

Pupil premium strategy statement

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 Laurence School
Number of pupils in school	1379
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 – 2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	August 2025
Statement authorised by	Tim Farrer, Headteacher
Pupil premium lead	Tom Hainsworth, Assistant Headteacher
Governor / Trustee lead	Sean Cooper, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,690
Recovery premium funding allocation this academic year	£43,028
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	£181,718

Part A: Pupil premium strategy plan

Statement of intent

We are committed to giving all students the same chances and opportunities regardless of their background, fitting in with the School's belief that *People are our Treasure*. Through high quality teaching through which our disadvantaged students feel cared for and inspired, we believe they will be provided with the knowledge and skills to succeed. Through targeted intervention as well as wider strategies, we aim to support disadvantaged students in overcoming any barriers that they may face in realising their potential.

We want all students to achieve success in their examinations and make good progress during the time that they are at St Laurence School. We want disadvantaged students' Progress 8 score to be in line with that of the wider cohort and greater than the national context. We also want them to achieve GCSE results, particularly in English and Maths, in line/better than what their KS2 data would suggest.

We also want students to be supported at key points during their school time, particularly around GCSE option choices and post-16 learning and ensure that disadvantaged students receive enhanced opportunities for Careers Education, Information Advice and Guidance (CEIAG) so that the choices they make are appropriate and allow for further study at Sixth Form, college and beyond into further study, apprenticeships, university level courses and the world of work.

We ensure there are opportunities for all students, particularly disadvantaged students, to develop cultural capital within the curriculum and encourage all students to take part in extra-curriculum activities through the Learning Outside the Classroom provision (LOtC) and we will support disadvantaged students with the funding to take part. Due to COvId restrictions, we are aware that there has been a reduced offer in this is an area of school life.

Appropriate targeted intervention and additional pastoral and well-being support may be necessary to facilitate these outcomes. Disadvantaged students will always be considered first for any targeted interventions within departments. We also recognise that working alongside disadvantaged students' families is key to success and we seek to create opportunities to build effective working relationships once students have chosen St Laurence School in Year 6.

Training for staff is also critical and we will seek opportunities to learn from other schools and colleges and will take part in the Local Authorities network events. Within lessons, teachers deliver high quality teaching with excellent planning and preparation based on principles of great teaching and learning. Teaching staff will take responsibility for all students in their class and any first wave interventions needs to be provided in a timely and considered way at a department level. We also make use of current thinking and good practice by referring to research from organisations such as Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	<p>Ensure high quality teaching and learning for all students so that outcomes for disadvantaged students are in line with non-disadvantaged students' outcomes.</p> <p>In English, Pupil Premium students were 50% on or above target by comparison to their personal indicator grades from the Fischer Family Trust. (FFT20). This compares with 80.5% for non-PP students. For Maths, Pupil Premium students were 35.7% on or above target by comparison to their personal indicator grades (FFT20). This compares with 60.5% for non-PP students.</p> <p>In Key Stage 3, there is a similar pattern of underachievement of Pupil Premium students by comparison to their non-disadvantaged peers. In the Term 6 report of 2021-22, Y7 PP students were 88.7% on or above target across all subjects by comparison to 90.5% for their non-disadvantaged peers. In Y8, this was 81.4% compared to 79.7% and in Y9 was 60.4% compared to 66.8%.</p>
2	<p>Our attendance data over the period 2019/20 and 2021/22 indicates that attendance among disadvantaged students has been between 1.8% - 4.9% lower than for non-disadvantaged students.</p> <p>28.2% - 41.0% of disadvantaged students have been 'persistently absent' compared to 15.9% - 28.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>This is based on position at 2019/20 and 2021/22 – both years were impacted by COVID Lockdowns</p>
3	<p>Our records show that engagement of parents/carers of disadvantaged students can be lower than the whole cohort.</p> <p>We have noticed that attendance at key events, such as at subject evenings/options evenings, is often lower, with some families missing multiple events across a number of years.</p> <p>For example, overall attendance was 88% for the Year 8 subject evening held in May 2022, with 77% of parents/carers of disadvantaged students attending. However, this discrepancy was starker with the Year 10 subject evening held in June 2022 when overall attendance was 90% for the, yet only 73% of parents/carers of disadvantaged students attended.</p>
4	<p>There are a large proportion of our disadvantaged cohort who also have an SEN need. This typically ranges from c.30% to 45% of the PP cohort in each year group. With these students there are concerns about the progress they are making. For example, in Y9, the current Y10 had 9 students who were below their EOY expected progress in 4 or more subjects.</p> <p>For example, in Y9, the current Y10 who are both PP and SEN were on average 5 grades below their EOY expectation. For the non-PP & SEN cohort this was 4 grades below. In the 2022 GCSE examination series, the Y11 PP and SEN were on average below in 50% of their subjects. This compares to just 25% for the non-PP & SEN cohort. This also correlates to the students</p>

