4	10.6	
	Difference			2.0	5.8	
Year 8	DP	16.0	17.0	17.0	17.2	
	Non DP	9.2	10.0	10.5	11.9	
	Difference	6.6	7.0	6.5	5.3	-1.3
Year 9	DP	17.5	20.2	20.0	22.0	
	Non DP	12.1	11.7	11.2	13.7	
	Difference	5.4	8.5	8.8	9.3	+3.9
Year 10	DP	15.2	11.2	15.9	14.3	
	Non DP	10.9	7.6	11.7	10.5	
	Difference	4.3	3.6	3.8	3.8	-0.5
Year 11	DP	22.4	24.5	21.7		
	Non DP	5.7	6.9	6.0		
	Difference	16.7	17.6	15.7		

5	**Higher volume of low-level disruption in comparison to non DP students**

At HSLC, we have a positive discipline system with stamp rewards, however when poor behaviour choices occur written warnings are issued in students' planners which can lead to detentions, days in isolation, and possible exclusions. Please refer to the HSLC Positive Discipline and Behaviour Policy which can be found on the HSLC website https://hslc.co.uk/index.php/about/policies

Comparitive PD data from the academic years 2023-24 and 2024-25 (below) shows that there is still a higher proportion of students receiving written warnings and further behavioural penalties. Therefore, this will continue to be a priority in future HSLC pupil premium strategy statements.

	Academic year 2023-2024		
	Detention	Isolation	Suspension
DP	120/303 (39.6%)	78/303 (25.7%)	13/303 (4.3%)
Non-DP	230/817 (28.2%)	103/817 (12.6%)	14/817 (1.7%)
Difference	11.4%	13.1%	2.6%

	Academic year 2024-2025		
	Detention	Isolation	Suspension
DP	48.6%	24.1%	4.1%
Non-DP	30.6%	13%	2.2%
Difference	18% **(UP 6.6%)**	11.1% **(DOWN 2%)**	1.9% **(DOWN 0.7%)**

The 2024/2025 Positive Discipline data shows that there has been an increase in the number of detentions for DP students. This is likely to be as a result of the introduction of WWs for 2x 'H' (missed homework) in a week. This data will be analysed further to identify where barriers can be removed, ensuring that all DP student (alongside of their non-DP peers) can access supported homework sessions – both during the school day and after school (twilight).

PD data – Number of 'H' written warnings (homework) for HT1 (Autumn Term 2025)

FSM vs. Not FSM	Group Size	YTD	YTD (Average per student)
All	1262	610	0.48
Free School Meal	299	234	0.78
Not Free School Meal	963	376	0.39

GAP: 0.39 (average 'H' WWs DP v non DP)

There will be further analysis of WWs including 'E' (equipment), again to ensure that barriers can be removed, for example ensuring all DP students have access to the equipment they need (eg in addition to pens/pencils etc, PE kit, music earphones etc)

PD Data – Number of 'E' written warnings (equipment) for HT1 (Autumn Term 2025)

FSM vs. Not FSM	Group Size	YTD	YTD (Average per student)
All	1264	478	0.38
Free School Meal	299	170	0.57
Not Free School Meal	965	308	0.32

GAP: 0.25 (average 'E' WWs DP v non DP)

6	**Accessibility of extra-curricular/enrichment activities in school**
	At HSLC, all students are encouraged to participate in a range of extra-curricular opportunities contributing to them becoming well rounded and confident young adults. As HSLC is a rural/coastal school, this can prove challenging for some young people in terms of transport availability and costs. Without financial support, Disadvantaged Pupils may find it difficult to access the extra-curricular events alongside of their non-disadvantaged peers.

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.

