

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Calder Learning Trust
Number of pupils in school	1345 (DFE 24-25 PP funding) 1288 – Arbor Dec 24
Proportion (%) of pupil premium eligible pupils	22% (284 – Taken from DFE 24-25 PP funding) 25.9% (333)
Academic year that our current pupil premium strategy plan covers	2023-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	A Guise
Pupil premium lead	L Brierley
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 301,210
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 301,210

Part A: Pupil Premium Strategy Plan

1. Statement of Intent

At The Calder Learning Trust, we are committed to supporting our students achieve their full potential in all areas of school life and believe that their academic progress should not be impacted by their personal circumstances or vulnerabilities. Research shows that young people that are 'disadvantaged' regarding familial economic wealth do not make the same levels of progress compared to their non-disadvantaged counterparts. The government allocates schools with financial support, Pupil Premium funding, to interrupt the above trend of underachievement.

Students who have been in receipt of free school meals at any stage in the last six years, are adopted or who are currently looked after under the auspices of the local authority, qualify as disadvantaged learners. Additionally, schools also receive additional funding to support children with parents/carers in the armed forces. Schools are free to spend the Pupil Premium as they see fit. However, schools are to be held accountable for how the Pupil Premium has been used.

Our strategies for improving the performance of disadvantaged students are supported by research from leading institutions in this area of education. They include, *The National Foundation for Educational Research* (NFER), *The Educational Endowment Foundation* (EEF) and other associated literature.

Research strongly suggests that schools who made the biggest difference to the attainment of their disadvantaged learners were guided by these principles:

- Whole-school ethos of attainment for all
- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data-driven and responding to evidence
- Clear, responsive leadership
- Access to an ambitious, broad balanced curriculum at KS4

The Calder Learning Trust believe that we instil these building blocks in our offer of support for all of our learners, especially our disadvantaged learners. We recognise that this is an iterative process in order to support every student to achieve their full potential. As supported by the "Tiered model and Menu of approaches"- EEF Toolkit we prioritise high quality teaching across the trust via the 'Calder Classroom' programme. Additionally, we will adopt appropriate targeted academic support and wiser strategies when appropriate to do so. 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 pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set removing any poverty of expectations.
- Apply timely intervention when necessary.
- Review and adapt any interventions or wider strategies through data rich decision making.

2. Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance of disadvantaged students.</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been on average 6% lower than for non-disadvantaged pupils. This gap widens each year from Year 7 to 11 and can be as high as 9%.</p> <p>In 21/22 48.3% of disadvantaged pupils have been 'persistently absent' compared to 26.8% of their peers during that period. The gap between disadvantaged pupils and their non-disadvantaged counterparts for overall attendance to school sits at 4.2%. Attendance data for the academic year to date shows the same disproportionate gap between disadvantaged students and non-disadvantaged students:</p> <p><u>22-23</u></p> <p><u>Half Term 4</u></p> <ul style="list-style-type: none"> • Pupil Premium Attendance (HT4): 86.4% • Non-Pupil Premium Attendance (HT4): 92.6% • Pupil Premium Persistent Absence (HT4): 43.1% • Non-Pupil Premium Persistent Absence (HT4): 21.2% <p><u>Half Term 6</u></p> <ul style="list-style-type: none"> • Pupil Premium Attendance (end of HT6): 85.9% • Non-Pupil Premium Attendance (end of HT6): 92.4% • Pupil Premium Persistent Absence (end of HT6): 43.7% • Non-Pupil Premium Persistent Absence (end of HT6): 21.2% <p><u>23-24</u></p> <p><u>Half Term 4</u></p> <ul style="list-style-type: none"> • Pupil Premium Attendance (HT4): 86% • Non-Pupil Premium Attendance (HT4): 92.9% • Pupil Premium Persistent Absence (HT4): 46.3% • Non-Pupil Premium Persistent Absence (HT4): 20.8% <p><u>Half Term 6</u></p> <ul style="list-style-type: none"> • Pupil Premium Attendance (end of HT6): 85.7% • Non-Pupil Premium Attendance (end of HT6): 92.8% • Pupil Premium Persistent Absence (end of HT6): 45% • Non-Pupil Premium Persistent Absence (end of HT6): 19.2% <p><u>24-25</u></p> <p><u>Term 1</u></p> <ul style="list-style-type: none"> • Pupil Premium Attendance (end of T1): 87.7% • Non-Pupil Premium Attendance (end of T1): 95.2% • Pupil Premium Persistent Absence (end of T1): 30.4% • Non-Pupil Premium Persistent Absence (end of T1): 12.7%

