

Pupil premium strategy statement (Last updated 07/07/24; version 1)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Peter's School
Number of pupils in school	(y7-11 September 2024)
Proportion (%) of pupil premium eligible pupils	% (September 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024_27
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Christopher Bennet
Pupil premium lead	Agnes Davies
Governor / Trustee lead	Paul Sadler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£412'000
Recovery premium funding allocation this academic year	£'000
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	Total: £'000 We are working under the assumption that the funding for future years will be on a similar level.

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's School our pupil premium strategy sits at the centre of our whole school strategy and is informed by the current research and literature. Our decision for this model is reinforced by the EEF report which states "The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. 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." (Education Endowment Foundation 2019). Research concludes consistently that quality first teaching has the greatest impact on students' progress and that this is especially true for disadvantaged students. The guidance outlined in the Education Endowment Foundation report and referenced by the Department for Education (October 2019) suggest that adopting a tiered approach for allocation of pupil premium spending can help balance the need to secure quality first teaching, provide targeted academic support and ensure there are wider strategies that ensure readiness to learn.

Overall creating a positive relationship between staff and students is imperative to support students to make greater progress. Our ongoing mission is for every student to learn, aspire and exceed.

Equality Objectives

To narrow the gap between the progress made by disadvantaged boys and those of non-disadvantaged pupils nationally.

The Progress 8 scores for disadvantaged year 11 boys were:

2022: -0.5

2023: -1.1

We continue to work towards narrowing the gap with other students nationally.

To narrow the gap between the attendance of disadvantaged boys and that of non-disadvantaged pupils nationally.

Attendance for disadvantaged boys

2019: 87%.

This figure was slightly below the average attendance for all Pupil Premium students (89.5%), and was lower than the attendance for all students (92.5%).

2022: 84%.

This figure was slightly below the average attendance for all Pupil Premium students (85%), and was lower than the attendance for all students (89%).

Therefore, the attendance gap between Pupil Premium students and all students has narrowed slightly from 5.5% to 5%.

2023:81.1%

This figure was slightly below the attendance for all PP students (82.8%) and for all

students (89.4%). Therefore, the attendance gap between disadvantaged boys and all students has widened to 8.3%

Data for 2020 and 2021 was impacted by the COVID closures and is therefore not included here.

To narrow the gap between the proportion of disadvantaged boys who receive fixed-term exclusions and non-disadvantaged pupils nationally.

In 2019 6% of students were suspended over the academic year, 4% of which were disadvantaged.

In 2022 9% of students were suspended over the academic year, 5% of which were disadvantaged.

In 2023 11.3% of students were suspended over the academic year, 7% of which were disadvantaged.

We continue to work towards narrowing the gap with other students nationally.

Behaviour is improving for our disadvantaged boys and therefore time in lessons is increased and this is supporting progress in all areas of the curriculum.

The data for 2020 and 2021 are not included due to the impact of COVID and the school closures.

Challenges

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

Challenge number	Detail of challenge
1	91% of PP students (383 in total) have a Child Protection file which indicates the complexity of these students needs which goes beyond academic learning. 171 students (13%) are children in need of help and protection (nationally 4%)
2	Students arrive at St Peter's School with significant gaps between KS2 attainment between disadvantaged and other students.
3	Parents of disadvantaged student's engagement with their child's education. One aspect of this is the attendance gap between disadvantaged and other students.

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
All students have known destinations	Aim: 0% 2023_24: Estimated – 1 or 2 students NEET

2020_21: 1.6% NEET
 2021_22: 2% NEET
 2022_23: % NEET

Narrow the progress 8 gap between disadvantaged and other students.

2022 Progress 8 (National dis P8 -0.6)

	Disadvantaged	Others	Gap
All	-0.35	0.20	-0.55
English	-0.67	0.11	-0.78
Maths	-0.24	0.10	-0.34
Ebacc	-0.35	0.1	-0.45
Open	-0.22	0.4	-0.62

2024 Progress 8 (National dis P8 -0.)

	Disadvantaged	Others	Gap
All	-0.	0.	-0.
English	-0.	0.	-1.
Maths	-0.	0.	-0.
Ebacc	-0.	0.	-1.
Open	-1.	-0.	-1.

