

# Pupil premium strategy statement – Keswick 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	Keswick School
Proportion (%) of pupil premium eligible pupils	124/1188 = 10.4% (as of 22/11/24). Including 5 students CLA; 8 students PP+; 8 students Service Premium.
Academic year/years that our current pupil premium strategy plan covers	2024-2025 (2024-2027 plan)
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Julie Railton
Pupil premium lead	Annabelle Allport
Governor / Trustee lead	Rev. Charles Hope

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,183 (Inc. PP+ and Service Premium)
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£119,183

# Part A: Pupil premium strategy plan

## Statement of intent

**"Promoting excellence to enable all students to be happy and achieve their potential".**

**At Keswick School we aim to provide a broad, balanced and personalised curriculum which will engage, inspire and challenge all our students.**

### **Leadership and management**

The senior leadership team, with effective support and challenge from appropriately trained governors, have created a culture and ethos that enables all students to achieve their potential. We are proud of our highly effective subject specialist staff and ensure they have every opportunity to develop this expertise through access to the most current pedagogical and subject specific knowledge and training available, including engagement with relevant local networks and services. We focus on consistently improving the outcomes for all students, especially for disadvantaged students and are highly ambitious in our drive to close the progress gap between disadvantaged and non-disadvantaged students. Our relatively small and diverse disadvantaged cohort, typically between 6% - 12%, makes year on year comparison difficult but it does enable us to have excellent knowledge of our disadvantaged students and offer bespoke support and guidance. The senior leadership team challenges and supports academic and pastoral leaders systematically to focus on improving outcomes for disadvantaged students at Keswick School.

Teaching actions (pp.3-4)

### **Quality of education**

All students have access to the highest quality and full curriculum led by knowledgeable and ambitious middle leaders. We strive to review and improve curriculum opportunities regularly through subject reviews, quality assurance, line management meetings, and through CPD programmes. Our key stage 3 is broad and balanced with the EBacc increasingly at the heart of our curriculum, alongside creative and practical qualifications. Disadvantaged students have access to the National Curriculum and attain highly, and are encouraged to take up opportunities in the extended school curriculum.

Teaching actions (pp.5-6)

Targeted academic support (pp.6-7)

### **Behaviour and attitudes**

At Keswick School, we value, above all, respect for ourselves and others. We are an inclusive school where students and staff can be individuals within a supportive and vibrant community. Students support each other in admirable ways through peer support and coaching; exemplified by an impressive sixth form prefect body. Students' attitudes are exemplary, they are committed to their learning and work collaboratively with staff to create a positive and purposeful environment. Disadvantaged students contribute as mentors and coaches, take advantage of support themselves and are always at the heart of any actions taken by the school to improve the well-being of our young people. We act early to intervene at the point a need is identified.

Targeted academic support (pp.6-7)

Wider strategies (pastoral and personal development) (pp.8-9)

### **Personal development**

The school's work to promote student and staff wellbeing is a priority. Nurturing healthy, confident, independent, responsible and resilient young people is incredibly important to the staff. Pastoral support is exemplary and ensures students have equal access to any opportunity. Students have access to an excellent range of opportunities to develop their spiritual, moral, social and cultural knowledge and experience through programmes of study and the wealth of extracurricular activities, trips and visits, workshops and conferences they can enjoy. Students receive high quality, impartial careers advice, information and guidance to help them make informed choices about their next steps and give them excellent opportunities to meet employers and experience the world of work. Disadvantaged students are prioritised for careers interviews in Y9, Y10 and Y11, and are given support to ensure they gain work experience that broadens their view beyond their immediate life experience.