Note: The HT4 figure provides the cumulative figure for the entire trust for the academic year to date. After HT4, Year 11's attendance is skewed due to irregular attendance during exam season.

Our attendance records, assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

2

Overall Attainment of disadvantaged students.

Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies, in particular the National Foundation for Educational Research most recent report (18th January 22)- "Investigating the changing landscape of Pupil disadvantage".

22/23

KS4 Data:

- Progress 8 (all): 0.14
- Progress 8 (non-PP): 0.26
- Progress 8 (PP): -0.33
- Attainment 8 (all): 48.31
- Attainment 8 (non-PP): 52.37
- Attainment 8 (PP): 37.34

KS2 Data:

Reading Scores:

- Overall: 109.0 average standard score // 12/13 with 100 or greater*
- PP: 104.7 average standard score // 2/3 with 100 or greater
- Non-PP: 110.3 average standard // 10/10 with 100 or greater

Maths Scores:

- Overall: 104.8 average standard score // 10/13 with 100 or greater
- PP: 103.0 average standard score // 2/3 with 100 or greater
- Non-PP: 105.3 average standard // 8/10 with 100 or greater

23/24

KS4 Data:

- Progress 8 (all): 0.01
- Progress 8 (non-PP): 0.18
- Progress 8 (PP): -0.66
- Attainment 8 (all): 47.63
- Attainment 8 (non-PP): 50.44
- Attainment 8 (PP): 35.40

KS2 Data:

Reading Scores:

- Overall: 105.6 average standard score // 12/14 with 100 or greater
- PP: 110 average standard score // 3/3 with 100 or greater
- Non-PP: 104.3 average standard score // 9/11 with 100 or greater

	<p><i>Maths Scores:</i></p> <ul style="list-style-type: none"> • Overall: 104.7 average standard score // 13/14 with 100 or greater • PP: 109.6 average standard score // 3/3 with 100 or greater • Non-PP: 103.3 average standard score // 10/11 with 100 or greater
3	<p>Maths Attainment of disadvantaged students.</p> <p>The attainment of disadvantaged pupils in Maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in 21/22 indicated that 35.1% of our disadvantaged pupils arrive below age-related expectations compared to 21.0% of their peers. Subsequent internal and external assessments show that this gap widens during pupils' time at our school, this is supported by our most recent GCSE public examination results.</p> <p><u>22/23</u></p> <p><u>KS4 Data:</u></p> <ul style="list-style-type: none"> • Maths 9-5 (all): 47.0% • Maths 9-5 (PP): 28.6% • Maths 9-5 (non- PP): 51.5% • Maths 9-4 (all): 68.5% • Maths 9-4 (PP): 42.9% • Maths 9-4 (N non- PP): 74.8% <p>This gap is not as prominent at KS2; however, caution must be taken due to the significant smaller cohort:</p> <p><u>KS2 Data (as above):</u></p> <ul style="list-style-type: none"> • Overall: 104.8 average standard score // 10/13 with 100 or greater • PP: 103.0 average standard score // 2/3 with 100 or greater • Non-PP: 105.3 average standard // 8/10 with 100 or greater <p><u>23/24</u></p> <p><u>KS4 Data:</u></p> <ul style="list-style-type: none"> • Maths 9-5 (all): 45.7% • Maths 9-5 (PP): 15.2% • Maths 9-5 (non- PP): 52.4% • Maths 9-4 (all): 65.7% • Maths 9-4 (PP): 41.3% • Maths 9-4 (non- PP): 71.2% <p><u>KS2 Data (as above):</u></p> <p><i>Maths Scores:</i></p> <ul style="list-style-type: none"> • Overall: 104.7 average standard score // 13/14 with 100 or greater • PP: 109.6 average standard score // 3/3 with 100 or greater • Non-PP: 103.3 average standard score // 10/11 with 100 or greater