Challenge	Intended outcome	Success criteria
1 (Attendance)	To continue to increase attendance rates for DP. To continue to diminish the gap between DP and non-DP.	• Increased attendance rates for DP students within each year group and overall. • Attendance for DP students is in line with non-DP students and above national average. • Persistent Absenteeism of DP students will reduce. • Improved engagement with families of DP students with historical poor attendance. • Regular attendance reminders to parents/carers.
2 (Reading)	Communicate and embed the new Reading Strategy across all staff leading to reading becoming the key focus and driver of subject twilight sessions. DP reading assessment and intervention. Ensure the right students receive the right intervention at the right time by improving targeting systems, trialling the Faster Read programme, and evaluating gains in reading fluency and comprehension. Accuracy and Diagnosis: Targeted DP students to have a current, robustly assessed reading age and clearly identified specific barriers/strengths by the end of this academic year. Ensure all staff, particularly Teaching Assistants, have access to training and are equipped with the necessary knowledge and strategies to effectively support the reading needs of DP and SEN students. Ensure a consistent, monitored, and integrated approach to reading homework across KS3 using Sparx Reader, supported by a range of evidence-based intervention resources.	• Impact: Achieve an average reading age gain of 1 year for DP students who complete a full cycle of a targeted reading intervention within the year. • Consistency of delivery: Interventions are evidence-based, delivered in a consistent way across staff, and fully integrated into wider provision by Summer 2026 • Impact on outcomes: Students involved in interventions show measurable gains in reading fluency and comprehension (tracked via standardised scores and curriculum progress) by Summer 2026. • High Participation: Achieve and maintain a participation rate of 85% or above in Sparx Reader homework across all of KS3. • Impact Monitoring: Demonstrate an improvement in student reading accuracy and comprehension scores within the Sparx Reader platform over the academic year. • Targeted Support: Ensure identified students requiring intervention are appropriately allocated to and consistently engaged with one of the core intervention programmes
3 (Numeracy)	To reduce the gap in overall progress between DP and non DP students in maths. **KS3 -** Aim to diminish the gap in relation to the % of DP v non-DP making at least expected progress in maths. **KS4** - Aim to diminish the gap in relation to the % of DP v non-DP attaining GCSE maths at Grade 4+.	• KS3 – The % of students deemed to be "MEP" (Making Expected Progress) or "EEP" (Exceeding Expected Progress" to be in line with their non-DP peers at the end of the academic year. • KS4 - FFT Aspire data will show that the % of DP attaining GCSE maths at Grade 4+ improves. • All Year 7 DP engaged in regular Maths Sparx homework activities.
4 (ATL)	To reduce the percentage of DP students with ATL judgements which are Inconsistent or	• Term by term comparison shows a reduction in % of Inconsistent and Unsatisfactory grades for DP.

	Unsatisfactory so that it is in line with non DP, monitored across all subjects	
5 (PD)	To reduce the number of WWs which subsequently leads to a reduction in the number of sanctions. To reduce the number of DP in ISO and/or excluded minimising the number of missed learning opportunities.	• The number of WW issued to DP will be in line with or less than non-DP. • The number of DP in ISO will be in line with or less than non-DP. • The number of DP receiving a fixed term exclusion will be in line with or less than non-DP.
6 (Extra-Curricular)	To ensure that the wide range of extra-curricular/enrichments activities offered within the school are accessible to all DP and non-DP equally.	• All extra-curricular/enrichment activities remain accessible to DP and non-DP alike.

