

## Pupil Premium Strategy Statement



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



### Our Values

### How will we succeed?



#### Selflessness

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

#### Ambition

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

#### Collaboration

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



## Pupil Premium Strategy Statement – St James School

This statement details our school’s use of Pupil Premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	980
Proportion (%) of Pupil Premium eligible pupils	296 (30.2%)
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	September 2023 – September 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emily Harper
Pupil Premium lead	Sarah Lasker
Governor / Trustee lead	Rebecca Child

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£293,423
Recovery premium funding allocation this academic year	£81,282
Pupil Premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£374,705</b>

### Part A: Pupil Premium Strategy Plan Statement of Intent

St James is a thriving, diverse and ambitious community that is consistently one of the highest performing in the area. We perform so well because from the moment they join us, we ask our pupils to work hard and be kind. These two behaviours epitomise what we think is important for both pupils and staff alike.

We ensure that all of our pupils are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. Our disruption free classrooms enable them to develop into open minded, receptive and kind people, who embrace new ideas and change, and who enjoy life and want to explore it by experiencing new things. The arts are core to our curriculum and are the beating heart of our school.

At the core of our ambitious learning culture is a broad, knowledge-rich curriculum, which is cohesive, cumulative and effectively sequenced. Our curriculum for all pupils is academic, rigorous and challenging, and designed with long-term memory in mind; pupils’ knowledge, skills and understanding are cemented by frequent and systematic revisiting.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”; Pupil Premium students are not a homogenous group. We will ensure that all teaching staff are involved in the analysis of data, identification and bespoke intervention of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

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

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

- We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.
- All staff are aware of the disadvantaged pupils they teach, tutor or mentor: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.

We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.

- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged pupil is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop disadvantaged pupils as leaders in our community: we believe in them, even when they don’t believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We build positive relationships with all the families of disadvantaged pupils. We appreciate how timely and consistent contact strengthens the bond between home and school, developing the trust needed to ensure positive communication and, ultimately, outcomes.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged pupils. We have a school community larder, built through the generosity of the community, that can be accessed by all.

- We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered. Pupils are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all pupils to broaden their horizons.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>The progress of disadvantaged students compared with their non-disadvantaged peers.</b></p> <p>Educational qualifications are the key to social mobility; the capacity to move out of poverty and other forms of socioeconomic disadvantage. In 2023, this gap between our PP pupils and their non-PP peers was significant compared to the positive progress we had seen for the four year previously; we must close this gap to ensure the greatest parity for our learners.</p> <ul style="list-style-type: none"> <li>• The gap between PP and non-PP pupils in English Language is -0.97.</li> <li>• In Maths for 2022-2023, the progress gap between PP and non-PP students was 0.5.</li> <li>• In EBACC subjects there was an overall difference of -2.06 between PP and non-PP students; DS students accounted for 17% of the cohort.</li> <li>• In the Open Bucket subjects last academic year, there was a -0.1 difference in the progress between PP and non-PP pupils.</li> </ul>
2	<p><b>Weaker literacy skills.</b></p> <p>On average, disadvantaged students have reading age below chronological age on entry causing poorer attainment and progress across the curriculum.</p> <ul style="list-style-type: none"> <li>• 46% of pupils who have a standardised reading score of below 85 are pupils in receipt of PP.</li> <li>• PP pupils were over represented in literacy groups last year making up 49% of pupils.</li> <li>• Proportionally fewer pupils achieved a distinction in the spoken language endorsement last academic year with 33% of non-PP pupils achieving a distinction versus 22% of PP pupils.</li> <li>• Disadvantaged students are less likely to read for pleasure compared with non-disadvantaged students; only 24% of books taken out of the library last year were from PP pupils.</li> </ul>
3	<p><b>More frequent behaviour difficulties.</b></p> <p>Disadvantaged pupils are more likely to receive behaviour points (BPs), spend time in Reset and receive a suspension. This has an effect on their academic progress. For the academic year 2022-23:</p> <ul style="list-style-type: none"> <li>• Number of suspensions per student: 43 (non-PP) versus 76 (PP).</li> <li>• Number of permanent exclusions: 1 (non-PP) versus 0 (PP).</li> <li>• Due to a change in the MIS, number of Behaviour Points and days in Reset are not available for 2022-2023.</li> </ul>
4	<p><b>Attendance issues.</b></p> <p>Disadvantaged students are more likely to have attendance below the national average. Additionally, PP pupils are disproportionately persistently absent from school.</p> <ul style="list-style-type: none"> <li>• Almost half of pupils (46%) in receipt of PP were persistently absent last academic year (under 90%)</li> </ul>

