



## **Notre Dame School**

### **Pupil premium strategy statement**

#### **Expenditure evaluation**

#### **Strategy plan**

**"I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers."**

**(A.P.J. Abdul Khan, 11<sup>th</sup> President of India)**

***"Every one of our children is carrying something the world is waiting for – it's just the world hasn't got it yet," Sister Judith Russi***

The 'Pupil Premium' is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils' entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as 'Ever6 FSM'), an allocation for each pupil who has been 'Looked After' (in care) and a smaller amount for the children of service families.

#### **Principles**

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

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	Notre Dame Plymouth
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024/25 2025/26 2026/27
Date this statement was published	Dec 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	M Antram / A Morgan
Pupil premium lead	D Adjei
Governor / Trustee lead	J Bailey

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,150
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£250,150

## Part A: Pupil premium strategy plan

### Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve at least as well as our non-pupil premium students. Our aim is for all pupil premium students to secure good progress including those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as our young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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
- construct and implement an attendance strategy that supports disadvantaged students and improves their attendance
- act to improve parental engagement with school
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve?

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Disadvantaged students are less likely to achieve a 4+ in English and Maths in line with national data compared with non-disadvantaged students.</b></p> <p>The 2024 data shows that the overall attainment for the entire cohort to achieve a 4+ in both English and maths was 55%. 34% of disadvantaged students achieved a 4+ in both English and Maths. There was a gap of 21%.</p> <p>In 2025, 45% of disadvantaged pupils achieved a grade 4 or above in English and Maths compared to 57% of their non-dis disadvantaged counterparts. A gap of 12% points still remains that needs to be narrowed and then closed.</p>