Narrow the attainment 8 gap between disadvantaged and other students.

2022 Attainment 8 (National gap for all subjects -1.51)

	Disadvantaged	Others	Gap
All	3.5	4.7	-1.2
English	3.6	5	-1.4
Maths	3.3	4.4	-1.1
Ebacc	3.3	4.5	-1.2
Open	3.8	4.9	-1.1

Aim: For disadvantaged students to achieve their targeted progress 8 score.

2023 Progress 8 (National dis P8 -0.58; National P8 gap -0.8)

	Disadvantaged	Others	Gap
All	-0.6	0.2	-0.8
English	-0.6	0.3	-0.9
Maths	-0.7	0.2	-0.9
Ebacc	-0.6	0.2	-0.8
Open	-0.3	0.2	-0.7

Aim: For disadvantaged students to achieve their targeted attainment 8 score.

2023 Attainment 8 (National A8 for dis. students: 3.47 National gap for all subjects: -1.6)

	Disadvantaged	Others	Gap
All	3.1	4.6	-1.5
English	3.5	5.1	-1.6
Maths	2.9	4.4	-1.5
Ebacc	2.9	4.4	-1.5
Open	3.2	4.5	-1.3

2024 Attainment 8 (National gap for all subjects -1.)			
	Disadvantaged	Others	Gap
All	3.	4.	-1.
English	3.	5.	-1.
Maths	3.	4.	-1.
Ebacc	2.	4.	-1.
Open	2.	4.	-1.

Improved attendance Actual 2022: 85% for disadvantaged students Actual 2023: 82.8% for disadvantaged students (national: 85.3%) The 2020 and 2021 data are not included here because of the disruption experience due to Covid.	Aim: 94% for disadvantaged students Actual 2024: 79.22% for disadvantaged students (national: %)
Improved attitude for learning Less suspensions: In 2023 11.3% of students were suspended over the academic year, 7% of which were disadvantaged. More positive eBehaves and less negative eBehaves	Aim: Number of exclusions and isolations for disadvantaged students are in line with the proportion of disadvantaged students in a cohort.
Improved participation in extra-curricular activities	Participation of disadvantaged students at least 30%
Increased parental engagement	75% parents' evening attendance of disadvantaged students

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 (for example, CPD, recruitment and retention)

Budgeted cost for 2024_25: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target (£'000) Focus on quality first teaching supported by evidence informed CPD for teachers and support staff. The quality of teaching to disadvantaged students to be 90% good or better. Shared teaching and learning expectations for consistency across lessons.	EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.	2