Targeted academic support (pp.6-7)

Wider strategies (pastoral and personal development) (pp.8-9)

<https://www.keswick.cumbria.sch.uk/our-school/ofsted>

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. **Note: small numbers of disadvantaged students.**

Challenge number	Detail of challenge																								
1	<p><b>Literacy:</b> reading and the vocabulary gap - our assessments, discussions and observations show there are gaps for some disadvantaged students. Our assessments, discussions and observations show there are a small number of students who have SEN and are PP, and who need extra academic support.</p> <table border="1"> <thead> <tr> <th colspan="4">KS2 Reading SATS Below 100</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>Y7 Sept 2024</b></td> <td>33.31% (18)</td> <td>11.8% (127)</td> <td>- 21.51%</td> </tr> <tr> <td><b>Y7 Sept 2023</b></td> <td>37.5% (16)</td> <td>13.75% (131)</td> <td>- 23.75%</td> </tr> <tr> <td><b>Y7 Sept 2022</b></td> <td>28.58% (21)</td> <td>9.83% (142)</td> <td>- 18.75%</td> </tr> </tbody> </table> <p>(number of students)</p> <p><i>On entry to year 7 in the last 3 years, between 28%-37.5% of our disadvantaged pupils arrive below age-related expectations compared to 10% - 14%% of their peers. This gap persists during pupils' time at our school. Reading assessments (NGRT, G L Assessments) show that a disproportionate % of PP students are reading significantly below average in comparison to their non-PP peers.</i></p>	KS2 Reading SATS Below 100					PP	Non-PP	Diff	<b>Y7 Sept 2024</b>	33.31% (18)	11.8% (127)	- 21.51%	<b>Y7 Sept 2023</b>	37.5% (16)	13.75% (131)	- 23.75%	<b>Y7 Sept 2022</b>	28.58% (21)	9.83% (142)	- 18.75%				
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2	<p><b>Attendance:</b> low attendance for some disadvantaged students - our analysis of attendance data shows that some disadvantaged students need additional support to secure and sustain better attendance.</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>PP</th> <th>Non-PP</th> <th>Diff</th> <th>Persistent absence PP</th> <th>Persistent absence Non-PP</th> </tr> </thead> <tbody> <tr> <td><b>2024-25 (YTD)</b></td> <td>89.57% (124)</td> <td>94.62% (1067)</td> <td>-5.05%</td> <td>31%</td> <td>16%</td> </tr> <tr> <td><b>2023-24</b></td> <td>88.41% (120 students)</td> <td>92.12% (1078 students)</td> <td>-3.71%</td> <td>38%</td> <td>17%</td> </tr> <tr> <td><b>2022-23</b></td> <td>86.3% (124)</td> <td>89.9% (1064)</td> <td>-3.62%</td> <td>40%</td> <td>24%</td> </tr> </tbody> </table> <p>*National data released January 2024 (number of students)</p> <p><i>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 86% - 88% compared to 90%-92% for non-disadvantaged pupils. Persistent absence for PP students is going down although still higher for PP students than non-PP students.</i></p>	Attendance	PP	Non-PP	Diff	Persistent absence PP	Persistent absence Non-PP	<b>2024-25 (YTD)</b>	89.57% (124)	94.62% (1067)	-5.05%	31%	16%	<b>2023-24</b>	88.41% (120 students)	92.12% (1078 students)	-3.71%	38%	17%	<b>2022-23</b>	86.3% (124)	89.9% (1064)	-3.62%	40%	24%
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3	<p><b>Behaviour and self-esteem:</b> our discussions and observations with teachers and students show that some disadvantaged students need additional support to access high quality pastoral support; social, emotional and mental health support; and careers education, information, advice and guidance. Our internal data, observations and discussions with pupils and families have identified social and emotional issues for some students, such as anxiety, depression (diagnosed by medical professionals) and</p>																								

	<p>low self-esteem. These challenges particularly affect some disadvantaged students, including their attainment.</p> <ul style="list-style-type: none"> <li>• <i>A higher % of PP students are receiving peer mentoring and Learning Mentor interventions than the % of their non-PP peers.</i></li> <li>• <i>A higher % of PP students access the school counsellor than the % of their non-PP peers.</i></li> <li>• <i>A higher % of PP students are accessing behaviour plans than the % of their non-PP peers.</i></li> <li>• <i>SEND students who are also PP are receiving 4.3 more behaviour points per student than SEND students who are not PP.</i></li> </ul>
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## 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 reading (comprehension, fluency, vocabulary - Simple View of Reading) for disadvantaged pupils across KS3 and KS4.	Reading assessments (NGRT) demonstrate termly progress (+2 months) for disadvantaged students on interventions and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers at the end of the academic year. Teachers should also have recognised this improvement through engagement in lessons and QA processes.
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 attendance for all students to be no lower than 90%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being in-line with their peers and above the national average for disadvantaged students.</li> <li>• the percentage of all students who are persistently absent being below 15% and the figure among disadvantaged students being in line with their peers and above the national average for non-disadvantaged students.</li> </ul>
To achieve and sustain improved behaviour and wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of behaviour and wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice (Learning Conversations), Attitudes to Learning scores, and teacher observations.</li> <li>• A sustained increase in positive behaviour in identified disadvantaged students (merits v behaviour points on Class Charts)</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2024-2025)** to address the challenges listed above.

