

# Student premium strategy statement – Newent Community School and Sixth Form Centre

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of student premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
Number of students in school	1063
Proportion (%) of pupil premium eligible students	23%
Academic year/years that our current pupil premium strategy plan covers	Jan 2025 to Jan 2028
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	R. Phillips
Pupil premium lead	K. Gordelier
Governor / Trustee lead	G. Wood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,110
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£257,110

# Part A: Pupil premium strategy plan

## Statement of intent

Newent Community School and Sixth Form Centre's intention is that all students, irrespective of their background or the challenges they face, make good progress, achieve high attainment across a broad and balanced curriculum, and are equipped with the skills, knowledge and aspiration to make a success of their adult lives.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve this goal. We will consider the challenges faced by vulnerable students, such as those who have high levels of ACEs, a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they have a pupil premium indicator.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

We will ensure that disadvantaged students':

- attainment and progress is carefully tracked and interventions are targeted to improve outcomes, particularly in English and mathematics.
- attendance is carefully tracked, and interventions are targeted to improve attendance.
- reading below age related expectations (ARE) are identified and are supported to reach ARE.
- whose behaviour is negatively impacting their learning are identified and interventions are implemented to increase positive behaviours.
- are encouraged and supported to be involved in the extra/co-curricular life of the school.
- are provided with the experience, support and guidance that leads to high aspiration and enables them to access successful future destinations.

## Challenges

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

Challenge number	Detail of challenge			
1 Attainment and progress	<p>Our progress and attainment data indicates that our disadvantaged students are not in line with their non-disadvantaged peers or with the national average for disadvantaged students. The difference between our non-disadvantaged and disadvantaged students is referred to as the disadvantaged gap:</p> <p>Our progress 8 data over the last 3 years indicates that our disadvantaged gap has been between <math>-0.49</math> and <math>-0.25</math></p> <p>Our attainment 8 data over the last 3 years indicates that gap has been between <math>-12</math> and <math>-7.92</math></p>			
		2021/22	2022/23	2023/24
	Progress 8 gap	-0.44	-0.49	-0.25
	Attainment 8 gap	-12	-11.2	-7.92
2 Attendance	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 7.5 and 8.3% lower than for non-disadvantaged students.</p> <p>The attendance for our disadvantaged students has been between 1.9% and 2.3% below the national figure. The attendance of our disadvantaged students has been 0.3% higher than the South West figure.</p>			
		2021/22	2022/23	2023/24
	Attendance gap between disadvantaged and non-disadvantaged (%)	-7.5	-8.3	-7.5
	Attendance gap between NCS disadvantaged and National disadvantaged (%)	-2.0	-1.9	-2.3
Attendance gap between NCS disadvantaged and regional disadvantaged (%)	na	+0.3	+0.3	

<p>3 Reading comprehension</p>	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 44 -53% of our disadvantaged students arrive below age-related expectations compared to 25-31% of their peers. This gap persists during students' time at our school and has the potential to widen without literacy intervention.</p> <table border="1" data-bbox="411 584 1410 1223"> <thead> <tr> <th></th> <th>2023-2024*</th> <th>2024-2025*</th> </tr> </thead> <tbody> <tr> <td>Total below Chronological Reading Ages</td> <td>85/227 (37%)</td> <td>63/210 (30%)</td> </tr> <tr> <td>Disadvantaged below Chronological Reading Ages</td> <td>35/66 (53%)</td> <td>25/57 (44%)</td> </tr> <tr> <td>Non-disadvantaged below Chronological Reading Ages</td> <td>50/161 (31%)</td> <td>38/153 (25%)</td> </tr> <tr> <td>Below Chronological Reading Age Gap</td> <td>22%</td> <td>19%</td> </tr> </tbody> </table> <p>*Current data has only focused on Y7 Reading Ages. Moving forward, these year groups will be tracked as they progress through the school.</p>				2023-2024*	2024-2025*	Total below Chronological Reading Ages	85/227 (37%)	63/210 (30%)	Disadvantaged below Chronological Reading Ages	35/66 (53%)	25/57 (44%)	Non-disadvantaged below Chronological Reading Ages	50/161 (31%)	38/153 (25%)	Below Chronological Reading Age Gap	22%	19%
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<p>4 Positive behaviours</p>	<p>The overall current PP percentage whole school is 23% of students. The percentage of students being sent to Reflection currently has been between 25% and 11% higher than this figure.</p> <p>PP students continue to receive fewer House Points than their non-PP peers, however, this is a declining trend and the gap is closing.</p> <p>Over the past 3 years disadvantaged students have achieved between 12-18% fewer House points than non-disadvantaged students.</p> <p>The numbers in the table are the percentage of Reflection days issued to PP students.</p> <p>During the last 3 years PP students have been disproportionately represented in our suspension data. For the past two academic years, 79% of all suspensions have been for PP students.</p> <table border="1" data-bbox="411 1899 1410 2078"> <thead> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> </tr> </thead> <tbody> <tr> <td>House point gap (%)</td> <td>17.6%</td> <td>15.8%</td> <td>12.3%</td> </tr> <tr> <td>Reflection rate (%)</td> <td>N/A</td> <td>48%</td> <td>34%</td> </tr> </tbody> </table>				2021/22	2022/23	2023/24	House point gap (%)	17.6%	15.8%	12.3%	Reflection rate (%)	N/A	48%	34%			
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	Suspension rate (%)	41%	79%	79%
5 Extra/Co-curricular participation	Over the past 3 years our internal audits suggest that disadvantaged students have been involved in between 4-14% less extra/co-curricular activities than all students.			
		2021/22	2022/23	2023/24
	Extra/Co-curricular activity engagement gap (%)	4	14	9
6 Destinations & Aspiration	Over the past 3 years the percentage of students not in education or training is listed below			
		2021/22	2022/23	2023/24
	Students not remaining in education or training	2.78%	3.87%	7.86%