<p>High expectations for all students to support disadvantaged students to close the gap in all measures. Ensure our most vulnerable and disadvantaged students have priority access to the highest quality classroom teaching</p> <p>Year 1 (2024_25)</p> <p>Broad offer of internal and external CPDs. Trust-wide CPDs include ETL, OTL, ELTA and specific CPDs for middle leaders. External CPDs include NPQs, Masters qualifications and SENCo qualification. Discussions with subject leaders are taking place to determine the CPD needs within the department and external courses are being authorised accordingly. We also offer a comprehensive ECT programme, which supports these teachers over the first 4 years of their careers. Over the first two years they attend 2 internal CPD sessions per week. During year 3/4, ECTs attend bespoke morning briefings every week.</p> <p>The Tuesday optional breakfast CPD will be moved to the afternoon as requested by staff. The Friday optional breakfast CPD will focus on behaviour management strategies. Thursday briefings will be run in 3 groups (ECT, experienced teachers and subject leaders). These briefings will focus on improving student engagement and active learning. To achieve this, staff will be trained in 6 different Walk Thrus over the academic, all of them aiming to achieve better student participation in lessons. Staff will also attend Triads once per half term, which will be used to further deepen their understanding of the Walk Throughs presented in the briefings. The T&L team continues with their termly learning visits. An improved will be used to provide feedback, which will specifically include the engagement of disadvantaged students in lesson. They will also carry out work studies to check the quality of work in students' exercise books (PROUD sticker). Regular student voice focusing on what students think about their learning at St Peter's will also offer important insights into what is going well and what still needs to be improved. Continue to promote regular recall and retrieval practice.</p> <p>Annual action research project linked to the performance management process. Rapid improvement process for staff who not meeting expectations. This is a 3 weeks</p>	<p>DfE (Supporting attainment of dis. Pupils): Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours</p>	
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<p>intervention programme including a lesson observation, feedback and additional support to ensure an improvement can be achieved. Coaching programmes run by external providers and internal staff as required.</p> <p>Year 2</p> <p>The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with some minor changes where necessary.</p> <p>Walk Thrus are fully embedded and staff are confident applying them in their lessons. PM process to be adapted to ensure action research project will be linked to new, additional Walk Throughs and to ensure PM targets are more focused on teacher's professional development.</p> <p>Year 3</p> <p>Review of current strategies and adapt as required.</p>		
<p>Target</p> <p>A broad and engaging academic curriculum that meets the needs of our students, including students with EHCPs (above national average) and Strive students and offers a range of enrichment opportunities.</p> <p>Year 1 (2024_25)</p> <p>T&L team to continue to quality assure the schemes of work of all departments. The initial audit has been complete last year. This year will be focusing on achieving improvements as required.</p> <p>Curriculum lead to meet subject leaders termly. Strong curricula should identify how to support the improvement of progress for HPA and for disadvantaged students.</p> <p>Implementation of fundamental curriculum changes (Learn Aspire Exceed Values Education). There will be 2 strands, a pastoral curriculum and an academic curriculum. The pastoral curriculum will focus on changes to processes, on teaching key pastoral valued behaviours (ie kindness) and on preparing students socially for the world. The academic curriculum will focus on teaching academic valued behaviours (ie independence), preparing students academically for the outside world and it will bring fundamental changes to KS3 assessments.</p> <p>All departments are creating curriculum maps including enquiry/topics, disciplinary knowledge, skills and disciplinary concept focus for each half term in KS3.</p> <p>Assessments are being replaced by knowledge checks. Knowledge check</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	<p>2</p>

<p>descriptors are being divided into knowledge, language and literacy, quality of work (Learn, Aspire, Exceed). This is where students book work becomes much more important as teachers will use this to determine what skills/knowledge students have and what they still need to develop.</p> <p>Tutor time will be replaced by Prep time. This time will be used to carry out activities with students to prepare them for life.</p> <p>Annual curriculum day.</p> <p>Staff share lesson resources to support each other with planning and to enable all staff to deliver higher quality lessons.</p> <p>The needs of our SEN students and how to address them are included in our curriculum plans. Tuesday solution circles have been introduced last year to support staff with specific students with complex needs.</p> <p>Year 2</p> <p>The strategies summarised under year 1 will be reviewed and improvements are being made accordingly.</p> <p>Carry on with termly curriculum and subject knowledge meetings as they work well.</p> <p>Departments to work towards a fully resourced and bespoke curriculum which meets all students' needs.</p> <p>Continue with the termly learning visits.</p> <p>Year 3</p> <p>Review current strategies and adapt as necessary.</p>		
<p>Target (£00)</p> <p>Focus on disadvantaged students is a shared priority across the school and all staff are aware of this priority. Monitoring and evaluation of assessment data to inform future planning and strategic intervention.</p> <p>Ensure our most vulnerable and disadvantaged students have access to online and other revision resources.</p> <p>Year 1 (2024_25)</p> <p>Progress of disadvantaged students is closely monitored by all departments and regularly reviewed during line management meetings. TLR holders are in place in some subjects who focus on improving progress of disadvantaged students.</p> <p>SLT lead for PP to meet with core subject leaders and Heads of Year termly to discuss progress of disadvantaged students.</p> <p>Disadvantaged students are discussed during the termly curriculum and subject knowledge meetings.</p> <p>Non-negotiable teaching and learning expectations ie to teach high quality lessons, to ensure subject knowledge is appropriate, to ask every disadvantaged student a</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p> <p>EEF Attainment Gap Report: Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment</p> <p>DfE (Supporting attainment of dis. Pupils): Have an individualised approach to addressing barriers to learning and emotional support at an early stage (rather than providing generic support and at a later stage)</p>	2