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality assurance of curriculum to ensure high quality planning and teaching &amp; learning. QA to follow a clear and thorough process to provide informative feedback followed up with a dept action plan (QA policy). Additional QA will be undertaken focussing on identified student groups across the curriculum (groups to include disadvantaged and SEND students).</p>	<p>'Good teaching for all pupils has a particular benefit for disadvantaged pupils.' EEF Closing the Attainment Gap, 2019</p> <p>EEF Using research evidence to support spending decisions (2024):  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314</a></p> <p>Use evidence from the EEF Teaching and Learning Toolkit to inform school improvement:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1,2,3</p>
<p>Whole school CPD programme to resume focus on those areas EEF identify as making the biggest difference for students:</p> <ul style="list-style-type: none"> <li>● Reading across the curriculum to include vocabulary and reading strategies</li> <li>● Adaptive teaching to ensure there is support and challenge for all.</li> </ul>	<p>'Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.' EEF Effective Professional development Guidance Report:  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</a></p> <p>'Provide targeted vocabulary instruction in every subject. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.'  <a href="#">Improving Literacy in Secondary Schools</a>  <a href="#">Assessment as learning: The role of retrieval practice in the classroom</a></p> <p><a href="#">'Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK</a></p>	<p>1,2,3</p>

	<p>'The language gap and links to socioeconomic disadvantage are well documented. Every moment in school needs to be a language development and comprehension moment.'</p> <p>Marc Rowland, Addressing Educational Disadvantage in Schools and Colleges: the Essex Way, Reading comprehension strategies   EEF</p> <p><a href="#">10 reasons why reading aloud matters   Unity Research School</a></p> <p>'When we pay attention to how pupils learn differently – along with the necessary adaptations that could support them <i>before</i> a task, <i>during</i> a task, and <i>after</i> – we can ensure lessons are more inclusive by design.'</p> <p><a href="#">Adaptive teaching: What is it anyway?</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Learning Conversations with the PP Coordinator. Contact with home post-conversation where necessary.	Hattie Ranking, 'Visible Learning for Teachers', 2011 Hattie effect size: 0.46: early intervention can increase parental support and reduce the number of sanctions for PP students.	2,3
<p><b>KS3 literacy</b>            Use reading standardised scores to identify:            *Target group for Learning Support intervention (Reciprocal Reader/Fluency/Phonics) – as identified by the Simple View of Reading (NGRT)            *Watch group for English intervention (Reciprocal Reader/Accelerated Reader)</p> <p>WELL project to introduce Reciprocal Reader strategies into humanities.</p> <p><b>KS3 numeracy</b>            Use numeracy assessment to identify:</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. EEF, Guide to supporting school planning, 2021</p> <p>EEF Toolkit +5 months for one-to-one support and +4 months for small group tuition. EEF Closing the Attainment Gap, 2019 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3

Target group intervention (Rapid Maths in maths lessons) *Watch group for maths intervention		
<b>Peer support – subject coaching, peer mentoring</b> Use peer tutoring to address academic and pastoral needs as identified through learning conversations, HoY and HoD referrals, student or parent request.	‘Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.’ (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	2,3
<b>Supporting students’ social, emotional and behavioural needs</b>	‘SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.’ <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>	1,2,3