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in English and Maths.	<p>KS4 performance measures in 2026/27 demonstrate that Attainment 8 gap reduces to be in line with national data.</p> <p>The Attainment 8 mathematics gap reduces to at least in line with national data.</p> <p>The Attainment 8 English Literature gap reduces to at least in line with national data.</p> <p>The Attainment 8 English Language gap reduces to at least in line with national data.</p> <p>By 2028 we aim for KS4 performance measures to be above national levels.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students being in line with national and regional data</li> </ul>

	<ul style="list-style-type: none"> <li>the overall absence rate for disadvantage students being in line with national and better than regional data</li> </ul> <p>By 2028 we aim for disadvantaged student's attendance to be in line with their peers.</p>
Closing the reading age gap in all students, particularly those from disadvantaged backgrounds to ensure students are at age related expectation.	<p>By 2025/6 the reading age gap between PP and Non-PP students will be &lt;10%. The percentage of PP students with reading ages in line with or higher than their chronological age will be in line with non-PP students by 2028. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To improve positive behaviours for all students particularly our disadvantaged students	<p>By 2025/26: The House point gap to be reduced by 5% The Reflection data for PP students to be reduced by 5%. The suspension data for PP students to be reduced by 5%. We aim for disadvantaged students to be in line with their peers by 2028.</p>
To increase participation in the co-curricular and extra-curricular life of the school for our disadvantaged students	<p>To reduce the extra/co-curricular activity engagement gap to bring disadvantaged students in line with their non-disadvantaged peers by 2028.</p>
To raise aspirations for all students, particularly those from disadvantaged backgrounds, in terms of future destinations.	<p>To reduce the number of students not in education or training. To ensure that disadvantaged students are in line with their non-disadvantaged peers by 2028.</p>

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £128,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Y11 Progress Leader and team of highly skilled Y11 tutors including Head of English, Maths and Science</p> <p>Tutor academic mentoring Y7 – Y11 roll out</p> <p>Bespoke Y11 tutorial programme including mentoring conversations with tutees</p>	<p>Providing students with increased opportunities for feedback to improve learning:  <a href="#">Teacher Feedback to Improve Student Learning   EEF</a></p> <p>Mentoring conversations can support students to raise attainment:  <a href="#">Mentoring   EEF</a></p> <p>Support with study habits is beneficial as students move towards the exams season:  <a href="https://educationendowmentfoundation.org.uk/news/ef-guest-blog-building-study-habits-and-revision-routines">https://educationendowmentfoundation.org.uk/news/ef-guest-blog-building-study-habits-and-revision-routines</a></p>	1, 2,4,6
<p>Expansion of the SEND team to include a Deputy SENDCO with KS3 responsibility to support transition of My Plan</p>	<p>SEND transition days and parent coffee mornings will alleviate concerns and encourage joint working with families.  <a href="https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/">https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/</a></p>	1,2,3,4,5,6
<p>Employment of SAFE officers to engage with students and their families to support behaviour and attendance.</p>	<p>A specialist team who have a deep understanding of the behaviour of students and their influences, who work alongside families and staff to promote good behaviour and the impact of this on achievement. Supporting and teaching learning behaviours, behaviours linked to high attendance and tailoring individual approaches to meet the needs of our disadvantaged students, both student premium and those with high levels of ACEs.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	2,4