<p>question in every lesson and to insist on an answer in full sentences. Mark disadvantaged students' books first. Ensure disadvantaged students are actively engaged in all lessons.</p> <p>Ensure access to revision guides, books, devices (as necessary) and scientific calculators including for PP+ students.</p> <p>Prioritise disadvantaged and PP+ students when offering intervention or tuition.</p> <p>Information regarding PP students is regularly passed on during Monday briefings or during T&L briefings on Thursday.</p> <p>Disadvantaged students are an integral focus of CPDs we offer and teaching and learning activities we carry out.</p> <p>Attendance officers organising support for disadvantaged students as necessary.</p> <p>All students tested for their reading age and supported as necessary. A TLR holder has been appointed to promote literacy across the whole school and is running intervention with targeted students. We have introduced a new provision for reading development called Lexonik and staff have been trained to run these sessions. The program will be used to accelerate students's reading ability through small group and individual intervention.</p> <p>Year 2</p> <p>The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with some minor changes where necessary.</p> <p>Continuously remind staff to keep disadvantaged students at the forefront of their minds. Regularly meet Heads of Faculties to discuss students with negative Progress 8 scores and discuss strategies how best to support them. Ensure Heads of Faculties and teaching staff are regularly updated on the progress data of disadvantaged students.</p> <p>Ensure disadvantaged students have access to revision guides, books, laptops (as necessary) and scientific calculators.</p> <p>Prioritise disadvantaged students when offering tuition.</p> <p>Year 3</p> <p>Review strategies used over the first two years. Keep working with the successful ones and adapt the ineffective ones.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost for 2024_25: £'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target To implement a carefully planned programme of intervention which alters as students become older enhancing the identified effective strategies. Provide remote learning access support.</p> <p>Year 1 (2024_25) ELSA mentor to spend 3-4 hours per week to work with students, mostly 1:1 or small groups and to run a class ELSA session in Strive. The aim is to make students happy in school and to ensure they reach their full potential. Ensure all staff use Edukey consistently when looking for support strategies for their students. The aim is for all staff to know their students ie to know who their disadvantaged students are, what their support strategies and reading ages are etc. Termly meetings with all HoD to discuss strategies they use to support disadvantaged students. Work with tutoring organisations who are part of the NTP to organise after school tutoring online (Tute). Loan of iPads to disadvantaged students who need online access. So far, every student has been given a device who needed one. Interventions run by classroom teachers across all subjects during lesson time, tutor time and/or after school. Academic mentor to support disadvantaged and service students. Creation of spreadsheet including all year 11 disadvantaged students, their barriers and strategies to support them to ensure support is individualised and bespoke. HPA mentor to stretch and challenge our high prior attainers, which also includes some disadvantaged students. The idea is to broaden their horizon as to what kind of careers might be available for them. Introduction of two LAE groups in y7 and y8, one of which focusing on HPA and disadvantaged students. To organise some inspiring sessions for these students involving outside speakers etc.</p> <p>Year 2 The strategies summarised under year 1 have already been proven to be successful. They are reviewed every year and improvements are being made accordingly. In its foundations, the approach will stay the same with changes where necessary. Continue online, onsite and home tutoring.</p>	<p>EEF Attainment Gap Report: PP funding is a valuable to support senior leaders in raising the attainment of disadvantaged young people</p> <p>Essential life skills (or character) are important in determining life changes and can be measured in a robust and comparable way.</p> <p>DfE (Supporting attainment of dis. Pupils): More successful secondary schools were more likely to be using metacognitive / independent and peer learning strategies. Metacognitive and peer learning strategies have independent evidence of effectiveness (Sutton Trust / EEF)</p> <p>DfE (Supporting attainment of dis. Pupils): Focus on outcomes for individual pupils rather than on providing strategies. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.</p>	<p>2</p>