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

Budgeted cost: £19,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participate in the Western Excellence in Leading Learning disadvantaged project to review our Pupil Premium strategy and approach to supporting disadvantaged students in school.	‘Commit to the principle that working with disadvantaged students is a privilege, not a problem to resolve.’ <i>Stepping up: 15 steps for ensuring disadvantaged students thrive</i> , Marc Rowland, April 2024 <a href="#">Stepping up: 15 steps for ensuring...   Unity Research School</a>	1,2,3
Education Support Officer (ESO) to monitor the attendance of PP students and intervene early when attendance concerns arise. 1	NFER Flipped Learning research report (2015) shows higher levels of pupil absence are associated with poorer outcomes for disadvantaged pupils and that early response to poor attendance is an effective strategy. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf</a>  ‘Poor attendance at school impacts on pupils academically and socially, with their personal development and their wellbeing.’ One Cornwall Attendance Booklet (2024) <a href="https://www.onecornwall.co.uk/_site/data/publications/attendance_booklet/24/index.html">https://www.onecornwall.co.uk/_site/data/publications/attendance_booklet/24/index.html</a>	2,3

<p>Develop further Careers Education, Information, Advice and Guidance (CEIAG) for all students, prioritising PP students. The Gatsby report says all students should have at least 3 face to face contacts with employers throughout their school career.</p> <p>WELL (Western Excellence in Leading Learning) Inspira careers interviews for PP students in Year 9 and Year 10</p> <p>Increase aspirational opportunities for PP students in school e.g. university talks, benefits of higher education talks, Oxbridge workshops and apprenticeship opportunities.</p>	<p>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way.' EEF, <i>Closing the Attainment Gap Key Lessons Learned</i>, Jan 2018.</p>	2,3
<p>Continue to support individual needs and enrichment on an individual basis. E.g. music tuition; extended school opportunities such as Latin, Further maths; educational trips and visits; resources and equipment including revision guides; Duke of Edinburgh award.</p>	<p>'Essential life skills (or 'character') are important in determining life chances'.</p> <p>To remove barriers to learning and encourage equal access to enrichment opportunities for all. EEF <i>Closing the Attainment Gap</i>, 2019</p>	2,3
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,2,3

**Total budgeted cost: £119,183**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2023-2024 summary

##### Teaching

QA and subject reviews demonstrate a focus on addressing the needs of PP students. Evidence collected shows PP students have access to the same high-quality teaching and learning as non-PP students. Where there are gaps it is due to attendance issues, a continual barrier to learning for some students. We are able to target students for peer support (Peer Mentor, Subject Coaching) and/or the Learning Mentor, and to homework club.

The School Improvement Plan, curriculum maps and planning, and CPD programme demonstrate the continued focus on literacy and adaptive teaching as tools to improve the academic progress of all students, but specifically PP students and those who also have SEND issues.

#### GCSE outcomes 2024

<b>KS4 Results 2024*</b> (national data released Jan 2025)	<b>PP (19 students)</b> (national)	<b>Non-PP (188 students)</b> (national)
<b>P8</b>	0.35 ( )	0.37 ( )
<b>A8</b>	38.8 ( )	55.29 ( )
<b>English &amp; Maths 4 &amp; Above</b>	60% ( )	90.7% (--)
<b>English &amp; maths 5 &amp; Above</b>	26.7% ( )	69% ( )
<b>5 'A*-C' inc English &amp; maths</b>	60% ( )	89% ( )

In addition, we have increased the number of disadvantaged students studying EBacc subjects:

<b>Keswick (national)</b>	<b>All (national %)</b>	<b>PP (national %)</b>	<b>Non-PP (national %)</b>
2019	25.1% (40%)	5.6% (27.5%)	27.2%
2020	20.6% (39.8%)	9.1% (27.8%)	21.9%
2021	79.2% (38.7%)	72.7% (27.0%)	79.6%
2022	71% (38.7%)	50% (26.9%)	72.6%
2023	66% (39.3%)	47% (27.7%)	68%
2024*	68.75%	53.33%	69.95%

\*National data not released until January 2025.

