

Pupil Premium Strategy Statement – Brighton Hill Community School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1292
Proportion (%) of pupil premium eligible pupils	17.57% (October 2024 Census)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 – 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Chris Edwards (Headteacher))
Pupil premium lead	Alex Flowers (Assistant Headteacher)
Governor / Trustee lead	Steph Block (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 237,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£237,300

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Brighton Hill Community School is to ensure that *all* of our students, including those where circumstances may put them at a disadvantage to their peers, have a happy, safe and effective learning environment. From this, we hope they can acquire the knowledge and skills necessary to be successful, both during their time with us and in later life. This ethos of *Making Success Inevitable* for our students is embodied in our four cornerstones, which act as key strategic threads through our Pupil Premium strategy. These cornerstones are Kindness, Commitment, Courage and Collaboration.

Within this strategy plan, we continue to follow the updated [EEF guidance](#) of taking a “tiered approach” to school Pupil Premium spending. In line with implementing this approach, a range of qualitative and quantitative data has been used to identify the specific needs of our learners, which will underpin the key principles within our strategy with the overarching aim of ensuring that our disadvantaged students make the same progress as their peers. Regular view of this data will highlight any emerging trends or areas of concern and allow us to tailor the support further where necessary.

A continued commitment to Quality First Teaching across the school remains a key principle within our Pupil Premium strategy as, in line with the above EEF guidance, we believe that high quality teaching is the most impactful way that we can support our students to find success.

However, as we have identified that our disadvantaged students face greater barriers to their learning than their non-disadvantaged peers, such as attendance, perceptions of self and school, and lower mental wellbeing, we recognise that they are often less able to access and engage in the high-quality teaching provided in lessons. Therefore, another key focus of our updated strategy will be to work as a school to embed an *equitable* approach to the support we offer, ensuring we go above and beyond to give our disadvantaged students the support they need to find success. This approach, taken from Elliot-Major and Briant’s *Equity in Education* (2023), is founded on the following principles, which will be central to the whole-school approach to supporting our disadvantaged students:

- **Equity, not equality** - doing more to overcome the extra barriers some learners experience
- **Having a Capacity Mindset** - recognising the talents in all pupils
- **Building Rich Relationships** - developing authentic individual relationships with pupils
- **Celebrating Multiple Talents** - acknowledging that human talents come in many forms.

This equity-first approach will initially be achieved by working to remove specific barriers faced by these students, through providing a range of targeted pastoral interventions where necessary, to allow students to access their education in a positive way. Additionally, where our disadvantaged students are identified as performing below their expected pathway or in comparison to their non-disadvantaged peers, meaningful and specific academic support will

complement the QFT, and ensure that our Pupil Premium students are making the progress expected.

The support and interventions detailed in this strategy document give an overview of the primary ways we are hoping to address the gaps evident between our Pupil Premium and non-Pupil Premium students. However, we are committed to having this as a priority throughout everything we do at Brighton Hill and, therefore, there are likely to be a number of other interventions that aren't explicitly listed below and aren't directly part of the Pupil Premium funding allocation.

By the end of the three-year cycle of this updated strategy plan, we hope that our Pupil Premium students not only have academic outcomes that are in line with their non-disadvantaged peers, but that the evidence also shows they have a more positive school experience, highlighted through active engagement in their education, increased attendance and attitude to learning, and improved overall mental wellbeing.

Challenges

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

Challenge number	Detail of challenge
<p>1 Attendance</p>	<p>On average, PP students have lower overall attendance than their non-PP peers. Additionally, review of headline attendance figures for the academic year 2023/24 show that this gap increases as students' progress through school, as below:</p> <ul style="list-style-type: none"> ○ Year 7: gap of -4.22% ○ Year 8: gap of -4.8% ○ Year 9: gap of -5.5% ○ Year 10: gap of -7.8% ○ Year 11: gap of -11.6% <p>Furthermore, evidence suggests there is a correlation between attendance and where students live, the local areas with high deprivation and levels of PP students generally having lower attendance than those from areas of lower deprivation.</p> <p>http://dclgapps.communities.gov.uk/imd/iod_index.html</p> <p>As has been the trend in previous years, a disproportionately high number of our persistently absent and severely absent students are disadvantaged students. For the academic year 2023/24, 32.17% of PA students and 39.53% of SA students were disadvantaged students.</p>
<p>2 Attitude to learning</p>	<p>Through analysis of strategic data reviews, it is evident that teachers tend to identify PP students as having a lower level of positive engagement in lessons, tracked by their average</p>

