

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	Hardenhuish School
Number of pupils in school	1,242 (Year 7 to 11)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Third year of three-year plan
Date this statement was published	1 st November 2023
Date on which it will be reviewed	1 st November 2024
Statement authorised by	Lisa Percy
Pupil premium lead	James Woollin
Governor / Trustee lead	Andrew Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,460
Recovery premium funding allocation this academic year	£58,020
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	£271,480

Part A: Pupil premium strategy plan

Statement of intent

At Hardenhuish School, all members of staff and the governing body are committed to improving the progress of disadvantaged learners and to meeting their academic, pastoral and social needs within a caring and nurturing environment. We strive to ensure that each child will develop a love for learning and acquire skills and abilities that allow them to fulfil their potential, academically and as adults, finding employment.

This strategy outlines the main barriers to disadvantaged learners' success and the actions the school will put in place to try to overcome these barriers so disadvantaged learners can make progress in line with their non-disadvantaged peers.

The key principles of this plan are to improve the progress and attendance of disadvantaged learners by:

- Providing consistently high-quality teaching and learning experiences in lessons for all pupils.
- Ensuring an appropriate curriculum that provides the greatest opportunity for learners to be successful in achieving qualifications and is aspirational by creating future opportunities for all pupils (including alternative provision where necessary).
- Supporting disadvantaged pupils to improve their literacy and numeracy skills, learning skills, social/emotional intelligence and/or self-belief where needed.
- Supporting disadvantaged pupils to settle into the school positively and by monitoring their progress and wellbeing; providing appropriate support and intervention where needed.
- Encouraging disadvantaged pupils to be fully involved in the wider life of the school (including additional revision sessions).
- Continuing to build positive partnerships with parents of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	The impact of periods of school closure during the Covid 19 pandemic may more adversely affect disadvantaged pupils. This is evidenced by data that shows less engagement in home learning from FSM6 pupils.
2	Lower attendance. There is a statistical correlation between the lower attendance of disadvantaged pupils (FSM6) and their lower attainment and progress.
3	School data shows that disadvantaged pupils (FSM6) have a statistically higher chance of Special Educational Needs, lower levels of literacy, social/emotional intelligence or a less positive attitude toward school and self.

4	Less parental engagement. Data has shown that parents of disadvantaged pupils have lower amounts of engagement with the school. This is less helpful for providing a joined-up message between school and home about the value of education and related expectations.
5	Relatively high levels of mobility mean Services children may need support starting new schools with different curriculums/exam boards/specifications.
6	There is potential for an impact on wellbeing when parents of Services pupils are deployed or working away from home.

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
The academic progress of disadvantaged pupils from KS2 to KS4 is in line with that of non-disadvantaged pupils.	Progress 8 data for disadvantaged pupils is similar to that of non-disadvantaged pupils (or there is a closing gap from previous years). In addition, the percentage of disadvantaged pupils achieving the Basics Measure of grade 9-4 in both English and Maths and the Attainment 8 score of disadvantaged pupils is similar to that of non-disadvantaged pupils.
The attendance of disadvantaged pupils is broadly in line with that of non-disadvantaged pupils in school and compared to national data.	The average attendance percentage for Years 7 to 11 in Terms 1 to 5 is similar to that of non-disadvantaged pupils (or there is a closing gap from previous years). The average percentage of disadvantaged pupils who are persistent absentees (below 90% attendance) is similar to that of non-disadvantaged pupils.
The post-16 destinations of disadvantaged pupils are appropriately challenging and aspirational (in line with pupils' potential).	Destinations' data shows that no disadvantaged pupils are NEET and that all are accessing courses post 16 at an appropriate Level.
The involvement of disadvantaged pupils in the wider life of the school is broadly in line with that of non-disadvantaged pupils.	Club and trip registers show that the percentage of disadvantaged learners attending is broadly in line with that of non-disadvantaged learners.
The attitudes to school and self of disadvantaged pupils are positive.	PASS survey data shows disadvantaged learners have an overall positive outlook regarding themselves and school and there is no significant gap in the responses of disadvantaged and non-disadvantaged learners.