4	<p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in 21/22, 35.7% of our disadvantaged pupils arrive below age-related expectations compared to 19.0% of their peers. This gap persists during pupils' time at our school. It must be noted that students without KS2 results have been omitted from the above percentages.</p>
5	<p>Supporting mental health and wellbeing of students.</p> <p>Our assessments (including wellbeing survey- PASS and internal referral data), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attendant and attainment.</p> <p>Teacher referrals for support remain high with a strong correlation between number of referrals and disadvantaged learners. On average 14.8% (200) of the school population are referred through internal procedures (28.5% (57) of whom are disadvantaged) currently require additional support with social and emotional needs through either 1:1 support or small group interventions.</p>

3. 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
1. Improved attendance for disadvantaged students.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • Overall unauthorised absence rate for all pupils to be in line with national average or above. • Attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 10% in the first year. • The percentage of all pupils who are persistently absent/severely absent to improve in line with national average. https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools
2. Improved attainment among disadvantaged pupils across the curriculum at the end of KS2/KS4. 3. In particular, improved attainment of KS4 pupils in GCSE Maths.	2024/25 outcomes demonstrate that disadvantaged pupils achieve at least the national average expectation in the following areas: <ul style="list-style-type: none"> • Expected government standard at KS2. • Average Attainment 8 score at KS4. • Average number of qualifications entered at KS4. • GCSE Maths at grade 4 or above.
4. Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> • Reading comprehension tests demonstrate year on year improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • All Year 7 students who are in the lowest 20% of our weakest readers but not receiving SEND to receive intensive support to narrow their chronological age gap.
5. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Shift in the number of negative/extremely negative responses in PASS survey from disadvantaged pupils. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

4. Activity in this academic year

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

Teaching (CPD, recruitment and retention)

Budgeted cost: £150,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching using a range of effective resources. Support from effective deployment of LSAs.</p> <ul style="list-style-type: none"> • TCLT professional development programme. • QA of teaching and learning along with curriculum offer. • Quality time, and money, allocated for CPD for all staff (budgeted) – based on AFIs identified through whole school QA. • Commitment to high quality and robust continual development of practice- Purchasing STEPLAB software to measure impact and effective delivery of HQT and TCLT professional development programme. • TCLT mentoring program accessible by all Teachers- supported by IRIS technology. • Regular monitoring of progress at all key stages to ensure that all pupils make expected progress in the new robust curriculum. 	<p>'Improving teaching quality generally leads to greater improvements' EFF (Education Endowment Foundation). 'There is particularly good evidence around the potential impact of teacher professional development' (EFF)</p> <p>'While it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford – National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors.</p> <p>'Schools need to diagnose pupils' needs as soon as possible to put in place effective support to help those falling behind to catch-up (EEF)</p> <p>EEF High-quality teaching: The best available evidence indicates that great teaching is the most important lever schools must improve outcomes for their pupils. (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching)</p>	<p>1-5</p>
<p>Appointment of Associate Assistant Headteacher –Pupil Premium Lead and Classroom Practice</p>	<p>EEF - Putting Evidence to Work – A School's Guide to Implementation.</p> <p>'Implementation is a key aspect of what schools do to improve, and yet it is a domain of school practice that rarely receives sufficient attention.'</p>	<p>1-5</p>