2	<p><b>Disadvantaged students are less likely to attain in line with the national average compared with non-disadvantaged students.</b></p> <p>2024 results data demonstrates that overall attainment 8 for all students was 41.6. Attainment for disadvantaged students was 30.5. The gap in 2024 was 11.0</p> <p>In 2025, the attainment 8 for all students was 43.23 Attainment for disadvantage was 38.76. There was a gap of 4.47.</p> <p><b>In 2025 the gap has narrowed to 4.47, this is still not at the target we indicated for the school and so the challenge still remains.</b></p>
3	<p><b>The attendance of disadvantaged students is not in line with national figures.</b></p> <p>In the 2024/25 academic year, attendance of disadvantaged students was 76.4% lower than that of the whole school student population (82.8%) creating a gap of 6.4%.</p>
4	<p><b>Our disadvantaged students have lower participation rates in our extra-curricular activities and additional enrichment opportunities.</b></p> <p>The Sutton Trust recognises that social mobility is hugely influenced by young people's opportunities for personal development and enrichment activities.</p>
5	<p><b>More frequent behaviour difficulties.</b></p> <p>Disadvantaged students are more likely to be suspended, placed in Reset and receive detentions - this has an effect on their academic progress. Data analysis confirms that there is a sustained increase in detentions and suspensions as the year progresses.</p>
6	<p><b>Disadvantaged students have a greater need in terms of well-being and mental health.</b></p> <p>Disadvantaged students are proportionally more likely to be recognised as having an SEMH need than non disadvantaged students.</p>
7	<p><b>Our disadvantaged students have lower aspirations in terms of Post-16 study and careers.</b></p> <p>Due to the attainment gap that occurs from earlier on in the disadvantaged student's life, they are less likely to make the categorisation for HPA in secondary school.</p>
8	<p><b>Parental engagement is lower amongst our disadvantaged families compared to non-disadvantaged families.</b></p> <p>Since school closures in the COVID era, opportunities for parents to engage with school have been limited and this has impacted on relationships between school and home.</p> <p>We need to ensure there are creative and different opportunities explored to eliminate the barrier between parents and schools.</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
<b>Improved grade 4+ in Eng + Maths</b>	<p>Disadvantaged students will achieve or exceed the national average English and Maths 4+ scores for girls. This will be in line with their non-disadvantaged peers.</p> <p>Disadvantaged students prioritised for allocation into tutor time intervention for English and maths.</p> <p>Reduce the attainment gap to 0.5 or lower in the next 3 years.</p> <p>2024/25 - gap less or equal to 1.</p> <p>2025/26 - gap less or equal to 0.7</p> <p>2026/27 - gap less or equal to 0.5</p>
<b>Achieve national average for attainment (A8) for all pupils</b>	<p>Disadvantaged students will achieve the national average attainment score (A8) for all pupils. This will be in line with their non-disadvantaged peers.</p> <p>Disadvantaged students targeted to receive intervention.</p>
<b>Overall disadvantaged attendance to be in line with national figures.</b>	<p>Overall disadvantaged attendance to be at 95% or above.</p> <p>Reduction of PP students who are classified as persistently absent.</p>
<b>Improve student well-being (Mental health):</b>	<p>To increase the percentage of PP students accessing wellbeing interventions such as Young Devon, Military Kids Club and Kaleidoscope (when necessary).</p>
<b>Wellbeing (Behaviour): To promote high standards of behaviour for disadvantaged students with members of staff recognising that most are likely to need more pastoral support in order to achieve in line with their non-disadvantaged peers.</b>	<p>Reduce the percentage of disadvantaged students receiving behaviour sanctions. Disadvantaged behaviour points to be in line with non-disadvantaged.</p> <p>Data trawls and tracking will confirm that disadvantaged students' behaviour points on Class charts and other reporting systems will be at the same level as their non-disadvantaged counterparts and that they receive pastoral support when behaviour falls below what is expected.</p> <p>Bespoke behavioural strategies are designed for students with extra needs for example students with multi - agency involvement that need extra layers of support to be successful. For example, due consideration will be given to a student's disadvantaged needs prior to the application of a Fixed Term Exclusion.</p> <p>Data will suggest that disadvantaged students are getting comparable rewards through any school rewards and reward points comparable to their non - non disadvantaged peers.</p>
<b>Wellbeing (Rewards) To recognise the achievements and positive behaviour of disadvantaged students to support their wellbeing and their sense of belongingness in the school.</b>	<p>Disadvantaged students will be proportionally represented in all school programmes and students panels.</p> <p>Disadvantaged students will be proportionally and fairly rewarded in all school reward schemes.</p>

<b>To raise aspirations in terms of Post-16 study and career plans.</b>	Raising Aspirations - top PP students even if not on HPA list Standardised score 105+ To compensate for this disadvantage, PP students with a score of 105+ will be treated as HPA for additional trips and opportunities.
<b>To increase and improve disadvantaged parental engagement in school.</b>	All disadvantaged parents are accessing Class charts. Improved engagement in parents evenings and other parent conferences.
<b>To improve enrichment and engagement. To ensure that PP students have access to a wide range of opportunities which will increase their cultural capital and enhance their aspirations and opportunities in the wider world beyond school.</b>	IAG - Disadvantaged students are prioritised to receive guidance and coaching for their future aspirations. PP students receive a personalised career interview in KS4 with additional careers appointments available to support them. PP students are supported to access school trips and other extracurricular activities through subsidised or free places.

### Activity in this academic year

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

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

Budgeted cost: £ 150,150

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
High quality teaching inclusive of: High quality CPD (inclusive of ECT support) Curriculum design and direct instruction	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Effective CPD, as per the EEF's Effective Professional Development Report Finding, will ensure provision focuses on mechanisms, develops teaching techniques and involves practice whilst taking into account the context of the school and needs of the students. Effective early careers support will ensure that new teachers rapidly develop high quality first teaching. Engagement with the EFA programme with the SSAT to improve use of in class assessment to secure vulnerable knowledge and adapt teaching. PP students identified on seating plans, data analysis and teacher intervention plans to support a personalised approach to teaching and learning. 2025-26 focus on ambition, adaptive teaching and assessment will raise the standard of teaching for all students including PP.	1, 2, 7