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: £135,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop Individualised Instruction approaches for disadvantaged learners; using strategies advocated in the ‘five-a-day approach’ to teaching.</p> <p><i>We will maintain the expectation that all teachers have knowledge of who their disadvantaged pupils are and what their respective needs are; including ‘need to know’ knowledge of any adverse childhood experiences, related gaps in knowledge and skills from period of school closure and strategies for best supporting these pupils. This will be based around the ‘five-a-day’ approach to teaching (Explicit Instruction, Cognitive and Metacognitive Strategies, Scaffolding, Flexible grouping and Using Technology). Staff will be supported in this through the creation of pen profiles for disadvantaged learners and through relevant CPD.</i></p> <p>BY: Ongoing</p>	<p>The Education Endowment Foundation (EEF) has provided evidence that Individualised instruction can lead to an increase in progress of 4 months over the course of a year for relatively little cost.</p> <p>EEF research evidence suggests the ‘five-a-day’ approach to teaching can have a positive impact across phases for all pupil groups. All five of these strategies have been advocated in CPD in the past 2 years (although not packaged as ‘five-a-day’) and will continue to be a basis for CPD this year.</p>	<p>1, 2, 3, 5, 6</p>
<p>Adjust the Attainment targets for FSM6 pupils so they are in line with non-disadvantaged expectations.</p> <p><i>Consider raising attainment targets for disadvantaged pupils so pupils will be noted as underachieving earlier in their school careers and then be provided with earlier support and intervention, closing gaps as they reach KS4.</i></p> <p>BY: 01/01/2024</p>	<p>The Raising Achievement in Disadvantaged Youths project (RADY) in the Wirral has shown that this strategy leads to earlier intervention and closes gaps throughout KS3 and into KS4. Through this strategy, disadvantaged pupils make more progress than their peers due to inflated expectations.</p>	<p>1, 3</p>

<p>Ensure the quality of feedback and formative assessment to disadvantaged learners from teachers is regular and effective at identifying strengths and areas for development.</p> <p><i>Teaching staff should prioritise disadvantaged learners when marking books and providing verbal feedback to ensure the quality of the feedback is high. Regular CPD and sharing of good practice regarding feedback will continue to support staff to achieve this.</i></p> <p><i>Teachers should also use diagnostic assessment to indicate where disadvantaged pupils need more development and provide additional support as needed.</i></p> <p>BY: Ongoing</p>	<p>The EEF research has shown that effective feedback to learners can add 6 months' progress over the course of a year for relatively little cost.</p>	<p>1, 2, 3</p>
<p>Employ additional teaching staff in the core subjects to enable additional groups in Key Stage 3 and Key Stage 4, reducing class sizes in these subjects, and enabling the 5 Team pathway that provides additional Maths and English lessons to pupils who would benefit through Key Stage 4.</p> <p><i>Statistically, a large proportion of disadvantaged learners have prior attainment that places them on the 5 Team pathway.</i></p> <p>BY: Ongoing</p>	<p>The EEF research suggests that reducing class sizes can add an additional 2 months' progress per year for pupils but states this is an expensive strategy. However, a linked effect of this strategy is that teachers have fewer pupils in each group to give feedback to, which should increase the quality of this.</p>	<p>1, 3</p>
<p>Ensure Teaching Assistants are effectively utilised to support and enhance the quality of teaching in the classroom.</p> <p><i>Statistically, a large proportion of disadvantaged learners at Hardenhuish also have diagnosed special educational needs, which can be supported by effective partnerships between the teacher and TA.</i></p> <p>BY: Ongoing</p>	<p>The EEF has evidence that deploying Teaching Assistants to support teaching can lead to an add 4 months' progress over the course of a year for a moderate cost. However, the EEF are clear that high quality teaching remains the most important lever for improving outcomes and, therefore, it is important for teachers to ensure that pupils receiving additional support from TAs supplements teaching and does not reduce the number of high-quality interactions they have with pupils.</p>	<p>1, 2, 3</p>