### Targeted Support

Data from 2023-2024 shows the interventions for the weakest readers across KS3 to be successful for many students, particularly in Y7. PP students (21 students) average reading age improved from 12.0 years to 13.3 years (non-PP from 12.9 years to 14.6 years. The gap between some PP students and non-PP with similar prior attainment remains but progress is consistent. Progress slows as we move to Year 8 and Year 9 so we know working with Year 7 on entry is vital. We continue to look at current research and DfE recommended programmes to support students, using diagnostic testing to identify gaps and areas of weakness. We have trained English teachers and continue to train Teaching Assistants in Reciprocal Reader (FFT) and Teaching assistants in Fluency (FFT) and phonics (FFT) to deliver interventions. We have appreciated support through extra funding from WELL (Western Excellence in Leading and Learning) to keep new staff highly-trained in reading interventions. WELL have also funded KS3 testing through G L Assessments which has provided further diagnostic data which we share with teaching staff to support high quality teaching.

We continued to use Recovery Funding (sadly ended for 2024-2025) and PP funding to target students for 1:1 tutoring in core subject tutoring at KS4. In KS3, a small number of PP/SEND students get 1:1 support in Learning Support.

### Wider Strategies (pastoral and personal development)

Post-Covid work on CEIAG for PP students has been of vital importance. PP students in KS4 have prioritised Inspira careers interviews and supported with work experience placements. We continue to work with the LEA through WELL (Western Excellence in Leading Learning) to provide Year 9 and Y10 PP students with 2 careers interviews. KS4 PP students attended degree discovery workshops delivered by Leeds University in October 2024.

## Externally provided programmes

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

Programme	Provider
Provision Maps	Edukey
NGRT, maths screening	G L Assessments
Reciprocal Reader / Fluency / Lightning Squad phonics	FFT (Fisher Family Trust)
IDL	IDL
Class Charts	Class Charts (TES)

## 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***

- Year 7 team building days
- Contribution to educational trips and visits
- Music and singing lessons

### **The impact of that spending on service pupil premium eligible pupils**

We write to parents in the first autumn term of each year explaining how we use the Service premium and explain the enrichment offer. We ask parents to contact us about what they would like the funding to support and check each educational trip and visit for Service PP students so that we can contribute. Students also have access to our school counsellor and learning mentor.

We usually make contributions to enrichment trips, visits and extracurricular opportunities. In 2020-21 trips did not run and whilst in Covid bubbles extracurricular activities were limited. We provided Service children with devices during remote learning.

Since 2022 trips and visits have resumed and service PP students are offered a contribution towards these. This allows students access to enrichment and extracurricular activities they may not access otherwise. We have been able to support students with music and singing lessons.

## Further information (optional)

We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage. We also looked at a number of studies about the impact of the Covid 19 pandemic on disadvantaged learners. We remain sympathetically critical when we select programmes and implement plans. Our work with the Western Excellence in Learning and Leadership (WELL) initiative, the collaboration with EEF research partners and the Education Research Alliance continues to inform and support our planning. In November 2023 we attended a WELL workshop with Marc Rowland on how to build an evidence informed PP strategy. We look forward to taking part in the disadvantaged project led by Marc Rowland and ERA in 2024-2025.

We continue to strive for excellence on behalf of all our students so will also build on staff training on memory and metacognition, assessment and feedback, and homework strategies because we recognise the EEF research, other research schools' evidence and pupil premium guidance about the impact of these practices. We have year group pupil progress termly meetings with pastoral and academic staff to discuss and review support for students. We aim to speak to each disadvantaged student in a learning conversation at least once each academic year; this is more frequent with many students.

We will continue to evaluate our plans and make timely adjustments to secure better outcomes for disadvantaged students over time.

Research and evidence base:

[Pupil premium - GOV.UK](#)

[The EEF Guide to the Pupil Premium](#)

[Teaching and Learning Toolkit | EEF](#)

['Now the whole school is reading': supporting struggling readers in secondary school - GOV.UK](#)

[School Funding and Pupil Premium 2023 - The Sutton Trust](#)

[Pupil Premium and SEND: learning without... | Unity Research School](#)

[From mitigation to success Addressing educational disadvantage ASCL – Session 2 Marc Rowland \(Jan 2024\)](#)