Activity in this academic year 2025/26

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

Teaching and learning

Budgeted cost: £ *176,000.00*

Challenge number(s)	Activity (Staff)	Rationale and evidence that supports this approach
2	Employment of whole school Reading Lead to ensure reading/literacy strategies have impact on the reading progress of DP students and the gap of the reading/literacy skills between non DP ad DP students is narrowed. • Introduce the Hodder Access Reading Tests (ART) to establish robust, diagnostic baseline data and reading ages for all targeted DP students. This is a new investment and will start from Spring Term. If it is successful, will be in place for all interventions from Sept 2026 • Use the ART diagnostic data to accurately match DP students to the most appropriate, evidence-informed reading interventions. • Establish a trial of the "faster reading intervention" (delivered by LOM) ensuring fidelity to the original methodology using ART as the pre- and post-test measure for impact. Design and deliver a targeted CPD programme for Teaching Assistants (TAs) focusing on evidence-based reading strategies, including phonics and specific techniques for supporting weaker readers/fluency. **Additional actions to support Reading Strategy** Purchase of resources/software to improve reading skills: - Reader Sparx - Hodder Access Reading Tests (ART) - Lexia Power Up programme, which focuses on word building, comprehension and grammar. - Little Wandle Rapid Catch-Up programme, which focuses on phonics, building reading skills. - In school & Twilight Reading Intervention programme – delivered either 1 to 1 and/or in a small group.	EEF Guidance Report: Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. 1 Prioritise 'disciplinary literacy' across the curriculum 2 Provide targeted vocabulary instruction in every subject 3 Develop students' ability to read complex academic texts 4 Break down complex writing tasks 5 Combine writing instruction with reading in every subject 6 Provide opportunities for structured talk 7 Provide high quality literacy interventions for struggling students Just Reading Research that should underpin the reading hour and trial intervention at HSLC: https://sussex.figshare.com/articles/journal_contribution/_Just_reading_the_impact_of_a_faster_pace_of_reading_narratives_on_the_comprehension_of_poorer_adolescent_readers_in_English_classrooms/23449943?file=41159117 Poorer adolescent readers are often regarded by teachers as unable to read whole narratives and given short, simplified texts, yet are expected to analyse every part in a slow laborious read through. This article reports on a mixed methods study in which English teachers in the South of England changed their current practice to read two whole challenging novels at a faster pace than usual in 12 weeks with their average and poorer readers ages 12-13. Ten teachers received additional training in teaching comprehension. Students in both groups made 8.5 months' mean progress on standardised tests of reading comprehension, but the poorer readers made a surprising 16 months progress but with no difference made by the training programme. Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period. EEF Guidance Report: Deployment of Teaching Assistants (new report – 2025) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants The EEF recommendations for deploying Teaching Assistants (TAs) focus on ensuring they supplement, not replace, the teacher to guarantee all pupils, especially those who struggle, receive high-quality teaching. TAs should be deployed to scaffold learning and actively

		develop pupils' independence, using a range of strategies and gradually removing support over time. Where appropriate, TAs should be used to deliver well-chosen, evidence-based, and structured interventions that are monitored for progress and explicitly linked to classroom learning. Finally, effective deployment requires staff training to ensure clarity on the TA role and ongoing coordination between teachers and TAs.
2,3,4	Monitoring of progress of DP students across all subject areas (undertaken by the Deputy Headteacher LR and Assistant Head Progress RJ) including SLT analysis of examination results and performance. SLT oversight (Asst Head Progress) & Individual year group progress monitoring by dedicated progress leaders.	EEF Guidance Report: Improving Literacy in Secondary Schools (Supports the use of technology to supplement reading instruction, and the importance of vocabulary and comprehension strategies. Also covers the importance of providing high-quality literacy interventions for struggling students.)
2,3	Bespoke small group teaching and learning classes eg Nurture Groups/ Personalised Pathway Groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size EEF Toolkit – Reducing class size When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.
2,3,4	Academic Mentoring for CLA/PLAC targeted at individual students when independent learning/motivation has been identified as an area of concern: - Designated Teacher for CLA/PLAC delivering 1 to 1 Academic Mentoring sessions to identified students, targeted over a set period of time. - Targeted monitoring of the progress (academically, socially and emotionally) of CLA/PLAC	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF Toolkit – Aspiration Intervention Most young people have high aspirations for themselves. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
2,3,4,5	Where possible and required, Teaching Assistants not allocated to students with an EHCP are allocated to departments to improve their subject knowledge and be in the lessons where they can have the most impact. Students become more confident in asking/accepting support when seeing the same person in class regularly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit – Teaching Assistant Intervention Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.

	Supported homework sessions (lunchtime & twilight) - 1 to 1 - Small Group	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF Toolkit - Homework Homework has a positive impact on average, particularly with pupils in secondary schools. Some pupils 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 pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).
3	Maths Strategy All students to continue to be set weekly Maths Sparx homework. Maths Sparx gives DPs access to maths tuition out of hours and can test their own progress whilst allowing teachers to identify any gaps in knowledge alongside of progress made.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF Toolkit - Homework Homework has a positive impact on average, particularly with pupils in secondary schools. Some pupils 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 pupils). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).
1,4,5	Contribution to software/revision guides/materials to aid students in accessing curriculum activities - Digital Theatre + Subscription - Contribution to revision guides (KS3/KS4). - Subsidised materials in KS3 DT/Food lessons and KS4 Hospitality & Catering lessons for DPs. This enables all students to fully participate in practical lessons. External visitors to support the delivery of aspects of the curriculum, for example: - Friends on Every Street (Grafitti Artist)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning
1,4,5	All DP students able to access curriculum linked trips.	Curriculum trips which have a cost attached are less likely to be attended by DPs. If the cost can be minimised or removed, there will be greater engagement, which we would hope to see mirrored in results. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions

		EEF Toolkit – Aspiration Intervention
		Most young people have high aspirations for themselves. 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.
1,2,3,4, 5,6	Bespoke initiatives. Continue to invite departments/subject areas to bid for funding from the Pupil Premium Grant to purchase resources/provide activities, experiences etc to support teaching and learning.	It remains prudent to have a contingency fund available for bespoke initiatives for departments/subject areas to bid for or to cover unexpected circumstances. Staff with successful bids are asked to evaluate effectiveness and outcomes for DPs.

Targeted academic support / Intervention
Budgeted cost:£*89700*

Challenge number(s)	Activity (Staff)	Rationale and evidence that supports this approach
2,3	**School led tutoring** Employment of tutors to deliver intervention (1 to 1 and/or small group) focusing on English (including reading) and maths.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF Toolkit – 1 to 1 tuition Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Toolkit – Small group tuition Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit – Teaching Assistant Intervention Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.
2,3	Where possible and required, Teaching Assistants not allocated to students with an EHCP are allocated to departments to improve their subject knowledge and be in the lessons where they can have the most impact. Students become more confident in asking/accepting support when seeing the same person in class regularly.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Toolkit – Teaching Assistant Intervention Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.
1,2,3	Additional teaching/adult support of Twilight/Study 6 lessons (across all subject areas, as required)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time EEF Toolkit – Extending school time
2,3,6	Extra-curricular learning opportunities in place specifically for DP students, eg Twilight Sessions/Saturday morning intervention classes	Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.

Challenge number(s)	Activity (Staff)	Rationale and evidence that supports this approach
2, 3	Key students mentored by members of SLT/Progress Leaders Underperforming students identified and assigned a member of SLT/Progress Leader as a mentor. Regular meetings with students.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.

Wider strategies - Attendance, Behaviour, Wellbeing, Enrichment

Budgeted cost: £149197

Challenge number(s)	Activity (Staff)	Rationale and evidence that supports this approach
1	Attendance Staffing structure: SLT link – Assistant Head (Inclusion) Associate Assistant Headteacher (Attendance) Disadvantaged Pupil Champion Safeguarding and Welfare Manager - Attendance, Health and First Aid Pastoral Manager – Attendance & First Aid Pastoral Manager – Targeted Attendance/Parental Liaison *NEW POST 2025/2026* - Pastoral Manager – Targeted Family Support *NEW POST 2025/2026* - Pastoral Manager – Access to Education ELSAs (Emotional Literacy Support Assistants) Develop and maintain a whole school structure that promotes the benefits of good attendance, working towards ensuring that the attendance of DPs is in line with their non-disadvantaged peers. Robust daily processes to follow up absence. Monitor data to identify patterns and trends and identify DP pupils to focus on. Proactively use data to identify DP pupils at risk of low attendance/persistent absence and develop strategies to support them. Where absence becomes persistent, put additional targeted support in place to remove any barriers.	DfE Summary table of responsibilities for school attendance (applied from 19th August 2024). https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance__applies_from_19_August_2024_.pdf Attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. For more complex cases, the ethos of the Working together to improve school attendance guidance is that pupils and families should receive holistic, whole-family support to help them overcome the barriers to attendance they are facing. https://barrierstoeducation.co.uk/what-do-we-know-about-school-attendance/#what-do-we-know-about-school-attendance DfE data suggests that something needs to change in how we are understanding and approaching the issue of school attendance. https://barrierstoeducation.co.uk/what-do-we-know-about-school-attendance/#the-impact-of-societal-changes-on-school-attendance-for-specific-groups-of-young-people The impact of societal changes on school attendance for specific groups of young people: Given the challenges present within the education system and wider society it is unsurprising that school attendance difficulties are experienced disproportionately by certain groups. These challenges make it increasingly important to reconsider the meaning of attendance and focus on how we support young people to engage with both learning and being prepared for adulthood (Heyne et al., 2024). Engagement implies active involvement and investment in learning. This has implications for how we support all learners in school, and holistic frameworks such as WARMTH focus *(Barriers to Education website)* on the factors which facilitate engagement and offer a more inclusive approach.

