



## **Pupil Premium Strategy Statement**



## Our Values



### Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be **brave**

### Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

### Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

## How will we succeed?



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	West Exe School
Number of pupils in school	1,186
Proportion (%) of pupil premium eligible pupils	328 (23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Julie Fossey
Pupil premium lead	Emma Gulliver
Governor / Trustee lead	Barbara Sweeney

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,000
Recovery premium funding allocation this academic year	£77,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£375, 000

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At West Exe School our students are at the heart of everything we do. We are a vibrant community united in its commitment to creating opportunities for all students and staff to achieve success. We have high expectations of all our pupils and believe that students achieve excellent outcomes when they are challenged, develop high aspirations, and take advantage of all that school has to offer. Our curriculum is unashamedly academic and our vision is to deliver a knowledge-rich curriculum which is designed with long-term memory in mind.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>Attendance and punctuality issues</b></p> <p>Disadvantaged students across all year groups are more likely to have attendance below the national average. There is still a disproportionate effect on those from disadvantaged backgrounds following the COVID-19 School closures on the understanding of excellent attendance.</p> <p>The overall attendance figures for academic year 2021/22 dropped for all pupils down to 88.3%, however this was slightly above national average of 88.1%. The gap between disadvantaged pupils and their non-disadvantaged peers remained the same as the previous academic year however due to the shift in figures, overall attendance for Pupil Premium eligible students was 80.1% in 2021/22. Data shows that there is a higher rate of persistent absence amongst disadvantaged students of 63% compared to 34.9% in non-disadvantaged peers. Following tracking, over last academic year, our disadvantaged pupils are also more likely to be late to school.</p>
2	<p><b>Progress and attainment 8 score gap between disadvantaged and non-disadvantaged students.</b></p> <p>Validated data from summer 2021/22, progress 8 scores saw a slight decline from +0.12 in 2019 to -0.04 (a large confidence interval of -0.04 to +0.37), and the gap in progress 8 and attainment 8 scores between disadvantaged students and non-disadvantaged students is still evident. 2021/22 results saw a 46% EBACC entry for DS pupils, languages are currently the limiting factor. The % of our DS pupils receiving a 5+ in English and Maths was 52%, 4+ in these subjects were 67%.</p>
3	<p><b>Lesson isolation and Suspension concerns</b></p> <p>Disadvantaged students are disproportionately more likely to miss lessons through exclusion or isolations. PP eligible students are more likely than their non-disadvantaged peers to be isolated from lessons and receive suspensions.</p> <p>The number of days lost to suspensions ended on 279 academic year 2021-22. Our FSM pupils made up 41% of these suspensions, this was a 5% decrease on the year before. West Exe undertook 5 permanent exclusions last year, 3 of these were pupils in receipt of FSM.</p> <p>Lesson reset data in 2020-21 showed a decrease as the year progressed, the number of lesson resets from our DS students decreased from 708 in the autumn term to 345 in the summer term, however this number still needs to be reduced.</p>
4	<p><b>Resilience and independent learning habits.</b></p> <p>Many disadvantaged students lack resilience and independent learning habits.</p> <p>PP eligible students disproportionately de-merited for lack of homework, have inconsistent or poor attitude to learning and show fewer positive attitudes towards school as evidenced in student surveys. Disadvantaged students receive more homework detentions than non-disadvantaged peers, on average, last academic year 50% of homework detentions were issued to DS pupils, this is disproportionate to the DS cohort in the school.</p>
5	<p><b>Literacy skills.</b></p> <p>On average, disadvantaged students have reading age below chronological age on entry causing depressed attainment and progress across the curriculum.</p> <p>2021/22 English progress 8 scores for DS were well above national average at +0.7.</p>
6	<p><b>Effective methods of gaining parental engagement and support from home.</b></p> <p>There is a lower representation of parents of students eligible for pupil premium at progress evenings and at the parent voice group. As a school, we need to analyse and explore the most</p>