<p>Development of CPD programme alongside focused learning walks</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>CPD will include:</p> <p>NCSLP (Newent Community School Leadership Programme)</p> <p>NCSCP (Newent Community School Coaching Programme)</p> <p>Professional Studies</p> <p>Teaching and Learning ‘Clinics’</p> <p>Learning Leaders</p> <p>Whole School CPD</p> <p>Teacher Library</p> <p>External Courses (Exam Training, NPQ’s, Masters Modules etc.)</p> <p>Developmental Dives</p> <p>Learning Walks</p> <p>Work Scrutiny</p> <p>Staff Voice</p> <p>Pupil Voice</p>	<p>1,2,3,4</p>
<p>Appointment of Literacy Leader to implement and coordinate a whole school literacy development plan to improve literacy in all areas of the curriculum.</p>	<p>Whole School Phonics Training</p> <p>Tutorial DEAL/DEAR time</p> <p>Whole School Literacy CPD</p> <p>Spelling Bee</p> <p>Reading Passports</p> <p>Rootword of the Week</p> <p>Parents Coffee Morning</p> <p>Parents Reading/Literacy Bulletin</p> <p>Usage of FreshStart and Bedrock intervention programmes</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p>	<p>3,1,6</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p><a href="https://www.oxfordup.com/9780192747454">word-gap (Oxford University Press)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	
Expansion of the Attendance team including the appointment of a Home School Liaison Officer (HSLO) and an Administration Support Assistant Attendance (ASAA)	<p>High levels of attendance lead to increased progress and wellbeing, as well as improving post 16 outcomes. We aim to secure increased numbers of good and supportive working relationships with families in our large intake area with the appointment of our HSLO. The DfE's document working together to improve school attendance is based on a support first approach. The appointment of our ASAA will enable our Attendance Welfare Officer to focus on interventions including referrals for support, parenting contracts and AIM.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p>	2,1
Identification of student premium champions across departments who will lead a PP standing agenda item at all departmental meetings and support the implementation of initiatives to support progress.	<p>Identification of student premium champions across departments who will lead a PP standing agenda item at all departmental meetings and support the implementation of initiatives to support progress.</p> <p><a href="https://www.gov.uk/government/publications/student-premium">https://www.gov.uk/government/publications/student-premium</a></p>	1,4,5
Appointment of a full-time careers advisor to work alongside students, families and staff to provide students with a wide range of	<p>The use of Compass Plus to ensure that our Careers Advisor is able to ensure delivery and evaluation of a Careers Programme that secures the eight benchmarks of best practice – known as the Gatsby Benchmarks.</p> <p><a href="https://compass.careersandenterprise.co.uk/info">https://compass.careersandenterprise.co.uk/info</a></p> <p>Delivery of a range of activities including aspiration raising events such as Year 8 work shadow day,</p>	6,5,2,1

<p>experiences and advice to raise aspiration and secure successful futures.</p>	<p>Year 10 WEX week, army day, forensics day, National Careers Week activities.</p> <p>Our L6 qualification Careers Advisor's L6 qualification will enable her to deliver careers advice as well as coordinating a wide range of events and evaluating/amending our provision.</p> <p>The use of Unifrog will enable our students to build their profile from Y7 – Y13 as well as plan for their futures.</p> <p><a href="https://www.unifrog.org/">https://www.unifrog.org/</a></p> <p>A wide range of careers trips such as GLOSCOL, Empower Cyber Y9, Herefordshire College will be offered as well as in house careers experiences such as the Gloucester Women's Rugby partnership.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £77133

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>One-to-one and small group tuition for students in need of additional support, delivered in addition to, and linked</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1</p>

<p>with, normal lessons. Use of English and Mathematics tutors to support gaps in knowledge. Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>		
<p>Training and appointment of Higher Level Teaching Assistants (HLTA) to deliver numeracy and literacy</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1,3,4</p>