<p>Ensure pupils have access to teaching resources needed to engage in learning.</p> <p><i>Pupils in receipt of free school meals will be provided with course texts, revision guides and needed stationary to ensure they have appropriate access to learning and can prepare for assessments.</i></p> <p>BY: Ongoing</p>	<p>Research conducted by the Child Poverty Action Group on the effects of the Covid 19 pandemic found in June 2020 that children from disadvantaged backgrounds were twice as likely to say that they lacked all the resources they needed to support learning at home, with 40 per cent saying they were missing at least one essential resource. Supporting disadvantaged learners to overcome this barrier to learning by providing resources will therefore improve their opportunities to be successful.</p>	<p>1, 2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Literacy Lead to coordinate whole school strategies for identifying needs and supporting pupils with the literacy skills required for accessing the curriculum and making good progress.</p> <p><i>The person in this roll will prioritise disadvantaged learners for support and liaise with parents about the plans, utilising additional diagnostic testing to identify the pupils most in need.</i></p> <p>BY: 01/09/2023</p>	<p>The EEF research has found that the average impact of small group tuition (1-5 pupils) is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that the greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>1, 2, 3, 4</p>
<p>Ensure literacy and numeracy interventions are in place for disadvantaged students in need at both Key Stage 3 and 4</p> <p><i>Utilising any additional grants for tutoring that are available to achieve this. The school will utilise school led tutoring where available and consider NTP tutors if needed to deliver small group tutoring that improves the attainment and progress of identified pupils.</i></p> <p><i>Heads of English and Maths will also hold 3 meetings during the year with LM/PM of Year 11 to discuss the needs of all disadvantaged pupils and plan to support them accordingly.</i></p> <p><i>Parents will be engaged in the plans for support.</i></p> <p>BY: 01/01/2024</p>	<p>The EEF research also shows that the average impact of behaviour interventions is also four additional months' progress over the course of a year. Evidence shows that behaviour interventions can produce moderate improvements in academic performance along with problematic behaviours. Focussing on improving pupils' cognitive and social skills are effective.</p>	

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<p>Ensure all disadvantaged pupils in Year 7 to 11 are met with regularly to check on progress and ensure a sense of belonging in the school.</p> <p><i>Deputy Headteacher and Learning Managers to build on the successes of Summer School and coordinate a programme for disadvantaged learners, ensuring academic and pastoral support is given and parents are engaged with the school. This will be maintained in Year 8 and with Year 11 (building on the successes of the Aspire 7 and Aspire 11 groups last year).</i></p> <p>BY: 01/01/2024 and ongoing</p>	<p>See above.</p>	
<p>Successful Lives tutor programme continues to develop to meet the needs of pupils.</p> <p><i>This programme will include learning to learn activities where pupils will gain effective study skills as well as considering the wider social and emotional aspects of learning (including growth mindsets).</i></p> <p>BY: Ongoing</p>	<p>The EEF research has shown that supporting learners to understand metacognition and self-regulation can lead to seven additional months' progress over the course of a school year. Such strategies help learners to take greater responsibility for their learning and better understand what is required for them to succeed.</p> <p>In addition, social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The EEF research suggests that such strategies can improve academic progress by 4 months over the course of a year but also provide other, non-academically measured benefits to young people.</p>	<p>1, 2, 3</p>
<p>Elevate services brought in to encourage self-belief and develop study skills of Y10 pupils.</p> <p>BY: 02/11/23</p>		

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

Budgeted cost: £67,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to subsidise the employment of Pastoral Managers in every year group and in SEN to provide support and intervention for disadvantaged pupils when needed.</p> <p><i>Utilise Pastoral Managers to positively engage parents in any necessary learning/behaviour/attendance support.</i></p> <p><i>Pastoral Managers also support transition of Services pupils by: Organising buddies and mentors. Taking a personalised approach to their transition, staying in touch and checking on their progress and helping service and civilian pupils keep in touch with friends who have left.</i></p> <p>BY: Ongoing</p>	<p>Benard, B. (1995). <i>Fostering resilience in children</i> states that effective pastoral care can improve students' attendance and retention rates; foster an orderly atmosphere where all students can access opportunities and enhance their academic achievements as well as promoting tolerance, teaching respect for self and others, resilience, fairness and equal opportunities for all. Effective pastoral care is linked to academic engagement and performance (Furrer, C., & Skinner, E. (2003). <i>Sense of relatedness as a factor in children's academic achievement and performance.</i>).</p> <p>Furthermore, the EEF research suggests that parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>2, 3, 4, 5, 6</p>
<p>Subsidise the employment of Learning Managers for each year group to positively engage parents in any necessary learning/behaviour/attendance support.</p> <p><i>Learning Managers also support the transition of Services pupils from a learning perspective by ensuring the transfer of records about attainment, needs, experience and topics covered is communicated to CLs and setting is appropriate.</i></p> <p>BY: Ongoing</p>	<p>Research by the Service Children's Progression Alliance has also found that a robust and supportive transition procedure for pupils both entering and leaving schools is a priority (not only may Service children relocate more than non-Service children, but many move in the middle of the school year). Therefore, Service children may require bespoke pastoral and academic support for repeated transition.</p>	<p>2, 3, 4, 5</p>