	appropriate methods of engaging parents in discussions about their student's behaviour and progress.
7	<p><b>Primary school transition.</b></p> <p>Disadvantaged students have a higher rate of absence at the end of primary school and this gap increases over the first three years of secondary school compared to other pupils. Pupil absence during KS3 strongly predicts academic progress between from KS2-KS4. There is a pressing need to support disadvantaged pupils more effectively in Key Stage 3 (KS3) and prepare them better during Key Stage 2 so they can make a successful transition to secondary school. <a href="https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/">https://cfey.org/reports/2020/12/disadvantage-in-early-secondary-school/</a></p>
8	<p><b>Post-16 opportunities.</b></p> <p>Disadvantaged students are less likely to progress onto appropriate post-16 courses and more likely to be NEET.</p> <p>The Sutton Trust claims that highly able pupils who receive Pupil Premium funding are at high risk of underperforming at age 16. Schools should be encouraged to use the Pupil Premium funding for these pupils to improve the support they are able to give them.</p>
9	<p><b>Numeracy skills.</b></p> <p>Maths department have identified weak numeracy skills causing depressed attainment and progress for disadvantaged students across Maths and Science.</p> <p>2021/22 Maths progress data for DS pupils increased vastly to +0.49 however a gap still remains between DS and non-DS peers.</p> <p>The EEF states that leaving school with a good GCSE in maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education</p>
10	<p><b>Student leadership and enrichment opportunities.</b></p> <p>Disadvantaged students are less likely to benefit from life skills offered by student leadership opportunities. Disadvantaged students are disproportionately less likely to apply for Student Leadership Roles, attend enrichment activities and go on trips and visits. The Sutton Trust states that giving young people from all backgrounds a greater opportunity to develop these skills can be an engine for opportunity and social mobility.</p> <p>As a school, we also need to improve the understanding of which families need support for taking part in trips and visits.</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
Increased attendance rates and punctuality for Pupils eligible for Pupil Premium.	<p>Attendance gap between DS and non-DS will decrease.</p> <p>DS students' attendance remains in line or better than the local and national benchmarks.</p> <p>Persistent absence for disadvantaged students will reduce to &lt;50%.</p>
KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally and	<p>The gap between disadvantaged student's progress and attainment 8 scores will decrease to be in line with non-disadvantaged peers.</p> <p>Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.</p>

to achieve national benchmarks for attainment 8 for disadvantaged students.	Increase EBacc entry of disadvantaged students to at least 50%.
Fewer hours of lessons are lost through reset of DS students. Fewer days are lost through fixed term exclusion of DS students.	Reduction in number of resets of disadvantaged students. Fewer disadvantaged students receive multiple isolation. All pupils who reach threshold for Wave interventions complete these. Reduction in the number of suspensions received by disadvantaged pupils.
Disadvantaged students' complete homework regularly and rarely receives homework detentions. Pupils eligible for Pupil Premium demonstrate good attitudes to learning and positive attitudes towards School.	Disadvantaged student homework completion rate is in-line with non-disadvantaged peers and so receive fewer detentions for non-completion of homework proportionately than non-disadvantaged students. Attitude to learning scores are consistently good or better, and comparable to non-disadvantaged peers. Student survey demonstrates that pupils eligible for Pupil Premium have a positive attitude towards school, comparable to their non-disadvantaged peers.
Pupils eligible for Pupil Premium reading ages improve rapidly.	DS students' reading ages improve in line with their chronological ages. Reduced progress gap between DS and non-DS to 0. Improve attainment of DS students to bring in line with non-DS. DS English progress 8 scores continued to be well above national average.
Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings. Increased and timelier communication regarding academic attainment and behaviour. Wider representation of parents of disadvantaged students at parent group.
Secondary School has a greater understanding of some of the barriers the pupil is facing prior to starting School and can plan for this	Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified an enhanced transition offered. Pupils with low primary school attendance are identified prior to joining secondary school, based upon needs, these pupils are offered enhanced transition and/or prioritised for attendance support early into year 7.
Pupils eligible for Pupil Premium who are on track to achieve 6 grade 4 or above including English and Maths apply for appropriate Post 16 courses. No DS student is NEET	Careers advisor will meet all disadvantaged students as a priority. NEET risk disadvantaged students in year 11 are identified in September and potential NEET risks in Year 10 identified prior to Year 11. Disadvantaged students at risk of becoming NEET will receive high level of transition support and guidance and will be discussed and action plan produced at SLT level.
Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.	Disadvantaged students progress in Maths continues to be above national average. Reduce progress gap between DS and non-DS to 0.
An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the	The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort.