	value added data where the Y11 PP and SEN were on average 5 grades below (Value Added) target by comparison to the non-PP & SEN cohort who were on average 4 grades above target (FFT20).
5	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. For example, ~30% of our students in need of peer mentoring are from disadvantaged backgrounds.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in a range of subjects.</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
Disadvantaged students' outcomes are in line with non-disadvantaged students' outcomes including with reading where they can demonstrate greater inference and deduce meaning. Students with multiple disadvantage make equal progress as non-disadvantaged students.	<p>There is no gap in the progress and attainment of our disadvantaged students by comparison to the non-disadvantaged peers.</p> <p>Disadvantaged students at St Laurence will make greater progress towards their end of Key Stage 4 targets than nationally.</p> <p>Attainment in Maths and English at GCSE is in line with the students' personal Indicator Grades (FFT20).</p> <p>Disadvantaged students achieve their End of year expectations (at Key Stage 3) particularly in English, Maths and Science.</p> <p>Disadvantaged students are provided with additional resources / interventions and revision materials to support study for their examinations.</p> <p>Disadvantaged students will be supported by Progress Mentors (where appropriate) and there will be an improvement in their Learning Profiles and/or progress data.</p> <p>All disadvantaged students will receive targeted intervention in English/Maths where appropriate.</p>
Levels of attendance of disadvantaged students are at least in line with that of non-disadvantaged students & exclusions are lower than the school average.	Attendance is in line with non-disadvantaged students' attendance.
Levels of parental engagement of disadvantaged families is at least in line with that of non-disadvantaged families.	Attendance of parents / carers of students who are disadvantaged at school events (e.g. subject evenings) will be in line with or greater than the non-disadvantaged peers.

	<p>Effective working relationships are developed between school and home and families feel supported.</p> <p>Increased engagement by students in wider-school life, including clubs, activities and trips.</p>
Disadvantaged students leave St Laurence with a reading age in line with their non-disadvantaged peers.	There is a consistent approach to literacy across the curriculum.
There is large uptake of disadvantaged students with the St Laurence Extra programme to support wellbeing, personal development and a sense of belonging.	Students will feel empowered to engage with any LOfC opportunity available to them. This will directly help to improve attendance and drive up the academic outcomes.
There is successful transition for disadvantaged students between each key stage (KS2-5) and beyond.	<p>Disadvantaged students are supported in their transition:</p> <ul style="list-style-type: none"> • between primary and secondary school so that parents/carers feel welcomed and supported; students arrive prepared for learning; punctuality and attendance is high; • in making appropriate GCSE choices so that students receive individual CEIAG advice; understand where qualifications can take them after Year 11; are encouraged to choose EBacc subjects if the students are interested in those subjects • in making appropriate post-16 and 18 choices so that they do not become NEET; understand where qualifications can take them after Sixth Form/college; do not drop out of Sixth Form if they feel an A Level pathway is right for them
Disadvantaged students leave St Laurence with high levels of personal ambition having been socially and emotionally supported.	<p>All disadvantaged students are supported in securing work-experience in Year 10.</p> <p>All disadvantaged students receive appropriate CEIAG during KS3/KS4 to support them with their option choices.</p> <p>No Y11 student will leave St Laurence School as NEET.</p>

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: £89,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i>		
Cognitive Ability Test (CATs) assessments for all Year 7 students	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction / lesson adaptation. Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)	1, 4
Continue to develop Principles of Great Teaching & Learning linked to retrieval practice	The Education Endowment Foundation (EEF) suggests a sequence of strategies, known as “the ‘five-a-day’ approach”, that act as a ‘best bet’ approach to teaching and learning (page 7). This along with the work from “Making Every Lesson Count” provides a range of key elements of Quality First Teaching that can be used by colleagues to ensure the outcomes for students are as high as possible. School planning support 2022-23 EEF (educationendowmentfoundation.org.uk)	1, 4
Implement a literacy strategy across the curriculum	Acquiring disciplinary literacy (subject specific vocabulary) is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 4
Implement Learning Passports for Y7 students who are disadvantaged so that lessons can be further adapted to meet their needs.	Within the guidance on SEN need, pupil passports are used to support teachers with adapting their lessons so that the needs of individual learners can be met. Scaffolding is seen as one of the five-a-day methods that support student progress. Whilst these are being deployed for disadvantaged students, the research suggested that tailoring lessons to individual needs can aid progress and outcomes.	1