<p>Carry on loaning IT devices to disadvantaged students who need online access, including iPads for EAL students.</p> <p>Renew and evaluate the provision from Tute, including for remote learners from Strive. Expand this provision by potentially delivering an additional GCSE qualification as part of our curriculum offer.</p> <p>Interventions run by classroom teachers across all subjects.</p> <p>Review the role of the academic mentor and amend role as necessary.</p> <p>Year 3</p> <p>Review the tutoring approaches used over the first two years and amend provision to improve students' progress. Carry on providing devices to students as appropriate.</p> <p>Interventions run by classroom teachers across all subjects.</p> <p>Embed provision focusing on metacognition and growth mindset.</p> <p>Review role of academic mentor and adjust as required.</p>		
<p>Target</p> <p>To instigate a whole school approach to improving literacy across all subjects.</p> <p>Reason: 42% of our y7 students are below their chronological age (NA 20%).</p> <p>Year 1 (2024_25)</p> <p>Develop a whole school literacy approach.</p> <p>Continued employment of a teacher who leads a nurture group. Carry out reading tests for all students to be able to put support in place as required. Add reading ages to G4S, so all staff can access this information. Develop students' literacy and numeracy skills in order for them to access age-appropriate written resources better in future years. Target students to attend Lexonik intervention to support their reading skills. TLR holder responsible for Literacy across the whole school in place. She is liaising with all subject leaders to discuss opportunities for writing and talking in their subject area as well as creating a plan of how and which new vocabulary will be taught.</p> <p>Non-English specialist teachers provided with training to support scheme effectively.</p> <p>Students read an academic text each month.</p> <p>Book club, including Carnegie shadowing.</p> <p>Reading attitudes surveys. Wider reading lists available for KS3 and KS4. Screening students for fluency using Microsoft Teams.</p> <p>Assemblies on the importance of reading.</p> <p>Reading challenges for Christmas, Easter and summer holidays. Increase opportunities for students to read (ie paired reading). St Peter's Digest in canteen. Model UN Debate Module.</p>	<p>EEF Attainment Gap Report: The earlier students receive additional support the more likely an increase in the attainment gap is prevented.</p> <p>EEF Improving Literacy in Secondary Schools Report: Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.</p>	<p>2</p>

<p>Year 7 library lessons and reading trails.</p> <p>Year 2 Embed a whole school approach of literacy and oracy. Literacy TLR holder to review the strategies implemented in year 1 and change or improve as required.</p> <p>Year 3 Develop partnership work with primaries focusing on literacy and oracy. Review transition schemes of work and include activities to improve oracy.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost for 2024_25: £'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target (£'000) Ensure pastoral and safeguarding support is readily available to support students.</p> <p>Year 1 (2024_25) Further increase in capacity within the pastoral, safeguarding and mental health team by appointing additional members of staff, a family worker, inclusion worker and a counsellor. We are also working with the Diocese of Ely and the police (ABC plans). PP+ students supported by designated staff member for LAC students as appropriate, including PEP and regular informal meetings. Transforming Lives Project. Creation of an engagement spreadsheet including all disadvantaged students, their barriers to learning and strategies to support them to ensure support is individualised and bespoke.</p> <p>We are working towards a five-year goal for a therapeutic approach to behaviour. Last year, all staff have been trained on how to use the Cambridge Therapeutic Thinking approach. This approach was rolled out across the school with the aim of improving relationships between staff, students and parents through restorative conversations. This year, the focus will be on teaching students key valued behaviours that will support their progression and future opportunities (Learn Aspire Exceed Values Curriculum – pastoral and academic strand). In addition to this we will emphasise the importance of understanding detrimental behaviours and their potential impact on education. The focus on</p>	<p>EEF Attainment Gap Report: PP funding is a valuable to support senior leaders in raising the attainment of disadvantaged young people</p> <p>Essential life skills (or character) are important in determining life changes and can be measured in a robust and comparable way.</p> <p>DfE (Supporting attainment of dis. Pupils): More successful secondary schools were more likely to be using metacognitive / independent and peer learning strategies. Metacognitive and peer learning strategies have independent evidence of effectiveness (Sutton Trust / EEF)</p>	<p>1</p>