5	<p><b>Parental engagement and contact with home.</b></p> <p>Relationships have been continuously highlighted as, arguably, the most important element when addressing educational disadvantage in schools. We must connect in order to reach and impact the lives of our PP families.</p> <ul style="list-style-type: none"> <li>• Parents evening attendance – Only 15% of the parents who attended parent evenings were from PP families.</li> <li>• In the previous academic year, contact home by school was more likely to be negative than positive for PP students, as demonstrated through the behaviour difficulties data.</li> <li>• For the first ‘Parent Support Event’ in September 2023, 32 families attend. Only 2 of these families are PP families.</li> </ul>
6	<p><b>Accumulation of skills and experiences needed to improve social capital and aspirations.</b></p> <p>Disadvantaged young people are almost twice as likely to drop out of their post-16 course compared with non-disadvantaged peers. Opportunities to build resilience and skills beyond the classrooms must be ensured for all PP pupils.</p> <ul style="list-style-type: none"> <li>• None of our successful applicants for Scholarships or the Reach Academy were PP pupils.</li> <li>• PP pupils account for 20% of the Student Leadership team, which is an under-representation of our disadvantaged population.</li> <li>• All 5 of our NEET pupils last academic year were PP pupils.</li> <li>• PP students are under-represented in our outdoor learning curriculum; significantly far fewer PP students undertake the Duke of Edinburgh Award Scheme and/or participate in the Ten Tors Challenge.</li> <li>• Fewer PP students are involved in our extra-curricular activities.</li> </ul>
7	<p><b>Economic hardship.</b></p> <p>Our school serves an incredibly comprehensive community with some of our families relying on our hardship funds more now than ever; our students fundraise on a half termly basis to donate to this fund.</p> <ul style="list-style-type: none"> <li>• 94% of families accessing the Hardship Fund are PP.</li> <li>• FSM families account for 87% of those accessing the fund.</li> <li>• 100% of the hampers given to the community last year were for PP families.</li> <li>• In 2023-24, 12% of our FSM students are long term disadvantaged (80% of their life on FSM)</li> </ul>
8	<p><b>Challenging home life situations.</b></p> <ul style="list-style-type: none"> <li>• 100% of our pupils under Child Protection (CP) were PP pupils.</li> <li>• 76% of Children In Need (CIN) last academic year were PP pupils.</li> <li>• 68% of pupils in receipt of Early Help (EH) last academic year were PP pupils.</li> <li>• 86% of CIC (Children in Care) are in receipt of PP funding.</li> </ul>

## Intended Outcomes and Review

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
To average attainment and progress between PP pupils and their non-PP peers by 2026.	<p>60%+ of PP pupils will achieve a grade 5+ in English Language, in line with their non-PP peers by 2026.</p> <p>60%+ of PP pupils will achieve a grade 5+ in Maths, in line with their non-PP peers by 2026.</p> <p>80%+ of PP pupils will achieve a grade 4+ in English Language, in line with their non-PP peers by 2026.</p> <p>80% of PP pupils achieve a grade 4+ in Maths, in line with their non-PP peers by 2026.</p> <p>Reduce the progress gap between PP and non-PP pupils to 0 by 2026.</p> <p>There will be at least a proportionate number of pupils in receipt of PP undertaking the EBACC by 2026.</p> <p>Across the Open Bucket subjects, the DS gap will reduce to 0 between PP and non-PP pupils by 2026.</p>
Improve oracy and literacy skills.	<p>The number of pupils achieving the higher grades (distinction and merit) in the Spoken Language Endorsement will increase in line with non-PP peers.</p> <p>Book looks across the year groups will show that disadvantaged students are using academic sentence starters, or as appropriate for higher level.</p> <p>PP pupils who are part of the Literacy Intervention Pathway will improve their SAS (Standardised Assessment Score) in line with their chronological age.</p> <p>PP pupils who take part in the University of Exeter tutoring programme will demonstrate improvement in their end of course test.</p> <p>There will be an increase in the number of disadvantaged pupils taking books from the library to read for pleasure.</p> <p>All pupils will read at least three books per year in Canon</p>
Improve behaviour.	<p>There will be a reduction in behaviour points for pupils in receipt of PP.</p> <p>There will be a reduction in Resets for pupils in receipt of PP.</p> <p>There will be a reduction in suspensions for pupils in receipt of PP.</p> <p>There will be a reduction in the number of PP pupils permanently excluded from school.</p>
Improve attendance.	<p>Persistent absence for disadvantaged students will reduce.</p> <p>Overall PP attendance will be above national (92.8%)</p>
Improve parental engagement and contact with home.	<p>The number of parents of pupils eligible for PP attending parent/carer evenings will be in line with their peers who are not in receipt of PP.</p> <p>Families of all PP students will be contacted half termly as a minimum, with close monitoring to ensure parity.</p> <p>There will be an increase in attendance at the 'Family Support Evenings' for PP pupils, in line with non-PP families.</p>