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<p>Provide access to a counsellor if required (prioritising disadvantaged pupils for support).</p> <p>BY: Ongoing</p>	<p>The Department for Education’s Counselling in Schools document recognises that effective counselling is part of a whole school approach to mental health and wellbeing and provides evidence that there is a much higher prevalence of mental health issues for vulnerable children and young people and they often have multiple issues.</p>	<p>2, 3, 5, 6</p>
<p>Maintain the appointment of Attendance Support and Intervention Lead worker.</p> <p><i>With 2 days designated each week, the ASIL tracks the attendance of identified disadvantaged pupils and to support pupils and parents to improve their attendance.</i></p> <p>BY: Ongoing</p>	<p>The EEF research has found that, although difficult to achieve, the average impact of approaches that engage parents is about an additional four months’ progress over the course of a year.</p> <p>Furthermore, research from the Welsh Assembly shows that communicating frequently with parents about attendance in ways which emphasise the responsibility and role of parents in partnership with the school and including them in positive achievements and improvements is effective at improving attendance. This research also found that the use of targeted intervention and support in areas of specific need can be very effective in improving attendance, such as having meetings with parents to discuss strategies in school and at home, and the production of action plans, which encourage regular school attendance.</p>	<p>2, 4</p>
<p>Ensure sufficiently aspirational careers advice and guidance is available (prioritising disadvantaged pupils for support)</p> <p><i>This strategy will include the setting up of programme in Key Stage 3 that encourages pupils from disadvantaged backgrounds to consider a variety of aspirational destinations (utilising connections with the employers and the Wessex Inspiration Network who are working to increase social mobility through higher education in the area).</i></p> <p>BY: 01/03/2024</p>	<p>Research by the EEF suggests that raising aspirations is often believed to incentivise improved attainment. This can occur by highlighting to children and young people the possibilities they can hope to achieve for themselves in the future and understanding that, to meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. However, the evidence for this is considered weak.</p>	<p>3, 4</p>

<p>Contribute to the costs of alternative provision for disadvantaged learners where appropriate.</p> <p><i>A small number of disadvantaged learners, who have struggled to engage in mainstream education, may benefit from a more bespoke educational package such as days at Wiltshire College or working with other external providers to give them the appropriate support for the next phase of their education.</i></p> <p>BY: Ongoing</p>	<p>Pupil evaluations have shown that providing them with opportunities to engage in alternative provision (such as vocational learning) has helped improve their self-esteem, confidence and inter-personal skills, as well as providing clearer pathways for post 16 education.</p> <p>Alternative provision also provides opportunities for pupils to consider social and emotional aspects of learning, the benefits of which have been discussed above.</p>	<p>2, 3</p>
<p>Continue to reduce financial barriers to accessing extra-curricular opportunities by offering a 50% discount on costs for FSM pupils.</p> <p>BY: Ongoing</p>	<p>The International Journal of Science and Technology Education Research has suggested that after school extracurricular activities and trips have long been recognised for contributing many ways to the enhanced school experience as well as to the increased social skills of students. Besides creating a school culture and promoting school spirit, extracurricular activities have been found to have a relationship with students' academic performance through the development of responsibility, discovering their abilities and interest, self-discipline and leadership skills.</p>	<p>2, 3, 4</p>
<p>Y6 into Y7 Summer School for PP pupils helps to successfully prepare pupils for transition to Hardenhuish.</p> <p><i>Parents invited to end of Summer School celebration of achievements.</i></p> <p>BY: August 2024</p>	<p>The EEF research has shown that, on average, evidence suggests that pupils who attend a summer school make approximately 3 additional months' progress compared to similar pupils who do not attend. Greater impact can be achieved when summer schools are intensive, well-resourced and involve small group teaching from experienced teachers.</p>	<p>2, 3, 4</p>