<p>positive, powerful relationships remains.</p> <p>Year 2 Ensure pastoral and safeguarding teams are working effectively to support a wide range of students. Review provision and expand if necessary. Investigate potential opportunities of collaboration with other organisations. Roll out phase 3 of our therapeutic approach to behaviour.</p> <p>Year 3 Ensure these staff are working effectively to support a wide range of students. Review provision and expand if necessary.</p>		
<p>Target (£'000) To offer a wide range of enrichment opportunities available to all students.</p> <p>Year 1 (2024_25) Wide range of breakfast, lunchtime and after school clubs. DofE, CCF, Sports Leaders Award, FPQ, LAE curriculum for y7 and for y8, LOtC. Wide range of educational visits, including residentials. Bursaries available to ensure there are no financial barriers for students to attend. Embedding an expanded PD and RE provision. Establish closer relationship with primaries. HPA mentor to arrange an attainment raising project with NEACO for y8/9 HPA students. HPA mentor to explore how new y7 HPA/PP students could be supported. Raise your aspirations trip for y10 HPA, which includes 3 PP students. The TLR holder responsible for Learning Outside the Classroom activities to broaden our provision by liaising with Heads of Faculty to ensure each faculty delivers lessons to KS3 students outdoors according to an established schedule. Additional half termly activities outdoors organised by the LOtC lead. New proposals to include participate in activities outdoors and increase outdoor learning within the curriculum offer (ie birds of prey). DofE manager to organise training activities, practice and qualifier expeditions for bronze and silver students. Enrichment coordinator to support staff with organising trips and rewards activities as well as organising enrichment afternoons and keep the St Peter's Pathway updated. Communicate available trips at the beginning of the academic year to all parents to support families with their financial planning.</p> <p>Year 2 Increase the quality of the enrichment opportunities for students to participate in either within lessons or outside of school hours. Review provision of the previous year and amend accordingly.</p>	<p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development.</p>	

<p>Expand opportunities for curriculum enrichment in lessons. Promote activities to disadvantaged students to increase their involvement in these activities. Create LOfC activities specifically for boys. Increase amount of EHAs written for primary schools. Adapted PD curriculum to cater for current issues ie sexual harassment. Adapt PD resources to establish regular links to careers, safeguarding and the Equality Act. Improve online safety part of PD curriculum and adapt regularly depending on the latest developments.</p> <p>Year 3</p> <p>Update St Peter's Pathway to include all extra-curricular activities for each year group including the half term in which they take place. Expand opportunities for curriculum enrichment in lessons. Expand on cooperation with primary schools. Include more subjects and further increase the amount of primary EHAs. Review last year's PD provision and adapt to ensure it remains current. Strengthen delivery during tutor time and increase delivery by high quality external providers as appropriate.</p>		
<p>Target</p> <p>Attendance to be 94% for Y7-11 PP students</p> <p>Year 1 (2024_25)</p> <p>Dedicated attendance officer, attendance administrator and pastoral staff to track attendance on a daily basis and work with parents to increase attendance. This is supported by the educational welfare officer.</p> <p>Regular meetings between attendance officer and year teams, safeguarding team, SEN team. Attendance administrator to support the attendance officer with the increase in workload and to improve the accuracy of registers. Pastoral intervention worker to support most vulnerable students to improve attendance / behaviour. Applying for and supporting parents with writing EHCPs, ie IAEPs, EHCP proposal, diocese of Ely, EHAs, meetings, variety of referrals</p> <p>Updated attendance letters, new letter to use at the beginning of the academic year, new half termly attendance letter for to all parents, new attendance and punctuality poster to be sent to all parents and to be displayed in classrooms and in student diary. Data to demonstrate correlation between attendance and progress/attainment to parents (via newsletters), students (via assemblies) and staff. Data to demonstrate that students whose attendance is high, progress very well. Newly established attendance workflow to ensure a. registers are completed in a timely manner and accurately and b. contact with parents is being made regularly and in a timely manner when students are absent (ie first day calls to vulnerable families, third and</p>	<p>DfE (Supporting attainment of dis. Pupils): Schools with higher levels of pupil absence had lower performance amongst dis. pupils. More successful schools set up rapid response systems to address poor attendance.</p>	<p>1,2</p>