<p>Facilitate the accumulation of skills and experiences needed to improve social capital and aspirations.</p>	<p>There will be an increase of a third in the amount of participation in exercise for our disadvantaged pupils through our elective programme.</p> <p>There will be an increase in the amount of participation in exercise for our disadvantaged pupils through extra-curricular clubs, reflective of the PP population</p> <p>The number of PP pupils participating in the DofE Award Scheme will be 33%, reflective of the PP student population.</p> <p>The number of PP pupils undertaking the Ten Tors challenge will be 33%, reflective of the PP student population.</p> <p>Every PP pupil will take part in at least one elective activity per week, in line with non-PP students.</p> <p>Every PP pupil will attend at least 1 educational off-site visit each year, in line with non-PP students.</p> <p>Every PP student will have at least one meaningful encounter with an employer every year they are at school.</p> <p>There will be at least a proportionate number of pupils in receipt of PP in leadership positions.</p> <p>Every pupil will be given a KS4 Careers appointment, with a follow-up appointment for all PP pupils to ensure clarity and consistency of chosen pathway.</p> <p>Every PP pupil will have the opportunity to have lessons and graded examinations in a musical instrument</p> <p>At least 70% of those entitled to PP will attend a high-quality work experience placement; those remaining in school will participate in employer workshops.</p>
<p>Tackling economic hardship.</p>	<p>All families of PP pupils will be contacted regarding the Household Support Fund.</p> <p>PP pupils in need of additional funding will be given money from the school's Hardship Fund.</p> <p>Food poverty will decrease, demonstrated by delivering of hampers, use of the on-site Community Larder and parents using the booking system.</p> <p>PP pupils will be given free stationary and revision guides, with uptake monitored and highlighted to those not partaking.</p> <p>Fully funded places for the DofE Award Scheme will be allocated to PP pupils via a scholarship programme.</p>
<p>Supporting challenging home life situations.</p>	<p>PP pupils with complex family situations will be supported through Early Help and will meet at least three times each academic year.</p> <p>Mental health support will be available through more avenues: the mentoring programme, CBT referrals and anger management.</p> <p>Pupil Passports created for PP pupils who are CP, reviewed termly in order to remove barriers to learning.</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.

## Activity in this Academic Year

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

## Teaching

**Budgeted cost: £187,353**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching programme of teacher development.	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in 'Leverage Leadership' by Paul Bambrick-Santoyo.	1, 3
Innovative and robust Teaching and Learning model.	Our model of teaching and learning has been informed by the Great Teaching Toolkit (2020) by Rob Coe et al, published by Evidence Based Education. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the WALKTHRU series to ensure that we have a shared pedagogical understanding and practice.	1, 3
A targeted additional literacy curriculum	<p>Myhill (2012) showed grammar in context teaching improved test scores: 'a simple two-sample t-test suggests a highly significant (<math>p &lt; 0.001</math>) positive effect size of 5.11 percentage marks for the intervention in terms of improvement in writing attainment.'</p> <p>The EEF found that reading comprehension strategies have a 'high average impact of 6 months additional progression over the course of a year.'</p> <p>The EEF found that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need. Diagnostic assessment can be used to assess the best way to target support.</p>	1, 2, 3
Cyclical assessment and feedback week model.	<p>Roediger et al state that 'regular retrieval practice is important, because active retrieval aids later retention.</p> <p>Testing will also identify gaps in knowledge, lead to more learning on the next study session and produce better organisation of knowledge.</p> <p>Ebbinghaus' model of the forgetting curve demonstrates that active recall is an effective means of retaining long term knowledge.</p> <p>Sweller's cognitive load theory has implications for learning materials which must, if they are to be effective, keep cognitive load of learners at a minimum during the learning process.</p>	1, 2
Investment in Canon	'Developing students' ability to read complex academic texts' is one of the key strands of the EEF's 'Improving Literacy in	1, 2