	Targeted work to focus on parental engagement and improving attendance. Working with young people and their families to identify barriers to attendance and putting in place additional support/strategies to support an improvement in attendance. To support families and students in ensuring excellent levels of attendance across the school and offer a solution-focused approach to improving a young person's engagement with school To conduct off-site visits as needed to engage with families who are difficult to reach, fostering stronger relationships to enhance the attendance profile of identified students Careers & Post 16 Guidance (CEIAG) DP students to receive Information, Advice and Guidance so that they can link the relevance of school to their future aspirations and make informed choices about their futures.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF Toolkit – Aspiration Intervention Most young people have high aspirations for themselves. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
1,	Looked after and previously looked after children: Staffing structure: Designated Teacher for CLA/PLAC Pastoral Manager/ELSA for CLA/PLAC Have high expectations for the cohort in relation to school attendance. Monitor and review attendance of the cohort, putting in additional targeted support to remove any barriers should they arise. Work in partnership with the Local Authority Virtual School to develop and deliver high quality PEPs for CLA that support good attendance. For previously looked after children, work directly with parents to develop good home-school links that support good attendance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Toolkit – Social and emotional learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit – Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
4	Positive Discipline Staffing structure Assistant Head (Inclusion) Head of Positive Discipline Deputy Head of Positive Discipline Team of Pastoral Managers ELSAs (Emotional Literacy Support Assistant) Positive Discipline - Maintain a whole school behaviour structure that is based on mutual respect and is fundamental in promoting a culture of high expectations and achievement.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF Toolkit- Behaviour Interventions 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Toolkit – Social and emotional learning

	Create a purposeful learning environment for all pupils. Clear expectations and boundaries for pupils. Robust daily processes to follow up behavioural concerns. Monitor data to identify patterns and trends and identify DP pupils to focus on. Proactively use data to identify DP pupils at risk of sanctions that lead to missed learning opportunities (ISO/Suspensions) and develop strategies to support them.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
1,4,5	Meet & Greet for identified pupils each morning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.
1, 6	Subsidies for extra-curricular school trips to ensure access/inclusion of DPs. Transportation costs/reductions, for example: -Sporting activities -Twilight buses -Extra-curricular activities such as theatre trips	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF Toolkit – Physical Activity There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning
1, 6	Payment for music lessons to allow DP students the same opportunities as non-DP peers.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF Toolkit – Arts Participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning

6	Parental engagement to support attendance and subsequent progress of their son/daughter eg through attendance at family learning events etc.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Toolkit - Parental engagement 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. Tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions
	Careers and Post-16 Guidance. To ensure students are making informed choices about their futures.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF Toolkit – Aspiration Interventions Most young people have high aspirations for themselves. 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.
1,4,5	Senior Mental Health Lead Emotional Wellbeing support - Boys Move (Youth Sports Trust) - Girls Carousel - Targeted support/mentoring for male pupils ELSA sessions – Emotional Literacy Support Assistant. Training included Mental Health First Aid training also.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF Toolkit – Social and emotional learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Toolkit - Mentoring The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF Toolkit – Physical Activity There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.

1,5,6	Supply of uniforms/PE kit available to loan. Contribution to purchase of uniform/PE kit/equipment for students, when required, to remove barriers to attendance.	DfE Summary table of responsibilities for school attendance (applied from 19th August 2024). https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance__applies_from_19_August_2024_.pdf
		Attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. For more complex cases, the ethos of the Working together to improve school attendance guidance is that pupils and families should receive holistic, whole-family support to help them overcome the barriers to attendance they are facing.

Total budgeted cost: £414897