	<p>attitude to learning, with all year groups from intake19 to intake23 showing a negative gap between PP and non-PP (ranging from -0.03 to -0.34 of a level difference).</p> <p>Additionally, data trends suggest that PP student become increasing disengaged in their learning through their time at school, with the gap between average attitude to learning increasing between KS3 and KS4.</p>
3 Mental Health and Wellbeing	<p>PP students make up a disproportionately high percentage of BHCS students who access additional mental health and wellbeing support at school. For example, of all students who have had a Time Out card, the percentage who are PP has risen from 39.5% to 45.2% from 2021/22 to 2023/24. Additionally, of all the students who required a mental health triage, the percentage of those that are PP has remained disproportionately high, ranging from 26.5%-34.5% across the last 3 years.</p>
4 Reading and language comprehension	<p>When assessed, PP students are identified as having significantly lower reading ages on average than their non-PP peers, with the negative difference between these groups ranging from 0.9 years to 2.5 years of difference in reading age.</p> <p>At GCSE level, the increased gap in the percentage of PP and non-PP students achieving level 4 in English and Maths has grown significantly (see below), and teaching staff/Heads of Faculty analysis suggesting there is a lack of ability among PP students to decode and comprehend the questions, making the exam papers inaccessible.</p>
5 Progress and attainment	<p>The Progress 8 of disadvantage students is lower than that of non-disadvantaged peers, and the gap between the two has grown over time. Pre-COVID, in the academic year 2018/19, the P8 gap between PP and non-PP students was -0.32, which increased to -0.77 in 2022/23 and -1.19 in 2023/24.</p> <p>Additionally, the gap is also increasing at headline measures, such as 4+ in English and Maths, where the difference between percentages of PP and non-PP students achieving this matched pair has gone from +2.6% in 2018/19, to -22.8% in 2022/23 and -24.3% in 2023/24. This highlights that, while non-disadvantage students are making sustained progress, disadvantaged students are not progressing at the same level.</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>To increase the overall attendance of disadvantaged students.</p>	<p>By the end of the current strategy plan (2024/45-2026/27) the overall attendance percentage of PP students will have increased, moving towards the whole-school target of 96%, with a reduction in the gap between PP-students and their non-PP peers.</p> <p>Evidence of early interventions and processes to support PP students who are struggling to attend regularly.</p> <p>Reduction in the percentage of persistently and severely absent students who are PP.</p>
<p>To achieve sustained improvement in the overall attitude to learning of PP students.</p>	<p>Teacher assessments will show improve overall attitude to learning for PP students across all faculties and year groups, and a closing of the gap between PP students and their non-PP peers.</p> <p>Evidence of interventions to support with and address poor behaviour for students, including those that are at a disadvantage, will be clearly visible through use of behaviour strategies such as SSPs, PSPs, and use of external agencies.</p> <p>Increased positive engagement in school, such as increased PP attendance at extra-curricular events, highlighting positive engagement in school culture.</p>
<p>To ensure all PP students feel happy and safe at school and are supported with their mental health and wellbeing.</p>	<p>Evidence of proactive interventions to education and support all students, including those that are at a disadvantage, to manage their mental health and wellbeing effectively.</p> <p>Qualitative data from student and parent voice sessions, and from teacher feedback, to show improvements in the mental health and wellbeing of PP students.</p>

	Improved attendance for vulnerable students, including PP, to evidence increased resilience and ability to manage the feelings of overwhelm.
To advance the reading and language capabilities of disadvantaged students.	<p>Improvement of the average reading age of PP students. moving to bring it in line with age related expectations and to close the gap in reading age between PP students and their non-PP peers.</p> <p>Improved attainment and assessment outcomes to evidence increased levels of comprehension among PP students.</p> <p>Evidence of targeted strategies and interventions to address reading and language comprehension barriers, observed during learning walks and lesson looks.</p> <p>Focus on early interventions and improving the language capabilities for KS3 students in the hope of building strong foundational skills.</p>
To achieve sustained improvement in the outcomes of disadvantaged students at KS4.	<p>By the end of this strategy plan, there will have been a noticeable improvement in the progress of PP students (evidenced in the P* score) and a closing of the progress gap between PP students and their non-PP peers.</p> <p>PP students' attainment to be in line with school targets and averages at headline measures, including 4+, 5+ and 7+.</p> <p>Focus given to ensuring PP students achieve passes in English and Maths, and an increase in the number of students achieving their EAP.</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: £122,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Professional Development (CPD) programme for staff, including T&L CPD, pastoral CPD 'briefings', and faculty led enquiries, all underpinned by the SIP.</p>	<p>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap" - EEF Effective Professional Development</p> <p>"Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged students" - EEF Guide to Pupil Premium (Evidence brief)</p>	1, 2, 3, 4, 5
<p>Developing use of classroom support, introducing Faculty Learning Supports and Specialist Learning Supports to provide high quality in-class support as well as targeted interventions.</p>	<p>"There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment... 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" - EEF Making the Best Use of Teaching Assistance</p>	1, 2, 3, 4, 5
<p>Implementation of Lead Practitioners and the improvement to the development cycle for teaching staff, including regular lesson looks, a coaching/mentoring programme (including for ECTs) and targeted CPD, set against the newly introduced 'Hallmarks of Success'.</p>	<p>"High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from, disadvantaged backgrounds" - Early Careers Teacher framework</p> <p>"Mentoring can lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher-student interactions, and an improved classroom environment" - NIT Mentoring and Coaching for Teachers</p>	3, 4, 5
<p>Use of additional technological applications, such as Century tech and Seneca, to support student</p>	<p>"The opportunities [using technology in the classroom] offers us to improve education are truly exciting" - EEF Using Digital Technology to Improve Learning</p> <p>"To improve learning, schools should consider the specific barriers technology is addressing – particularly for disadvantaged students" - EEF</p>	4, 5