	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	
Professional development on evidence-based approaches		
Twilight CPLD sessions focussing on T&L	Evidence suggests that in order to develop high quality teaching in all classrooms, teachers need to be able to build their own knowledge, be motivated to improve the practice through developing their teaching techniques in order to be able to embed new skills into their practice. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	
Facilitate a system of personalised continued professional learning and development (CPLD) to allow teachers to develop an area of their practice relevant to them	Evidence suggests that in order to develop high quality teaching in all classrooms, teachers need to be able to build their own knowledge, be motivated to improve the practice through developing their teaching techniques in order to be able to embed new skills into their practice. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1
Mentoring and coaching		
As part of the coaching programme use evidence-based practice in teaching to support outcomes for disadvantaged pupils.	EEF comment that quality first teaching is the most effective way to improve outcomes for disadvantaged students. The Sutton Trust research (2011) showed that high quality provision for disadvantaged students added an additional 6 months progress over a 1-year period. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1
Have a cycle of peer lesson visits to further improve the quality of teaching and learning through instructional coaching	By using such an approach, a number of the EEFs key mechanisms of effective professional development are being used to develop high quality teaching in classrooms. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1
Recruitment and retention of teaching staff		
Staff wellbeing survey	Finding out what our teachers find the most challenging about their work is important to formulating a strong retention strategy that ensures teachers have job satisfaction and clear sense of agency.	1

	Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)	
Twilight CPLD sessions focussing on wellbeing	Two sessions to staff to launch and review the wellbeing strategy, alongside lunchtime meetings with staff to help draft the strategy. Support and guidance on how to care for your own wellbeing will be provided and the culture of the school will be one that shows that 'People are our Treasure', making us a positive place to work, encouraging people to apply and stay with us. Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)	1
Continue to devise and implement a high-quality recruitment strategy including greater promotion of vacant roles	Ensuring that vacancies are available in a wide range of areas including through the active use of social media is key to attracting potential candidates. This as well as making sure that recruitment materials stand out, amongst other elements, is key to ensuring high calibre candidates are attracted to posts at St Laurence. Teacher Recruitment and Retention Strategy: Supporting teachers to make a difference (publishing.service.gov.uk)	1

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

Budgeted cost: £31,914

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions to support language development, literacy and numeracy</i>		
Intervention in Year 7 (withdrawal from French for extra English/Maths)	Internal data from 2021 suggests that of those students who received this intervention because of a need: <ul style="list-style-type: none"> • 96% of students achieved their End of Year expectations in Maths and • 96% in English. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4

Intervention in Year 7 (withdrawal from French for Passport Maths)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4
Intervention in Years 8/9 and 11 (small group extra English/Maths)	Internal data from 2022-23 suggests that of those students who received this intervention because of a need: <ul style="list-style-type: none"> • 73% of students achieved their End of Year 9 expectations in Maths and 67% in English • 81% of students achieved their End of Year 8 expectations in Maths and 75% in English • 62% of students achieved their FFT20 grade in Maths and 67% in English in Y11 <p>In KS3 / KS4 tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
“Securing a 4” option at KS4 (with extra support in English, Maths and Science)	Internal data from 2022-23 suggests that of those students who received this intervention because of a need: <ul style="list-style-type: none"> • 67% of students achieved their FFT20 grade in Maths and • 67% in English. <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4
Activity and resources to meet the specific needs of disadvantaged pupils with SEND		
Further liaison with teachers about the use of the students’ Pupil Passports and best practice to deploy these in lessons	Providing clear and concise information for teachers to ensure that lessons are appropriately adapted for all learners is key to facilitating progress of PP / SEN students. Specifically, in accordance with recommendations 2 and 3 of the EEF’s SEN guidance. This has been expanded to PP students in Y7 for 2023/24. Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)	1, 4
One to one and small group tutoring		
Mentoring with key staff (e.g. Progress Coaches; teachers) to	Using staff to support students with progress issues across a range of subjects / needs with tailored support to improve learning abilities.	1, 2, 4, 5

support progress in learning	One to one tuition EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,863