<p>Enhancement of our Maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <ul style="list-style-type: none"> • We will increase Maths staffing to ensure smaller group sizes along with the appointment of Lead Practitioners to increase accountability and QA of impact. • Additionally we will fund teacher release time to embed key elements of the guidance in school, professional development and to be maximize the effectiveness of the coaching programme. • Investment into SPARX Maths homework programme to be used in Year 7-11. • Working with NCETM Intensive support programme. 	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach Maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: _</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Exam data shows that students are not performing as well in Maths, when compared with other subjects: Key Stage 3: the wasted years? Ofsted (2015) identifies the progress of PP students at KS3 as a barrier to achievement later in school.</p> <p>EEF guidance report 'Improving mathematics in Key Stages 2 and 3' suggested that these were areas where guidance could make a big impact as not only are schools seeking advice on adjusting to a new curriculum, there is also concern about pupils making a transition between the stages.</p>	<p>2 & 3</p>
<p>Whole school reading strategy embedded and resourced:</p> <ul style="list-style-type: none"> • Resources and management of school libraries. • Tutor reading programme in place, resources, tutor CPD and whole year group novels purchased. • CP Reading Programs investment. • Development of disciplinary literacy programme to ensure bespoke CPD and curriculum changes are impactful. • Investment in NGRT testing resources to inform intervention decisions. 	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them insight into the world view of others (The Reading Agency 2015).</p> <p>With mental health issues on the rise amongst children and young people (<i>What kids think about Mental Health</i>, CHILDWISE, 2020), research by Mindlab International at the University of Sussex (2009) found that just six minutes of reading a day can reduce stress</p>	<p>2, 4, 5</p>

	<p>levels by 68%.</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Faculty contingency fund for supplementary resources or funding to support disadvantaged learners in their subject areas. Bids to secure funding can include but is not limited to:</p> <ul style="list-style-type: none"> • Costly revision materials to be provided for disadvantaged pupils. • Support to attend educational visits to supplement the curriculum/revision. • To provide resources to host additional revision sessions out of school hours/during school holidays. • To provide resources/equipment for pupils to be able to access the curriculum for example ingredients for Food and Nutrition or kit for P.E. • To support attendance to extra-curricular activities/visits to support the curriculum and enrichment of a student's cultural capital. 	<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 students needs to be able to access the curriculum and participate in the extra-curricular offer.</p> <p>In reference to the EEF's studies of impact in "Extending School Time" the research suggests this can be provided in many different ways. Numerous studies have found that children who participate in extra-curricular activities tend to grow into adults with higher levels of civic participation and engagement. McFarland and Thomas (2006)</p>	<p>1, 2, 3, 5</p>

Targeted academic support (tutoring, 1:1 structured interventions)

Budgeted cost: £76,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaged with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged pupils. This will be achieved by:</p> <ul style="list-style-type: none"> • Employment of 2 academic mentors, one will provide Maths support only, the other will concentrate on Literacy and some low-level pastoral interventions. • Subject specific tuition in CP and English. • Referrals to NTP approved tuition partners for academic to support and to support re-integration of non-attending students/those with severe absence (<50%) and those needing support in Maths. <p>24-25 – The National Tutoring Programme funding has now ceased. TCLT uses the PP funding to fund 2 part time academic mentors.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1-5</p>
<p>Investment in a long term literacy intervention programme, Fresh Start.</p> <p>Fresh Start is a reading intervention which follows on from 'Read, Write Inc' the phonics scheme used in Primary and EYFS.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 & 4</p>

<p>Investment in a long term EAL intervention programme, Learning Village.</p> <p>Learning Village teaches everyday survival language, helping learners with functional social language and the language of learning. It includes a full phonics programme to support learners with decoding the English script, leading on to teaching the first 2,000 high frequency words.</p> <p>Due to the above, we have successful trailed the software for pupils who struggling with decoding, therefore they may also access this provision.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	<p>2 & 4</p>
<p>Primary specific intervention programs/strategies to maximise attainment at KS2.</p> <ul style="list-style-type: none"> • Power of 2 Learning in Maths embedded. • Phonics focus – one-to-one teaching with focus on pupil premium students. • Additional support for reading and writing aimed students to allow students to make at least expected progress via support sessions & SATS revision materials. • Read, Write, Inc scheme and resources. • Tutor to lead Read, Write, Inc sessions twice a week with a group of pupils. • Booster sessions scheduled. • SATS booster 1:2 sessions and revision materials for home. 	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EEF 2020)</p> <p>Tracking points to analyse data and recognise impact on student progress:</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	<p>2 & 3</p>