	Guide to Pupil Premium (Evidence brief)	
Use of our bespoke Online Progress Tool (OPT) to identify barriers to progress and apply specific, targeted in-class interventions. Middle and senior leader analysis of the data allows for larger scale monitoring of disadvantaged pupils' progress to inform necessary therapies.	“Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy.” - EEF Guide to Pupil Premium	1, 2, 3, 4, 5
Curriculum development , including improving cross-curricular links and broadening the curriculum to include a more diverse range of vocational and academic subjects.	“Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials and standardised assessments.” - EEF Guide to Pupil Premium (Evidence brief)	4, 5
Dedicated Literacy Lead and Literacy Lead Practitioner to oversee literacy interventions, and whole school approach to embedding disciplinary literacy across all faculties.	<p>“Over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. Literacy is key to academic success across the curriculum and is more important than ever as curriculum reforms place new demands on students and teachers.” - EEF Improving Literacy in Secondary School</p> <p>“The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.” - EEF Reading Comprehension Strategies</p>	4, 5

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

Budgeted cost: £56,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of in-school targeted academic tuition for KS4 learners, particularly for students whose circumstances put them at a disadvantage to their peers, resulting in below expected progress.</p>	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year.” - EEF Small Group tuition</p> <p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.” - EEF One to One tuition</p> <p>EEF Making a Difference with Effective Tutoring</p>	<p>4, 5</p>
<p>Curriculum Access pathway resulting in the reduction of student curriculum pathway by 1 GCSE to increase curriculum time in English, Maths & Life Skills.</p>	<p>“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. Closing the disadvantage gap means finding better ways to support pupils with SEND.” - EEF Special Educational Needs in Mainstream Schools</p>	<p>1, 4, 5</p>
<p>Use of Alternative Provision, such in person/online tutoring, small group support, and bespoke educational packages, for students who face barriers significant enough to make accessing mainstream education extremely challenging.</p>	<p>“Small group tuition has an average impact of four months’ additional progress over the course of a year.” - EEF Small Group tuition</p> <p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as</p>	

	<p>having low prior attainment or are struggling in particular areas.” - EEF One to One tuition</p> <p>EEF Making a Difference with Effective Tutoring</p> <p>“Small-group and one-to-one interventions can be a powerful tool. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.” - EEF Special Educational Needs in Mainstream Schools</p>	
<p>Development of on-site alternative pathways and interventions to support disadvantaged students who are struggling to access mainstream education.</p>	<p>“Wherever possible, the LA believes that suitable provision to meet need should be ‘in-house’. It is recognised that transition and change can be challenging for many children. The LA therefore encourages all schools to, wherever possible, use alternative provision within a blend of offer which includes continued contact with education in the home school setting.” - ISS Alternative Provision Guidance for Schools</p> <p>“Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.” - EEF Outdoor Adventure Learning</p>	1, 3, 5
<p>Developing use of classroom support, introducing Faculty Learning Supports and Specialist Learning Supports to provide high quality in-class support as well as targeted interventions.</p>	<p>“There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment... 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” - EEF Making the Best Use of Teaching Assistance</p>	1, 2, 3, 4, 5
<p>KS4 Student-Teacher Mentoring programme, focused primarily on addressing ‘matched pairs’</p>	<p>“Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling.</p>	1, 2, 3, 5