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Supporting pupil's social, emotional and behavioural needs</i>		
Additional wider support from the pastoral, safeguarding and behaviour teams (e.g. increased safeguarding capacity; family & student support workers; ELSA support) – collaboration to ensure adaptations to disadvantage student-provision are made, if necessary, to support behaviour.	<p>By furthering whole school approaches to positive behaviour management (e.g. Restorative Practice) and others, we can create an environment in which all students can thrive. This, as well as working with parents and the behaviour team will ensure that more learning is taking place within lessons.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5
Deploy Sixth Form students as peer mentors to act as additional support for students with social and emotional needs.	<p>Using older peers to act as an active role model can work to build confidence and relationships. This can help to build resilience and help to re-engage students with school as well as help to ensure attendance remains high.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	5
<i>Supporting attendance</i>		
Contact on first day of absence with parents/carers of disadvantaged students	<p>We know that there is a direct link between attendance and attainment from internal data and the national picture</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5
Challenge low attendance by ensuring that robust attendance processes are in place and	<p>We know that there is a direct link between attendance and attainment from internal data and the national picture</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3

adhered to and make use of EWO		
<i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i>		
Ensure the number of disadvantaged students taking part in trips such as Bronze DofE in 2023 at least maintains the increased number from 2022. This will be replicated across other trips e.g. Black Rock / Y8 Wellbeing Residential.	Whilst the impact of outdoor learning from the EEF is unclear, it is evident from case studies of our own students that the benefits for our disadvantaged students of LOTC are substantial for their wellbeing and attendance of school. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	2, 5
<i>Communicating with and supporting parents</i>		
Deploy Family Support Advisor to work with students who have low levels of attendance and or parental engagement	The teaching and learning toolkit outlines strategies that evidence impact and suggestions of work that can be undertaken centrally with families whose children have lower levels of attendance and parents who find it challenging to attend subject evenings. Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 3
Procedures in place to ensure more parents/carers of disadvantaged students attend subject evenings and key events	Working with parents to understand their barriers in attending subject evenings and working on these to ensure parents are aware of how to support their child's learning. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Launch of Parental engagement strategy on PD Day	Ensuring high levels of parental engagement is a valuable tool for progress of disadvantaged students. By ensuring effective communication between school and home, parents can support students with work and school with key procedures and strategies. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Facilitate time (1.5 hours) for tutors to contact PP families in their tutor group to support with higher levels of engagement	Ensuring that there is appropriate time over the year for tutors to support parents in suitable ways can support with the breakdown of potential barriers to engagement. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3

Breakfast Clubs and meal provision		
Launch and implement Breakfast Club for FSM students	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	2, 5
Providing free school meals for all FSM students	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	2, 5

Total budgeted cost: £180,732

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 2022 to 2023 academic year.

Overview of results:

Results in 2023 were a development on those in 2022. Within the GCSE cohort, 11% of students were disadvantaged. Their official Progress 8 score was -0.64. This was an improvement from the 2022 examination series. The Progress 8 score for the whole cohort was +0.24. Whilst a gap remains for our students who are disadvantaged to those who aren't, the gap is narrowing (*Figure 1*). However, when compared to the FFTs Contextual Value Added (CVA) data, our disadvantaged students marginally outperform their non-disadvantaged peers by a Progress 8 score of 0.05 (*Figure 2*). The results of disadvantaged students at St Laurence were also higher than other disadvantaged students within the local authority who achieved a Progress 8 of -0.76.

Figure 1: FFT comparison of performance between St Laurence disadvantaged (pink) and non-disadvantaged (blue) students as well as non-disadvantaged students nationally (grey).

KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall)

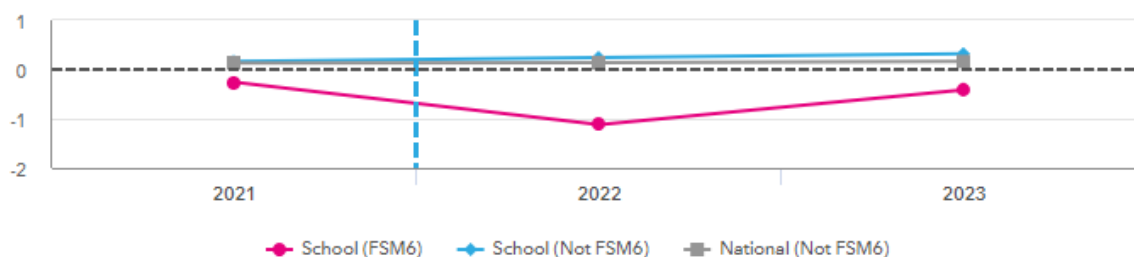
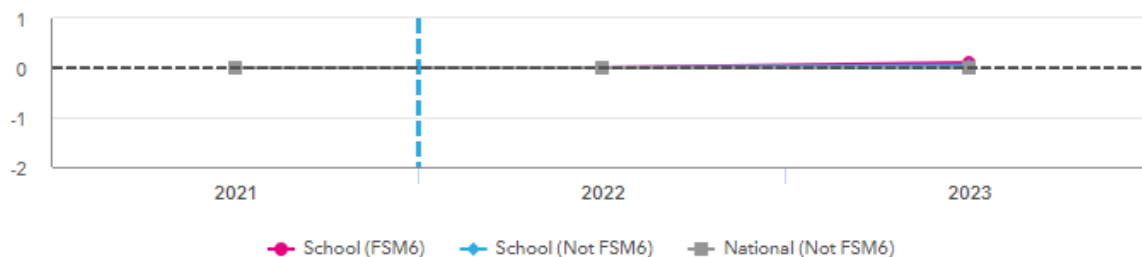