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<p>Explore strategies to improve take up of meals from the canteens by FSM pupils.</p> <p><i>Data from Manor Catering showed that, on average, children eligible for Free School meals only use their credits at the canteen 46% of the time.</i></p> <p><i>Utilise pupil voice in finding out why take up is low.</i></p> <p>BY: 01/01/2024</p>	<p>The Impact on Urban Health organisation's research found evidence linking school meals to improved educational attainment and a host of social, financial and health benefits.</p>	<p>2, 3</p>
<p>Work with a Community Development Worker (CDW) from the Army Welfare Service – Community Support to set up a regular club for Services children.</p> <p><i>Club can meet regularly at the school and CDW has offered to facilitate games and activities for them (although a member of staff will need to be present). This will be a vehicle for the Army Welfare Service to promote their school holiday programmes to their target audiences.</i></p> <p><i>This was something surveyed Services pupils asked to be set up before the pandemic.</i></p> <p>BY: 01/01/2024</p>	<p>The DFE's Peer support and children and young people's mental health research review - March 2017, states the positive effect of participation for peer supporters, including improvements in skills, self-confidence, and relationships.</p> <p>Studies also report that projects can produce wider 'whole school' benefits, bringing positive benefits to the school environment.</p>	<p>5, 6</p>

Total budgeted cost: £271,480

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.

Intended outcome	Outcome
<p>The academic progress of disadvantaged pupils from KS2 to KS4 is in line with that of non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • All pupils in receipt of pupil premium payments' Attainment 8 average was 4.7 compared to a whole school average of 5.1. FSM6 pupils' Attainment 8 average score was 3.8 (up from 3.7 in 2022 when schools benefitted from reduced content). Services pupils achieved an Attainment 8 average of 5.7, higher than the average for the school. • The percentage of all pupils in receipt of pupil premium payments achieving the basics measure was 61%, slightly up on the 58% in 2022. The gap between disadvantaged and all pupils was 11%, a marked improvement from 2022 - 22%). The percentage of FSM6 pupils achieving the basics measure was 42% (with a further 30% achieving a Grade 4 or above in English or Maths only). This is the same achieved in 2021. The percentage of Services children achieving the basics measure was 84%. • The overall average Progress 8 score (as calculated by SISRA based on their collaboration exercise) for all pupils in receipt of pupil premium payments rose to +0.02 from -0.2 in 2022 and the gap between disadvantaged and all pupils' Progress 8 average has improved to -0.2 compared to -0.42. The Progress 8 average for FSM6 pupils was -0.28, improving from -0.5 in 2022 with the gap here closing to -0.5 of a grade (-0.72 in 2022 and 2021). The overall average Progress 8 score for Services children was +0.45, higher than the school average and in line with 2022's figure of +0,35. • NB: The Progress 8 figure for FSM6 pupils has been impacted by the scores of 3 pupils (one of whom was unable to

	<p>attend school or any exams due to health issues and 2 others on directed alternative provision who only entered between 2 and 4 GCSEs). If these 3 pupils are removed from the total number of 26 FSM pupils, the overall Progress 8 score improves to +0.16.</p>
<p>The attendance of disadvantaged pupils is broadly in line with that of non-disadvantaged pupils in school and compared to national data.</p>	<ul style="list-style-type: none"> • Term 1 to 5 cumulative attendance data shows a continuing deterioration in the attendance of pupils in receipt of Free School Meals. Overall attendance of pupils with FSM was 83.5% (84.6% 2021-22) and compared to all pupils' average of 92.2% (91.6% 2021-22). The gap has therefore widened to 8.7% from 7%. • Persistent absenteeism (the percentage of pupils below 90% attendance) has improved slightly to 46.7% for all FSM6 pupils (up from 50.6% in 2021-22). Compared to the whole school persistent absentee average of 20%, up from 24.6% in 2021-22. The gap therefore remains at around 25% and, therefore, FSM pupils will remain a priority group for attendance tracking and intervention in 2023-24. • Services pupils in Terms 1 to 5 2022-23 had an average attendance of 94.2%.
<p>The post-16 destinations of disadvantaged pupils are appropriately challenging and aspirational (in line with pupils' potential).</p>	<ul style="list-style-type: none"> • Destinations' data shows that no disadvantaged pupils are NEET as of September 2023 and that all are accessing courses post 16 at an appropriate Level (with only 2 working with the LA to consider their options for this year).
<p>The involvement of disadvantaged pupils in the wider life of the school is broadly in line with that of non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Available trip and activities registers showed that there was no significant gap between disadvantaged and non-disadvantaged pupils accessing these opportunities. The FSM6 50% subsidy on trips and activities was used by parents and cost a total of £7,530 (compared to £5,938 in 2021-22)
<p>The attitudes to school and self of disadvantaged pupils are positive.</p>	<ul style="list-style-type: none"> • PASS survey data taken in Term 1 2022 shows FSM learners have a less positive outlook regarding themselves and school than their peers. Year 7 to 11 average percentile score was 45.4 compared to 39.9 for FSM pupils (54.58 compared to 44.91 in 2021).