<p>students to improve chances of securing 4+/5+ in English and Maths at GCSE.</p>	<p>Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.” - EEF Mentoring</p>	
<p>Zone 11, Home Learning Club and other supplementary sessions are offered to increase the contact time students have with their teachers outside of the usual school hours.</p>	<p>“The average impact of approaches involving extending school time is about an additional three months’ progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.” - EEF Extending School Time</p>	<p>4, 5</p>
<p>A broad and varied Enrichment Programme is offered to students to compliment the learning taking place in lessons, including educational trips and visits, external speakers and interventions and school-led House Cup Competitions.</p>	<p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.” - EEF Arts Participation</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” - EEF Physical Activity</p> <p>“Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.” - EEF Outdoor Adventure Learning</p>	<p>1, 2, 3, 5</p>
<p>Use of our bespoke Online Progress Tool (OPT) to identify barriers to progress and apply specific, targeted in-class interventions. Middle and senior leader analysis of the data allows for larger scale monitoring of disadvantaged</p>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and progress is the first step to developing an effective Pupil Premium strategy.” - EEF Guide to Pupil Premium</p>	<p>1, 2, 3, 4, 5</p>

pupils' progress to inform necessary therapies.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing levels of parental engagement , especially for students from disadvantage families, through targeted parental engagement events, regular opportunities for parental feedback and close liaison with the Parent Teacher Association.	“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.” - EEF Parental Engagement	1, 4, 5
Regular Attendance Strategy Meetings with the Attendance Officer, used to track and monitor student attendance and provide individualised support for those students whose attendance is below the school target or national averages (including PA and SA students).	<p>“Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.” - EEF Attendance context</p> <p>“Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.” - DfE Working Together to Improve School Attendance</p>	1, 5
Development of on-site alternative pathways and	“Wherever possible, the LA believes that suitable provision to meet need	1, 3, 5

<p>interventions to support disadvantaged students who are struggling to access mainstream education.</p>	<p>should be 'in-house'. It is recognised that transition and change can be challenging for many children. The LA therefore encourages all schools to, wherever possible, use alternative provision within a blend of offer which includes continued contact with education in the home school setting.” - ISS Alternative Provision Guidance for Schools</p> <p>“Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.” - EEF Outdoor Adventure Learning</p>	
<p>Targeted wellbeing intervention, as well as a broad and impactful SEMH curriculum (through the MyWorld programme, assemblies and Personal Development sessions) to designed to equip students, especially those at a disadvantage to their peers who are more likely to experience SEMH challenges, with the tools to find success.</p>	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p> <p>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” - EEF Social and Emotional Learning</p>	<p>1, 3, 5</p>
<p>An ambitious and wide-ranging Careers programme, including careers curriculum, targeted careers interventions from the Careers Lead, and work placements for key students.</p>	<p>“Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills they need to succeed. It is important for social mobility because it helps open pupils’ eyes to careers they may not have considered” - Gatsby Good Career Guidance</p>	<p>1, 3, 5</p>
<p>A broad and varied Enrichment Programme is</p>	<p>“There is intrinsic value in teaching pupils creative and performance</p>	<p>1, 2, 3, 5</p>

<p>offered to students to compliment the learning taking place in lessons, including educational trips and visits, external speakers and interventions and school-led House Cup Competitions.</p>	<p>skills and ensuring disadvantaged pupils access a rich and stimulating arts education.” - EEF Arts Participation</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.” - EEF Physical Activity</p> <p>“Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.” - EEF Outdoor Adventure Learning</p>	
<p>Use of our bespoke Online Progress Tool (OPT) to identify barriers to progress and apply specific, targeted in-class interventions. Middle and senior leader analysis of the data allows for larger scale monitoring of disadvantaged pupils’ progress to inform necessary therapies.</p>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and progress is the first step to developing an effective Pupil Premium strategy.” - EEF Guide to Pupil Premium</p>	<p>1, 2, 3, 4, 5</p>
<p>Continuation of specific ‘Hardship’ spending for disadvantaged students who are in need of individual support, such as for school uniform, transport, breakfast, equipment or other specifically identified needs.</p>	<p>“Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.” - DfE Effective ways to support disadvantaged pupils’ achievement</p>	

Total budgeted cost: £ 237,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are pleased to say that, at the end of the latest 3-year implementation cycle (2021-2024) there has been a number of sustained improvements in many key headline measures that provides evidence of the positive impact of the previous strategy, and our strategy continues to be a central part of the School Improvement Plan.