Figure 2: FFT comparison using CVA to show the of performance between St Laurence disadvantaged (pink) and non-disadvantaged (blue) students as well as non-disadvantaged students nationally (grey).

KS4 progress for disadvantaged pupils 2023

Progress 8 (Overall) ∨



Challenge 1: High quality teaching and learning

Almost 600 drop ins took place across the 2022-23 academic year which showed that a significant percentage of lessons were demonstrating elements of the EEFs “five-a-day”. This was backed up by significant levels of feedback being shown within student work and lessons. This has led to 47.5% disadvantaged students being on or above their aspirational indicator grades (FFT20) in the summer exam series (compared to 62.8% for non-disadvantaged students). This gap is mirrored in English, Maths and Science where the gap between disadvantaged and non-disadvantaged is ~15-20%. This gap is smaller when compared to expected progress (FFT50). Within KS3, gaps are not so significant within the core subjects. In some areas, the gap between disadvantaged and non-disadvantaged students is non-existent (e.g. Y7 Science) but is wider in others.

Challenge 2: Attendance

In 2021-22 the attendance figures for disadvantaged students were 86.6%. In 2022-23 this was 87.9%. This is a result of our relentless commitment to improving disadvantaged students’ attendance. There is still a gap that exists between whole school attendance, however that is despite the targeted and focused intervention on disadvantaged students. We were statistically significantly above the national picture according to FFT data provided to us. All disadvantaged students with an attendance below 91% received attendance intervention in 2022-23. The Family Support Adviser (FSA) has been directed to specifically work with disadvantaged students who are not attending well. To support school attendance meetings, Heads of House have been supplied with a template to examine the push / pull factors and barriers for non-attendance.

Challenge 3: Parental Engagement

There remain some challenges to address with parental engagement and the strategy for this is ongoing. One challenge pertains to parents’ evenings where attendance of these is shown below. There is a gap in the attendance between families of disadvantaged students by comparison to their non-disadvantaged peers. However, there are some areas of progress. For example, in 2021-22, the percentage attendance for the Y8 parents evening for disadvantaged students was 77%. A year later for that same cohort of students, that figure rose to 81%.

	PP	Non-PP	Overall
Year 7	69%	93%	89%
Year 8	62%	92%	87%
Year 9	81%	89%	88%
Year 10	77%	88%	87%
Year 11	63%	92%	88%

The FSA role is having impact with disadvantaged families. For example, in the Y6 transition process, 27 families were targeted for intervention. 96% of families responded to the request for meetings and as a result, the child has been attending regularly in Y7 this academic year. Further evidence shows that when contact is made between the FSA and a targeted family, relationships between school and home improve and intended outcomes are met. In addition, work has been done to ensure that communication between school and home uses the appropriate language and is tailored to its audience.

Challenge 4: PP and SEN dual need

In the 2022-23 Y11 cohort, there were 10 disadvantaged students who had an SEN, of which one had an EHCP. As a cohort these students were 35.8% on or above their aspiration indicator grades (FFT20) compared to 63.2% for those who were not disadvantaged but had an SEN. There are currently 16 students in this cohort in the current Y11 but internal data from Y10 suggests that this gap is predicted to be only 4%.

Challenge 5: Wellbeing

Eleven of our disadvantaged students needed and received peer mentoring in 2022-23 and all reported positive student voice following the completion of this. To support wider wellbeing and progression, 97% of disadvantaged students completed their Work Experience in Y10 and 84% of disadvantaged students attended the Y9 Black Rock trip where they developed their resilience and independence skills. Our DofE programme is open to all students and 39% of disadvantaged students completed their bronze Duke of Edinburgh award. Plans are in place to develop this further for 2023-24.

To support students who are struggling with their emotional wellbeing there are a variety of interventions that can be offered should there be the need. These include working with Relateen, our school FSA or PSA and others. By supporting the mental health and wellbeing of our students, we are attempting to ensure they have the tools to attend school with the correct mindset and therefore are able to learn.

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