	Specific 4+/5+ English and Maths intervention cohorts identified following progress reviews - transferable targets for English implemented in other subjects requiring extended written responses.	
<i>Coaching</i>	To maintain high quality teaching, continued professional development must be embedded. Coaching is a form of teacher development based on an approach to observation and follow-up conversations. Research indicates that the most effective way to close the attainment gap is through consistently high quality teaching. This is closely entwined with the whole school CPD.	1, 2, 7
<i>Whole School literacy strategy Tutor Read Programme Independent read programme Independent learning – Reading.</i>	In line with EEF Disciplinary Literacy Recommendations EEF recognises the importance of supporting fluency development. Focus on disciplinary literacy explicit vocabulary instruction, Reading, Writing and Oracy. Our tutor read programme involves reading aloud in order to model excellent reading and allow students to have a shared cultural experience of a book. This approach is supported by research into reading at pace, with minimal interruption. Engagement with the DFE English Hub Secondary pilot in reading, involving a reading audit and development programme. Engagement with the NLT CPD programmes including reading for learning and subject specific disciplinary reading in Maths, Science, History and Geography.	1, 2, 7
<i>Purchase of NGRT diagnostic assessments for all key stage 3 students. Outcomes shared and explored with all teaching and support staff to ensure teaching and interventions are pitched appropriately to meet the needs of individual students.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2,7

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>KS3 Literacy:</i></p> <ul style="list-style-type: none"> <li>• Read, Write, Ink</li> <li>• Paired reading</li> <li>• Phonics intervention</li> <li>• Reading Comprehension</li> <li>• Read-It programme</li> </ul>	<p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Our data shows that disadvantaged students are more likely to have low comprehension skills on entry and so form the majority of those receiving literacy intervention.</p>	1, 2, 7
<p><i>KS3 Numeracy:</i></p> <p>Sparxmaths Specialist TA targeted support Mathsbox Goteachmaths HPA mentoring by subject specialist Afterschool tuition by maths specialist</p>	<p>Numeracy strategies can have a positive impact on pupils' ability to work with numbers, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Pupil Premium (PP) students are the strategic priority for Mathematics intervention, receiving fortnightly specialist TA support guided by Department Lead training and Question Level Analysis (QLA). Under a 'keep up, not catch up' philosophy, the department utilises a 'PP First' strategy, prioritising disadvantaged students for feedback, double reward points, and proactive parental engagement. This holistic approach includes the provision of essential equipment and purposeful KS3 seating plans that pair PP students with model peers to foster a supportive and aspirational learning environment.</p>	1, 2, 7
<p>Science online tutoring programme to provide additional intervention (at key stage 4. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 7
<p>Year 11 mentoring programme and 'tuition' support:</p> <ul style="list-style-type: none"> <li>• Mentoring programme</li> <li>• Small-group tuition</li> <li>• Holiday time Subject Tuition sessions</li> <li>• Tutorial intervention sessions</li> </ul>	<p>The EEF evidences that for pupils from disadvantaged backgrounds, mentoring interventions will be beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. In successful mentoring programmes, 2 months progress can be seen.</p> <p>'On average, evidence suggests that pupils who attend holiday school revision make approximately three additional months' progress</p>	1, 2, 7

	compared to similar pupils who do not attend a holiday school.'	
Homework club	The EEF reports that homework has a positive impact (5 months) with pupils in secondary schools. Students from Disadvantaged backgrounds are less likely to have a quiet working space, access to a device suitable for learning or a stable internet connection. They may also receive less parental support to complete homework and develop effective learning habits.	1, 2, 7