	<ul style="list-style-type: none"> • FSM pupils had particularly negative gaps in percentile scores compared to the whole school average when it came to Confidence in Learning (45.9 vs 57.9) and Attitudes to Attendance (37.5 vs 50.3). • However, FSM pupils had more positive Attitudes to Teachers than average (47.6 vs 36.2) and a higher General work ethic (40.4 vs 36.3).
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Spending

- Total budget for last academic year: £206,116
- Budgeted cost of Teaching strategies: £103,058
- Budgeted cost of Targeted Academic Support: £51,529
- Budgeted cost of Wider Strategies: £51,529

The total contribution towards alternative provision for pupils in receipt of Pupil Premium was £55,202 (this was part of the Wider Strategies - £64,573 spent in 2021-22). In addition, there were £7,530 contributed as subsidies for FSM pupils' involvement in trips and activities. Therefore, there was an overspend on that budget of £11,203 without making any of the planned contributions to pastoral staff salaries. The cost of Targeted Academic Support strategies was less than the £51,529 budgeted, coming in at £44,626 (which was the cost of contributions towards salaries and TLRs for School Led Tutoring – see Tutoring Review below). £25,470 of this was subsidised by the DFEs NTP funding provided outside of these budgets. The cost of teaching resources for Pupil Premium pupils totalled £4,292. Therefore, £119,936 was left available as contribution to salaries for the other strategies under Teaching (e.g., additional groups in all years in the Core Subjects and the cost of 5 Team pathway lessons and Summer School staffing) and under Wider Strategies (Pastoral Managers, Learning Managers, Attendance Support and counselling).

Tutoring Review

- School Led tutoring was delivered in the core subjects of Maths, English and Science during the year as well as some hours of 1-1 vocational/SEN study support.
- The total number of pupils who received some small group (capped at 6) intervention outside of normal lessons was 506. 175 were Year 11, 84 were Year 10, 101 Year 9, 71 Year 8 and 74 Year 7.
- There was 5,425 total pupil learning hours.
- The majority of pupil learning hours was in Maths, with 4,696. English and Science teachers were not able to deliver the number of hours originally planned due to being re-deployed to teach groups following other staff members leaving in those departments during the year. English were able to deliver 523 pupil learning hours with Science 118 hours and 88 hours of Vocational/SEN support.
- The school led interventions needed 1,189 teaching hours and cost a total spend of £44,626 including a small TLR for coordination of the Maths sessions.
- 70% of pupils surveyed regarding their Maths tutoring felt that the sessions had been enjoyable, helped their understanding and improved their confidence in Maths.
- Year 11 attainment was on a par with 2019 standards, suggesting the school led tutoring supported them to achieve in line with pre pandemic standards.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online learning with live teachers and tutors for pupils unable to attend school due to health reasons.	Academy 21
1 day taster sessions in Construction and 3 day Foundation course.	Wiltshire College
A variety of art, music, drama and sports activities.	Kandu Arts
Outdoor education and animal care (earning credits for the John Muir Award).	Wiltshire Wildlife
Outdoor education and animal care.	Equine Assisted Learning
Outdoor education and animal care.	Dave and Ewe
Art therapy	Art and the Outdoors
Maths and English tuition.	Launch 2 Learning

Service pupil premium funding (optional)

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>This is outlined/referenced in the main strategy plan. Specific strategies for Services children include...</p> <ul style="list-style-type: none"> • Employ and utilise Pastoral Managers to positively engage parents in any necessary learning/behaviour/attendance support and to support transition of Services pupils by organising buddies and mentors and taking a personalised approach to their transition, staying in touch and checking on their progress and helping service and civilian pupils keep in touch with friends who have left. • Learning Managers also employed to support the transition of Services pupils from a learning perspective by ensuring the transfer of records about attainment, needs, experience and topics covered is communicated to CLs and setting is appropriate. • Counselling provision is also made available as/when needed.
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> • See above for analysis of the very positive Services' pupils progress from Y7 to 11. • In 2022-23, 11 new Services children successfully transitioned to the school.