<p>interventions for students that require additional support.</p>		
<p>Reading Intervention strategies</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>Intervention will include:</p> <p>Fresh Start (SSP) for those with a reading age of &lt;9 years and who have gaps in phonic knowledge</p> <p>Small group reading intervention for those who are &gt;9 years but &lt;Chronological Reading Age</p> <p>Weekly tutorial activities: Root Word, DEAR/DEAL</p> <p>Termly House activities: Spelling Bee challenges</p> <p>In-class support: SSP strategies to decode, knowledge organisers, glossaries, Freyer Models, etc.</p> <p>Class reading: Reciprocal Reading strategies</p>	<p>3,1</p>
<p>ELSA programme by HTLA to support emotional</p>	<p>Identified students to be supported with the use of social and emotional learning (SEL) interventions to improve their decision-making skills, interaction with others and their self-management of emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4,2</p>

literacy.		
Y11 Progress Meetings to be held by SLT for targeted Y11 students	Enhancing parental engagement has a positive impact on progress: <a href="#">Parental engagement   EEF</a>	1,2,6

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

Budgeted cost: £51422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer school for Y6/Y7 students to support transition from primary to secondary school.	In addition to step up days the summer schools helps our students to get to know their new surroundings and some of the staff as well as enables them to start building new friendships. <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2">https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2</a> <a href="https://www.ghll.org.uk/pshe-curriculum/pink-curriculum-resources/transition-to-secondary-school-y6-y7/">https://www.ghll.org.uk/pshe-curriculum/pink-curriculum-resources/transition-to-secondary-school-y6-y7/</a>	2,4,5,1
Subsidised funding for trips and music lessons.	Evidence suggests that participation in the extra/cocurricular life of the school boosts cultural capital, feelings of belonging and progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5,2,6
Holiday time revision lessons.	Guided practice prior to independent practice supports learning. By offering a range of revision sessions during	1

	<p>holiday time we increase the opportunity to experience guided practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model">https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</a></p>	
<p>Funding for access to resources such as materials for design technology and revision guides.</p>	<p>We support our student premium students to have access to any equipment and revision aids required to support their learning.</p>	<p>1,3</p>
<p>EduLink subscription and development of use to support the tracking of extra/cocurricular opportunity uptake</p>	<p>Identification of students who are not involved in the wider life of the school can help us to identify gaps in our offer and helps us to ensure that all students are given the support and encouragement to enjoy new experiences and to build their CVs.</p>	<p>5,2</p>

**Total budgeted cost: £257,110**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged students

#### *Outline*

This details the impact that our pupil premium activity had on students in the 2021 to 2024 academic years. The outcomes we aimed to achieve by the end of 2023/2024 have not been fully realised. The three-year strategy set to begin in the January of 2024/25 aims develop our actions to further improve the educational experiences and progress of our disadvantaged students.

National entry to EBacc and attainment across each headline measure was lower for disadvantaged pupils compared to all other pupils in 2024. There is common picture to these figures within our school

Over the last few years, the national attainment gap, showing the differences between disadvantaged pupils and non-disadvantaged pupils, has slightly widened in Attainment 8 when comparing to both 2018/19 exam data and 2022/23 data. For the percentage achieving grades 5 and above in English and maths, the gap has slightly widened since 2018/19, and 2022/23.

For the percentage of pupils achieving grades 5 and above in English and maths, the gap increased from 2022/23 (27.2 to 27.3) and also increased compared to 2018/19 (25.2 up to 27.3).

The average Attainment 8 gap has widened from 13.6 points in 2018/19 to 15.3 points in 2022/23 and to 15.5 in 2023/24. The widening was caused by the disadvantaged group having a larger decrease than the non-disadvantaged group.

The gap widened for the EBacc APS from 1.35 points in 2018/19 to 1.47 points in 2022/23, and remains the same at 1.47 in 2023/24.

The gap narrowed for the rate of entry into the full EBacc from 17.0 percentage points in 2018/19 to 15.7 percentage points in 2022/23, and has slightly widened to 16.1 percentage points in 2023/24.

Nationally, progress 8 scores for disadvantaged and non-disadvantaged pupils showed that non-disadvantaged pupils averaged a Progress 8 score of 0.16 whereas disadvantaged pupils averaged a Progress 8 score of -0.57. This means non-disadvantaged pupils, on average, progressed more than expected when compared to pupils in their prior attainment group, whereas disadvantaged pupils achieved over half a grade less than expected by the end of KS4.