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

Budgeted cost: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed training to support the attendance and reengagement of those students struggling with mental health issues which are significantly impacting on their ability to engage with school.	<p>The Role of Schools in Early Adolescents' Mental Health: Findings From the MYRIAD Study  <a href="https://www.sciencedirect.com/science/article/pii/S089085672100143X">https://www.sciencedirect.com/science/article/pii/S089085672100143X</a></p> <p>Positive Psychology for Mental Wellbeing of UK Therapeutic Students: Relationships with Engagement, Motivation, Resilience and Self-Compassion  <a href="https://link.springer.com/article/10.1007/s11469-020-00466-y">https://link.springer.com/article/10.1007/s11469-020-00466-y</a></p> <p>Mental Health and Wellbeing Provision in schools, Dof E publication, page 64  <a href="https://assets.publishing.service.gov.uk/media/5bbf42ebe5274a360bba7952/Mental_health_and_wellbeing_provision_in_schools.pdf">https://assets.publishing.service.gov.uk/media/5bbf42ebe5274a360bba7952/Mental_health_and_wellbeing_provision_in_schools.pdf</a></p>	5, 6, 8
Greater utilisation of the Class Charts program to analyse trends for our disadvantaged students.	<p>The EEF suggest that the average impact of behaviour interventions can add 3 additional months' progress over the course of the year.</p> <p>Evidence suggests that 'Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life</p>	5, 8

	skills and help students to become motivated and determined to succeed.'	
<p>Education Welfare Service</p> <ul style="list-style-type: none"> <li>- Whole school focus on attendance</li> <li>- Higher sensitivity thresholds for PP students</li> <li>- Family Liaison officer</li> </ul>	<p>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%.</p> <p>Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	5, 6, 7, 8
<p>Music tuition - peripatetic lessons are subsidised for disadvantaged students and access to borrow instruments at no cost.</p>	<p>Research from the EEF indicates a clear connection between household income and involvement in nearly all extracurricular activities examined in their study.</p> <p>Children from the most economically disadvantaged households were significantly less inclined to participate in extracurricular activities, with a notable decrease in engagement evident in music and sports.</p>	4, 7
<p>Hardship fund for acute issues.</p>	<p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Having a school uniform has been shown to have a positive effect on self-esteem, identity and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.</p> <p>Exasperated by the cost of living crisis, it is vital to ensure all areas of our curriculum and extra-curricular provision are appropriately subsidised to facilitate an unimpeded, comprehensive education experience that also mitigates any potential stresses or mental wellbeing concerns regarding finances for parents/carers and students.</p> <p>Subsidisation of the cost of both national and international school trips.</p>	5
<p>Face to Face Parents' evenings have been reintroduced. Parents who are not able to attend school events due to transportation will be supported to do so. Parent conferences for Year 11 and 7. School concerts and award ceremonies to be promoted to in school</p>	<p>Strong parental engagement has a positive impact on student growth so we will tailor school communications and send personalised messages to encourage a positive dialogue. We will maintain parental engagement by providing support and practical strategies to ensure home learning is of high quality. Our strategy also improves Pupil Premium attendance through targeted intervention and special reward systems to reduce the absence rate. Students are supported to access trips and families receive help through food vouchers</p>	1,2,3,4,5,6,

<p>and social media to create more engagement.</p> <p>Using classcharts as an effective communication tool between school and home.</p>	<p>or gift vouchers. These efforts help our whole community flourish during Christmas and throughout the year.</p> <p>This is evidenced in the EEF document linked below.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement</a></p>	
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**Total budgeted cost: £241,450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcome for Challenge 1

42.4% of disadvantaged students achieved a Grade 4 or better in the 2025 summer GCSEs as compared to the 2024 (30.5%). Although there is an improvement, there is still a significant gap of 6.4% in outcomes when compared to their non-dis disadvantaged counterparts who achieved 54.9% in the same year.

#### Outcome for Challenge 2

##### Attainment 8 Gap

	2023	2024	2025
Whole school	40.9	41.7	43.23
Disadvantaged	32.14	30.5	37.8
<b>Gap</b>	<b>-8.76</b>	<b>-11.4</b>	<b>- 5.43</b>

2025 results data demonstrates that the overall Attainment 8 (A8) for Disadvantaged students narrowed from 11.4 points to 5.43 points. The attainment gap compared to the whole school in 2025 was 5.43 points, which is a decrease of nearly points from the 2024 data set.