	<p>Secondary Schools'. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students comprehension.</p> <p>A school's canon enhances students' reading skills through a range of culturally diverse and thought-provoking texts, ultimately creating a sense of shared experience and cultural capital: 'Schools can re-create this idea that we are going to set up our own standards of greatness: an internal canon that serves our school community.' (Lemov, 2021)</p>	
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### Targeted academic support

Budgeted cost: £93,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use Lexia Literacy as a targeted intervention.	<p>Based on the strength of existing studies, Lexia's large user base across England and a strong alignment to their guidance reports on improving Literacy, the EEF identified Lexia as a promising program to investigate and are currently evaluating its effectiveness in 50+ primary schools.</p> <p>Lexia UK sent various datasets in 2007 and again in 2012. Three studies (Norfolk, York, Cumbria) were based on the computer-installed system. Norfolk and York showed useful to substantial gains in comprehension, Cumbria demonstrated useful gains in reading accuracy, and York and Cumbria showed useful gains in spelling. A project in Darlington using the web-based system showed a useful gain in reading</p>	1, 2
All pupils will take the NGRT 3 times per academic year.	The EEF found that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which maybe subject specific.	1, 2
A daily Homework Club for 2 hours after school each day led by trained staff.	The EEF found that programmes which extend school time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1, 2
Targeted support delivered by trained Teaching Assistants.	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	1, 2
Year 11 Study Support Group	The EEF found that programmes which extend school time have a positive impact on average. With a specific focus on year 11 and	1, 2

	their exam pressures, in an off-site provision, this group is likely to have the academic benefits that are linked to extended hours provision.	
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**Wider strategies**  
**Budgeted cost: £93,676**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pastoral Support Manager.	<p>The EEF found that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Evidence from the EEF suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills, which can lead to poorer mental health and lower academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	3, 4, 5, 7, 8
School Mentor– Delivering Early Help and counselling as well as signposting wider interventions.	<p>The EEF found that, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds.</p>	4, 5, 7, 8
Re-engagement Hub	<p>The EEF acknowledges that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended.</p> <p>The behaviour or learning conceptual framework adapted from Powell and Tod 2004, recognises the need for three learning elements, if a student is to be successful: increasing engagement, improving access and ensuring participation.</p>	3, 4, 5, 6
Electives: Compulsory enrichment for 1 ½ hours each week: creativity, activity & service.	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills are more important in determining life chances.</p> <p>Darling-Hammond, Linda; Cook-Harvey, Channa M. 2018) stated that 'effective learning depends on rich, hands-on learning experiences and explicit integration of social, emotional, and academic skills' whilst David Schoem, Christine Modey, Edward P. St. John (2023) went so far as to suggest 'educational outcomes include deep learning, individual well-being and academic success that extends to all students, including those who are usually underrepresented in educational achievement'.</p>	4, 6