<p>Pupil Premium is held back from participating in enrichment opportunities because of their background.</p>	<p>Disadvantaged students are attendance on trips, visits and activities is proportionate to their year group cohort. Families who will struggle to make payments for activities are known to year leaders and the school will proactively seek to support these families.</p> <p>The % of disadvantaged pupils who are recruited for and attend KS3 and KS4 Reach are consistently at 30%.</p>
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### 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

Budgeted cost: £187, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining high quality teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium Effectively' <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2
Incremental coaching for all teaching staff with bi-weekly targets set and reviewed by coaches trained in the West Exe approach.	"Ensuring that [...] every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF, 2019	2
Deliberate practice weekly CPD	Coaching is highly effective because it combines, in one intervention, the method of improvement- deliberate practice- with the necessary inducements to improve autonomy and committing to change in front of others, Rebecca Allen and Sam Sims, The Teaching Gap. John Hattie (2017) released his updated list of 250+ factors that influence student achievement. It included deliberate practice as a factor with a high effect size.	2
No One Left Behind Vision and Culture	As quoted by the EEF, when it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.	All

## Targeted academic support

Budgeted cost: £93, 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic tuition	EEF - There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. <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>	2, 5,
Speech and Language Therapy	The EEF Toolkit shows that communication and language approaches... has high impact for low cost based on extensive research. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	
Coach Bright University tuition	Evaluation of Coach Bright has shown positive trends in metacognition of disadvantaged pupils. The EEF claims that one to one tuition offers greater levels of interaction and feedback which can support pupils spend more time on new or	2, 4

	unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	
Sparx reader	<p>Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2, 5
Careers lead	Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults.	8
Homework intervention group	<p>Research from the EEF states that disadvantaged pupils may however be less likely to have access to the space, technology and conditions required for effective learning at home, so it may be better to consider homework clubs which take place in school.</p> <p>Evidence based research has found that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	2, 4

## Wider strategies

**Budgeted cost: £93, 750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of new attendance strategy	<p>2022 guidance from the DfE states that 'As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them...Schools should then devise specific strategies to address areas of poor attendance identified through data.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	1
School Welfare Home Liaison Co-ordinator	The DfE suggest several ways in which schools should be supporting attendance. Some of which are to carry out robust first-day calling procedures including priority routine for vulnerable children and to work with families and the community to identify which methods of communication work best, recognising potential barriers in hard to reach families and find methods that work and are understood.	1

Multi-Agency Support Approach	Findings from the EEF toolkit state that social emotional interventions can add an additional four months' progress over the course of the year. Social emotional interventions in education are shown to likely support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional regulation, both of which may subsequently increase academic attainment.	1, 3, 6
Wave intervention	More successful schools...seek out strategies best suited to addressing individual needs...and provide individual support for pupils that have very specific learning needs. DfE 'Supporting attainment of disadvantaged learners' 2015  The EEF states A pupil cannot benefit from a lesson if they are not in the classroom, engaged in the lesson and behaving appropriately for learning	3
Education Welfare Service	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1
Extended School Day for Year 10 and 11	EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2
Electives programme	Extracurricular activities have the potential to develop both academic skills, and essential life skills which can help highly able students to succeed – such as confidence, motivation, resilience and communication skills. Potential for Success, Sutton Trust 2018	10
Year 7 transition support	Several studies have shown a dip in attainment coinciding with the time of change from Primary to Secondary school. The EEF suggest that by anticipating the risk points during the time of transition, good communication across schools can help with specific planning to address pastoral needs and academic support. The DfE suggest that engaging with feeder schools to access absence information in order to identify target cohorts prior to transfer is a way of supporting attendance.	7
Parent group and Progress interviews	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes. Indeed, the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017). The EEF states that the average impact of Parental engagement is an additional four months' progress over the course of the year. There are higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	6

**Total budgeted cost: £375, 000**

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2021 to 2022 academic year.