In our school, although the 23/24 Progress 8 score gap between disadvantaged and non-disadvantaged students has reduced to  $-0.25$  in 23/24, there is a lower overall Progress 8 for all students to take into account.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged students in 2023/2024 was below our expectations.

Performance of this group of students remains a key action point for the school.

During 2023/24 the attendance of disadvantaged students was 7.5% below that of the non-disadvantaged. The disadvantaged student's attendance was 2.3% below that of disadvantaged students nationally. When compared to the South West data the attendance of our disadvantaged students was 0.3% better than disadvantaged students regionally.

	2021/22	2022/23	2023/24
Attendance gap between disadvantaged and non-disadvantaged (%)	-7.5	-8.3	-7.5
Attendance gap between NCS disadvantaged and National disadvantaged (%)	-2.0	-1.9	-2.3
Attendance gap between NCS disadvantaged and regional disadvantaged (%)	na	+0.3	+0.3

Although interventions put in place for our disadvantaged students had a significant and positive effect on individual students our capacity to implement these strategies with a larger number of our persistently absent students was not possible. As a result, we have expanded the attendance team for 2024/25 to include an Attendance General Assistant and a Home School Liaison Officer. This will enable us to increase interventions, such as attendance contracts, with our families, especially those who are geographically further removed.

Training has been implemented with all staff to make them ACEs aware and work has been done through Whole School CPD to ensure consistency in the application of our Behaviour systems. As low RA is also a factor for PP students, compared with their Non-PP peers, whole staff training around adaptive teaching strategies and delivery of phonics has happened to further support the success of students in the classroom. Our aim is that the impact of this is that the gap between PP and Non-PP referrals will close by a further 10%.

During 2023/24 38 Year 11 students have had catch up teaching to support literacy skills. Our newly appointed Literacy Lead has analysed KS2 and CATs data and has

developed a whole school literacy strategy to include staff training, a departmental literacy focus, small group reading interventions and individualised support.

Enhancing the cultural capital of our disadvantaged students continues to be a priority and encouraging participation in the extracurricular life of the school is a key strand in this area. Data in this area lacks reliability but gives an indication of the difference in the uptake of the activities on offer for our disadvantaged and non-disadvantaged students as outlined below.

	2021/22	2022/23	2023/24
Extra/Co-curricular activity engagement gap (%)	4	14	9

We have reviewed our strategy plan and rewritten our 3-year plan for 2025 to show how we intend to use the PP budget to move us towards our success criteria over the coming year and beyond. The Further Information section below provides additional detail about our planning, implementation, and evaluation processes.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your student premium to fund in the previous academic year.*

Programme	Provider
Fresh Start (Literacy)	Oxford University Press
ELSA	Gloucestershire County Council
Emotion Coaching	Gloucestershire County Council
EAL Assessment Framework	The Bell Foundation

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service student premium allocation was spent last academic year***

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**The impact of that spending on service student premium eligible students**

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. Examples of a range of these activities are outlined below:

- Regular work scrutiny including a comparison of disadvantaged vs non-disadvantaged students' books, with feedback to HoD to enhance marking and feedback.
- Regular learning walks with specific foci in addition to departmental dives.
- Departmental developmental dives with a comparison of provision for disadvantaged vs non-disadvantaged students.
- Utilising support from Young Minds Matter, mental health support, within our wellbeing hub.
- Revision sessions and master classes as part of our 'catch-up' plan to fill the gaps for Y11 students.
- Tutor mentoring of Y11 pupil premium students & RAP meetings post mocks.
- Review of behaviour and awards systems to enhance positive behaviours and attitude to learning.
- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- Summer school to support transition of our Y7 students.

We have used the EEF's evidence base EEF evidence in the development of our PP strategy to ensure we embed more effective practice. Evidence based planning demonstrates significant benefits for students, particularly disadvantaged students. We will continue to use the EEF's implementation guidance to help us develop our strategy and we will continue to use it through the implementation of our activities. We looked at a number of reports and studies about effective use of pupil premium as well as attending training that have supported us with the development and implementation of our strategy. This will help us to reduce the impact of disadvantage on education outcomes and demonstrate to us how to address challenges to learning presented by socio-economic disadvantage. We will use 4Marix and internal reporting data to monitor the progress of our disadvantaged students over time and FFT Aspire to track our progress against schools nationally. We are developing a robust evaluation framework that will be in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.