Breakfast Club.	In the 2022 impact report from the government backed National School Breakfast Programme, breakfast clubs have far-reaching benefits for pupils. Of the Headteachers surveyed, 99% said they felt the readiness to learn of their students improved, whilst 93% said they felt the social skills of their students improved as a result of the breakfast club. Anecdotally, Headteachers reported that punctuality across KS3 increased as a result of the provision.	4, 7
Targeted use of external providers (Exeter City Chances, Torlands) who help pupils to remain in mainstream education.	The EEF acknowledge that some pupils require more specialist support to help manage their self-regulation or social and emotional skills; it is at pains to emphasise the need for quality and timely provision for these students.  Research from the EEF discovered that the average impact of behaviour interventions is four additional months progress over the course of a year. This was particularly the case when considering off-site community provision, which was highlighted as having a particularly positive impact on pupils return to mainstream education.	6, 7
All pupils receive high quality careers advice.	The EEF found that ‘young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need’. The EEF looked at a number of studies and 60% of these provided largely positive findings of educational outcomes, 67% provided evidence of positive economic outcomes and 62% of these provided evidences of positive social outcomes.	6
A school minibus.	Research for The Social Mobility Commission by the University of Bath has reported that household income is by far the most important factor driving gaps in participation, with children from the poorest households much less likely to take part in all types of extra-curricular activities, but especially music and sport.  The Ofsted framework has identified three barriers to participation in extra – curricular activities: <ul style="list-style-type: none"> <li>• The direct cost of an activity and /or the associate costs of equipment or transport.</li> <li>• Difficulties managing family logistics (timings and schedules)</li> </ul> Concerns about physical safety of children traveling unaccompanied from school to another venue	4, 6, 7
Home Liaison Officer.	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%.  ‘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.  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.	4, 5, 8
Careers South West.	Sim, Dr A-M and Major, Professor L. (2022) in ‘Social Mobility in the South West: Levelling up through Education’ cited ‘a low skill equilibrium for young workers...of low-wage, part-time, casual	6

	and seasonal work and offer poor opportunities for progression' in the Devon area, highlighting the need for aspirational and supported transition work.	
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**Total budgeted cost: £374,705**

## 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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the gap between PP and non-PP pupils overall was PP -1.96. In English Language, the gap was -0.97 and in Maths for 2022-2023, the progress gap was 0.5. In EBACC subjects there was an overall difference of -2.06 between PP and non-PP students; DS students accounted for 17% of the cohort. In the Open Bucket subjects last academic year, there was a -0.1 difference in the progress between PP and non-PP pupils.

To help us gauge the performance of our disadvantaged pupils we compared their 2023 results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that there remains a significant gap between our PP pupils and our non-PP pupils. In 2023, this gap widened after four years of a closing trend. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that attendance nationally for 2022-23 was below pre-Covid levels; almost half of pupils (46%) in receipt of PP were persistently absent. PP students remains underrepresented in extracurricular clubs and outdoor learning however there has been an increase in the number of students undertaking Ten Tors and Student Leadership roles.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to embed the core teaching cornerstones of incremental coaching, timely literacy intervention (Sparx Reader, NGRT, Lexia) and robust cyclical assessments, but that these must be underpinned by a stronger focus on raising attendance (Home Liaison Officer/Assistant Head of Key Stage roles) and by strengthening work within the community (positive communication tracking/St James Community Food Larder). In order to fully appreciate the effectiveness of these strategies, more vigorous data collection must take place of DS across academic subjects, interventions and activities; we must ensure parity of representation. We must continue to invest in specialised and timely intervention for those DS students who are struggling in their lessons, always with a view to them re-joining the right aspirational academic pathway when it is time. Our Personal Development program is strong and we need to make sure our DS get the most out of this by having double careers appointments, HPA and LPA pathways and powerful works experience placements.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## 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
Sparx reader	Sparx
Sparx maths	Sparx
Lexia	Lexia
Little Wandle	Little Wandle. (No cost. Pilot school)
Ark Mastery	Ark Curriculum + (No cost. National trial school)
Educake	Educake
NGRT (New Group Reading Test)	GL Assessment
Chances (Dawlish)	SPACE
Torland's Medical Provision	Wave Multi Academy Trust
Exeter City Chances Mentoring Programme	Exeter Works
Exeter Chiefs Engagement Programme	Exeter Chiefs Foundation
SupportEd	SupportEd
Exeter City, Aspire Programme	Aspire
Nature's Challenge	Nature's Challenge CIC
South West Intervention Service	South West Intervention Service
Hair at the Academy	Hair at the Academy
Poles Apart	Poles Apart Alternative Provision
Team Educate	Team Educate
121 Mentors	121 Mentors
Kerboodle	Oxford University Press
Quizlet	Quizlet Inc
Up Learn	Up Learn Ltd
TES	TES Global
Mathsbox	Mathsbox Ltd
Pinpoint Learning	Pinpoint Learning Ltd
PIXL	The PiXL Club
Exampro	AQA
Lablogger	Room 40 Ltd
Internet Geography	TA Cre8tive IT Solutions
PE Scholar	PE Scholar
Twinkl	Twinkl Global HQ

## Service Pupil Premium Funding

We have no service children on roll at present (November 2023)

**Further Information (optional)**

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