#### Outcome for Challenge 3

Attendance remains a key focus for our disadvantaged students. Although strategic measures continue to be implemented to improve attendance, a gap remains when compared with their non disadvantaged peers.

Whole year attendance for FSM students in the 2024/25 academic year was 84.8% which 8.5% increase the 2023/24 comparatively. This is an 8.4% increase from the 2023/24 figures.

The 2024/25 figures are still 4% below the national average for FSM students.

Attendance will continue to be a priority area, with targeted actions such as reward schemes, trauma - informed approaches to managing the school day, different exciting extra curricular activities in the school day that will encourage attendance and to reduce our persistent absence as that directly impacts outcomes.

This will be aimed at reducing and ultimately eliminating the gap, particularly in comparison to whole school attendance.

#### Outcome for Challenge 4

Significant progress has been made in enhancing the extra-curricular experiences available to disadvantaged students. Over the past academic year, opportunities designed to develop students'

cultural capital have been carefully curated and strategically targeted to ensure maximum impact for disadvantaged learners.

These opportunities have included sea safety and swimming programmes during the summer term, theatre and cinema visits at various points throughout the year, and a range of international trips. Where necessary, students were provided with financial support to ensure equitable access to internal and many international trips.

### **Outcome for Challenge 5**

Our disadvantaged students have benefitted from the re-positioning of the school's approach to managing student behaviour. The school has moved towards an individualised trauma-informed approach and a stronger emphasis being placed on formation and virtue has helped de-escalate behaviours. This has halved the number of incidents that resulted in Fixed Term Exclusions from 55 in 2023/24 to 27 students in 2024/25 academic year. This number still remains proportionally high as it represents about 40% of all (68) suspensions that were actioned in the year.

### **Outcome for Challenge 6**

Although there is no data showing that PP students are accessing wellbeing interventions than last year, the change in parents being able to personally refer their to a CAMHS provision has meant that there is less reliance on the school to provide these referrals.+

### **Outcome for Challenge 7**

During the 2024/25 academic year, there was a concerted effort to prioritise disadvantaged students through enhanced career guidance linked to academic excellence. We believe that the improvement in GCSE outcomes in 2025 is, in part, a direct result of this work.

This approach was further strengthened by engaging a range of external speakers and professionals from different disciplines to deliver assemblies and interact with students, broadening their exposure to potential career pathways.

In addition, we successfully reviewed and redefined the criteria for identifying High Prior Attainers (HPAs) among disadvantaged students. We recognised that primary school SATs scores alone do not always adequately reflect potential, as disadvantage can negatively impact attainment at this stage. As a result, we introduced a new category of Disadvantaged HPAs by marginally lowering the qualifying threshold. This ensured that a greater number of disadvantaged students could access HPA interventions and benefit from the associated support and opportunities.

Students were also assigned mentors to help raise aspirations and support progression; however, this aspect of the programme will require further refinement moving forward.

### **Outcome for Challenge 8**

Families have received a range of communications outlining the support available for Parents Evenings and other school events; however, uptake has remained limited. During this academic year, there have been some improvements in parental engagement, however there is more to do.

A number of initiatives have been implemented, including workshops for Year 11 parents focused on supporting their children's learning in preparation for GCSEs, award ceremonies, school plays and

productions, as well as increased communication through Class Charts announcements and face to face Parents' evenings

### Externally provided programmes

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

Programme	Provider
Kick Programme	Church of England

### Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We run a popular Military Kids Club for all children of services personnel; the allocation supports the staffing of this provision.
The impact of that spending on service pupil premium eligible pupils
Attendance at Military Kids Club enables eligible students to share their experiences in a mutually supportive environment. The support received in turn helps them to manage the demands of school whilst dealing with the challenges of having a parent in the armed forces.