<p>fifth day calls, home visits) and offer support as needed. Update attendance policy to reflect the changes in the latest DfE guidance. Spreadsheet including attendance data and actions for all students to keep track of what needs to be done next and for whom. New procedure to tackle lateness. Automated text alerts for students who arrive late to period 1. Nudge text and phone calls.</p> <p>Attendance Y7-11 PP: 2022_23: 82.8% 2023_24: 79.22%</p> <p>Year 2 The strategies summarised under year 1 will be reviewed and improvements are being made accordingly. Dedicated attendance officer and attendance manager to track attendance on a daily basis and work with parents, year teams, safeguarding team and SEN team to get students to attend school as much as possible. To work closely with the educational welfare officer to offer targeted support for certain families.</p> <p>Year 3 Review support in place and amend / expand if necessary.</p>		
<p>Target Improve communication between parents and the school.</p> <p>Year 1 (2024_25) Increased attendance of consultation evenings by 10%. All parents' evenings being held face to face. Year teams to contact families who have not booked any appointments to try and get them to attend. Family worker supporting families in need. Academic mentor liaising with parents. Parent panel. Parent participation in online safety group. Regular parent voice.</p> <p>Year 2 Review success of parents' evenings and decide on the best way forward. Increase parental engagement in general via parent panel or online safety group. Working with primary schools.</p> <p>Year 3 Review parental engagement and adapt strategies as necessary.</p>		3
<p>Target Support students moving on to university and all students have known destinations. To reduce NEET to 0% for year 11 and year 13. 1 or 2 students NEET in 2023 (estimated) 1 or 2 students NEET in 2024 (estimated)</p> <p>Year 1 (2024_25) Increased capacity within the careers team to</p>	EEF Attainment Gap Report: The transition between phases of education is a risk-point for vulnerable learners	1,2,3

<p>broaden support available. Well thought out careers curriculum across all year groups. Gatsby benchmark reviewed regularly. Barclays Live Skills. Career Faires. Activities to celebrate National Careers Week. Smoking/Vaping Cessation sessions, university campus visits, UCAS convention, CV workshops, Dell - The Big Idea events. Strive students work with a member of the local authority. Support year 11 to year 13 students as they move to university ie by working with NEACO. Personalised support offered in 1:1 conversation with each student.</p> <p>Year 2 The strategies summarised under year 1 will be reviewed and improvements are being made accordingly. Provision will be broadened as appropriate, ie taking up working with further external providers.</p> <p>Year 3 Review CEIAG provision and adapt as necessary.</p>		
<p>For the Pupil Premium Governor(s) and staff to visit other secondary schools to see best practice in action.</p>	<p>EEF Attainment Gap Report: Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap</p>	
<p>Ensure the website meets all the statutory requirements for reporting spend and its impact</p>		

Total budgeted cost 2024_25: £'000
(£'000 (PP) + £'000 (Recovery Premium))

Part B: Review of outcomes in the previous academic year 2023_24.

Pupil premium strategy outcomes (see separate document)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The strategy statement and last year's spending review will be reviewed externally by a senior member of the trust.

The next review will take place in Autumn term 2024.

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
Online tutoring for year 11 and disadvantaged year 10 students. 3 blocks of 16 sessions over 8 weeks. One block each term. Students to be able to choose between mathematics, science or English.	Tute

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Academic mentoring. Support strategies on Edukey. Device to access online learning and/or online tuition. Free online tuition after school for KS4 students.
What was the impact of that spending on service pupil premium eligible pupils?	Service students were on or above target in their GCSE exams.

Measure	Details
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<p>How are you going to spend your service pupil premium allocation this academic year?</p>	<p>All service students will be attending academic mentoring sessions As part of this process, the academic mentor will update Edukey on how these students can be supported most effectively.</p> <p>Students will be offered a device as required to access online support, live lessons (if self-isolating) and online tutoring.</p> <p>Part of the funding is used to subsidise the salary of a member of staff who is the school / home service link.</p> <p>Give students the opportunity to attend careers events specifically tailored to service students.</p>
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.