Intended Outcome	Success Criteria	21-22	22-23	23-24
KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally and to achieve national benchmarks for attainment 8 for disadvantaged students.	Disadvantaged student's progress and attainment 8 scores will improve and be in line with non-disadvantaged peers.			
	Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.			
	Increase EBacc entry of disadvantaged students to at least 50%.			
Pupils eligible for Pupil Premium reading ages improve rapidly.	DS students' reading ages improve in line with their chronological ages.			
	Reduced progress gap between DS and non-DS to 0.			
	Improve attainment of DS students to bring in line with non-DS.			
Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.	Disadvantaged students progress in Maths improves from -0.19			
	Reduce progress gap between DS and non-DS to 0.			
Disadvantaged students complete homework regularly and rarely receive homework detentions. Pupils eligible for Pupil Premium demonstrate good attitudes to learning and positive attitudes towards School.	Disadvantaged students receive fewer detentions for non-completion of homework proportionately than non-disadvantaged students.			
	Disadvantaged student homework completion rate is in-line with non-disadvantaged peers.			
	Attitude to learning scores are consistently good or better, and comparable to non-disadvantaged peers.			
	Student survey demonstrates that pupils eligible for Pupil Premium have a positive attitude towards school, comparable to their non-disadvantaged peers.			
Pupils eligible for Pupil Premium who are on track to achieve 6	Careers advisor will meet all disadvantaged students as a priority.			

<p>grade 4 or above including English and Maths apply for appropriate Post 16 courses.</p> <p>No DS student is NEET</p>	NEET risk disadvantaged students in year 11 are identified in September and potential NEET risks in Year 10 identified prior to Year 11.			
	Disadvantaged students at risk of becoming NEET will receive high level of transition support and guidance and will be discussed and action plan produced at SLT level.			
<p>Increased attendance rates and punctuality for Pupils eligible for Pupil Premium.</p>	Attendance gap between Ds and non-DS will decrease rapidly.			
	DS student attendance will be 96% or higher.			
	DS students' attendance remains in line or better than the local and national benchmarks.			
	Persistent absence for disadvantaged students will reduce.			
<p>Fewer hours of lessons are lost through reset of DS students. Fewer days are lost through suspensions of DS students.</p>	Reduction in number of resets and suspensions of disadvantaged students.			
	Fewer disadvantaged students receive multiple isolation.			
	All pupils who reach threshold for Wave interventions complete these.			
<p>Secondary School has a greater understanding of some of the barriers the pupil is facing prior to starting School and is able to plan for this.</p>	Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified and enhanced transitions offered.			
<p>An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the Pupil Premium is held back from participating in enrichment opportunities because of their background.</p>	The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort.			
	Disadvantaged students are attendance on trips, visits and activities is proportionate to their year group cohort			
	The % of disadvantaged pupils who are recruited for and attend KS3 and KS4 Reach are consistently at 30%.			

Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings.			
	Increased and timelier communication regarding academic attainment and behaviour.			

<b>Success criteria met</b>	<b>On track to meet success criteria</b>	<b>Started but not on track to meet success criteria</b>	<b>Not yet started</b>
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### 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
Lexia Core 5 Reading	Lexia
Sparx	Sparx
Accelerated reader	Renaissance

### Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have 11 Pupils eligible for Service Child Premium in our School.</p> <p>The allocation of SCP was for improving first quality teaching to ensure that those children able to make sustained progress.</p> <p>The SCP also goes to supporting pupils' attendance in enrichment programmes and participation in community events.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The SCP funding go to increase the cultural capital experiences of our Service children and ensure that they had the opportunity to participate in enrichment opportunities and community projects, allowing for these students to build relationships and feel a sense of belonging with members of the school community.</p>