An important strand of the strategy, as recommended in the updated [EEF guidance](#) on Pupil Premium spending, has been on developing a Quality First Teaching approach across all faculties. Crucially, an important part of this is empowering teaching staff to feel confident in supporting all vulnerable students, include this that are deemed to be at a disadvantage to their peers, effectively in mainstream lesson. Through development of our Online Progress Tool (OPT) as a key strand of our latest 3-year implementation cycle, we have ensured staff are equipped with the necessary knowledge to provide targeted support in lessons. When surveyed in October 2024, at the end of the previous cycle, 98% of teaching staff reported feeling confident in sourcing specific information about PP students, such as academic progress, SEN barriers and CAT4 results, from the OPT. Additionally, staff on average felt high levels of confidence in being able to identify the PP students in their class, and the barriers they may face. Importantly, 100% staff recognise that addressing the disadvantaged gap is the responsibility of *all* staff, testament to school-wide QFT approach undertaken.

Although the COVID pandemic had a significant impact on our students, and those from around the country, we have seen significant improvement in KS4 outcomes for pupil premium students at key headline measures between 2019 (as closest measure to start of 2021-24 implementation strategy) and 2024. Notably, the overall P8 for PP students was -0.91 in 2019, and -0.84 in 2024, moving close to being in line with our non-PP students. The cohort for 2024 showed additional complexities, however, given the long-term impact of the COVID pandemics being in their foundational years (KS3) and we therefore recognise that the significant number of student 'outliers' impacts this data, and similar headline figures, and we hope to see sustained progress in future year groups where the impact of COVID is less significant.

An additional impact of the COVID pandemics is a rise in the number of students requiring support for their mental health and wellbeing. In response to this, we've taken an adaptive, dynamic approach to supporting students with their wellbeing throughout the course of the last 3-year cycle. Therefore, while some measures (such as *severity alerts* from PLEX) are no longer appropriate, analysis of engagement in the Well Being Centre (WBC) shows a significant reduction in the number of students using Time Out

cards. This has gone from 81 students throughout the academic year of 2021/22, down to 46 in 2022/23, with a further reduction to 42 in 2023/24. While the proportion of PP students within these students has risen slightly (from 39% to 45%), the overall trend shows a significant reduction in the number of needing to leave lesson due to cognitive overwhelm, despite an increasingly broad and varied curriculum. This is as a result of the ongoing development of the pastoral systems, including the continued development of the Deputy Heads of Year and Heads of House, as a key intervention within the previous Pupil Premium strategy.

While we recognise that some of our aims from our previous 3-year strategy may have not been completely fulfilled, we consciously set our intended outcomes ambitiously high, such as EAPs set in line with the FFT20 figures. This is because we maintain the belief that having high expectations for our disadvantaged plays an important role in setting an aspiration culture, where disadvantaged students are held to the same standard as their non-disadvantaged peers. Reflections on the extent to which the previous aims have been achieved have informed the strategy for the upcoming 3-year cycle.

Externally provided programmes

Programme	Provider
FFT Aspire	Fisher Family Trust (FFT) Education Ltd
CAT4 Assessments	GL Assessments
Sisra Analytics	Juniper Education
Unifrog Careers Platform	Unifrog
Century Tech	Century Tech
SchoolCloud	SchoolCloud

Service pupil premium funding (optional)

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

Increasing our Pastoral Support capacity, and developing the impact they have on our students, was a continued key focus with the development of Deputy Heads of Year & Heads of House roles to ensure we are providing the most appropriate and targeted support for our students. Our family support worker is on hand to support and liaise with our service family pupils and where required provide a range of Well Being Centre interventions.

The impact of that spending on service pupil premium eligible pupils

Within the previous year's strategy plan, no service children were identified as requiring significant additional support beyond having access, if required, to the Pastoral teams referred to throughout the strategy document.

Our service family pupils had an average attendance of 97.5% for the academic year 2023-2024, above the National and BHCS average. The average number of negative behaviour points was significantly below the school average. Both data sets indicate the support that is available is providing a safe and secure environment for them to develop and thrive.

Further information (optional)

Additional activity Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium, or recovery premium as follows:

- While the plan covers aspects of how we are developing student literacy there is also a whole school focus on literacy that is not specifically covered by the plan but will benefit disadvantaged students, this literacy strand is detailed in the School Impact Plan.
- Offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspirations.
- Engaging with the Uni-Connect Southern Universities Network (SUN) funding programme to develop essential employability skills that align to our Careers Programme focus on the 'Skills Builder Partnership's' 8 essential employability skills. Students meeting the Uni-Connect criteria are also often disadvantaged or vulnerable students.
- Appointment of a dedicated Careers Leader to implement strategic planning of the school's careers programme to cater for all students including disadvantaged to support raising of motivation and aspirations.