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £74,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Attendance and Family Liaison Officer dedicated to managing the operational and legal aspects of attendance matters.</p> <p>Attendance initiatives to promote excellent attendance and to incentivise improvement in attendance for target cohorts.</p> <p><u>24/25</u></p> <p>Appointment of Deputy Headteacher responsible for Attendance, behaviour and attitudes.</p> <p>Appointment of two additional Attendance Support Officers - specifically to support with the improvement of disadvantaged attendance.</p> <p>Launch of 'Every Minute Counts' – Attendance initiative to decrease the number of students who are late to lessons.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15- 20% of KS4 lessons <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1</p>
<p>Investment in new MIS system Arbor allows school to both monitor attendance better and make accurate and real time reporting to parents.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Embedding principles of good practice set out in DfE's "Improving School Attendance Advice".</p>	<p>1, 2 & 5</p>

<p>Investment in a suite of resources to create a mental Health and wellbeing tiered offer ranging from universal to bespoke, professional intervention. This includes and is not limited to:</p> <ul style="list-style-type: none"> • Appointment of Part-time Pupil Intervention Lead and Councillor • Appointment of Pastoral intervention practitioner • Salary Contribution of School Nurse • Investment in bespoke counselling services from outside agencies. • Contribution to memberships enabling access to all pastoral intervention materials. • Investment in PASS assessment package. • Investment in Music lessons as part of Music therapy for targeted students in Calder Primary. 	<p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p>	<p>1, 2 & 5</p>
<p>Improved engagement in education for students where behaviour can be a barrier to attendance and attainment.</p> <ul style="list-style-type: none"> • Daily management/staffing of internal exclusion as an alternative to exclusion with supplementary reporting/mentoring package that follows a referral. • Use of data (Arbor, Everybody Panel and Pastoral observations) to instigate appropriate interventions through different interventions in house or using outside agencies/organisations. Ultimate aim to prevent FTE/PEX. • Introduction to alternative curriculum to engage learners with localised and bespoke learning 	<p>PP students are 4x more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.</p> <p>Ofsted expect to see learners’ attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021</p>	<p>1 & 5</p>

opportunities.		
Contingency fund for acute issues.	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.	1, 2 & 5

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 23/23 academic year using key stage 2 and 4 performance data and our own internal assessments.

For 2023 the number of children who achieved expected standard at KS2 was 8 out of 13. The range of scaled scores available for each KS2 test is the same as set in 2016 and is intended to stay the same in future years. The lowest scaled score that can be awarded on a KS2 test is 80. The highest scaled score is 120. Pupils scoring at least a scaled score of 100 will have met the expected standard in the test. A pupil awarded a scaled score of 99 or less has not met the expected standard in the test. The number of disadvantaged pupils achieving expected standard was 2 out of 3.

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.66 whereas the whole school figure sat at 0.01. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.40 for disadvantaged pupils, whilst the whole school figure sat at 47.63.

Absence among disadvantaged pupils was 7.1% higher than their peers (non-disadvantaged peers absence rate was 7.2%) in 2023/24 and persistent absence 25.8% higher (non-disadvantaged peers persistent absence rate: 19.2%). We recognise this gap had grown which is why attendance continued to be a key priority in our plan and why a number of changes have been implemented focusing upon this using the Pupil Premium Grant.

The rate of persistent absence in the first term of 24/25 has dropped by 14.6% from 23/24. This is below the national average of 36.9%

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out in our previous strategy statement. We therefore have reviewed our strategy statement and made changes to how we intend to use our premium over the next academic year.

2. Externally provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
"The Islands"	Learning Village- EAL
"Power Up Literacy"	Lexia
"Sparx Homework"	SPARX Maths
"Power of 2 Learning"	123 Learning

Fresh Start	Fresh Start
"Read, Write, Inc"	Fresh Start