

# Pupil premium strategy statement – Hardenhuish 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	1567
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	1 <sup>st</sup> November 2024
Date on which it will be reviewed	30 <sup>th</sup> September 2025
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	£225,136
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£225,136

# Part A: Pupil premium strategy plan

## Statement of intent

In line with the Wiltshire Educational Disadvantage Charter, 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 recognise that these learners are at risk of underachievement because of the impact of socio-economic disadvantage on their learning, wellbeing and personal development. We strive to put our children experiencing educational disadvantage at the heart of thinking, decision-making and actions so 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. This also features as a prominent priority in the School Development Plan in 2024-25.

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

- Ensuring strong leadership, including governance, that intentionally puts inclusion at the heart of decision-making, planning and thinking.
- Having leadership at all levels that promote a vision and culture that the fundamental purpose of education is to ensure all children reach their full potential.
- Providing consistently high-quality teaching and learning experiences in lessons for all pupils, with teachers who are skilled in understanding and overcoming the barriers to learning that disadvantaged pupils may have.
- 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	Lower attendance. There is a statistical correlation between the lower attendance of disadvantaged pupils (FSM6) and their lower attainment and progress.
2	School data shows that disadvantaged pupils (FSM6) have a statistically higher chance of having Special Educational Needs, lower levels of literacy, social/emotional intelligence or a less positive attitude toward school and self.
3	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.
4	Relatively high levels of mobility mean Services children may need support starting new schools with different curriculums/exam boards/specifications.
5	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 (unofficial for 2025 and 2026) for disadvantaged pupils is similar to that of non-disadvantaged pupils (or there is a closing gap from previous years).
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.

<p>The involvement of disadvantaged pupils in the wider life of the school is broadly in line with that of non-disadvantaged pupils.</p>	<p>Club and trip registers show that the percentage of disadvantaged learners attending is broadly in line with that of non-disadvantaged learners.</p>
<p>The attitudes to school and self of disadvantaged pupils are positive.</p>	<p>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.</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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Deliver high quality CPD to develop staff skills in using strategies that remove barriers to learning.</b></p> <p><i>We will emphasise our 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 and strategies for best supporting these pupils. This will include reminders about 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 the coaching sessions forming part of our CPD plan in 2024-25.</i></p> <p><b>BY:</b> June 2025</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.</p>	<p>1, 2, 3, 4</p>

<p><b>Ensure the quality of feedback and formative assessment to disadvantaged learners from teachers is regular and effective at identifying strengths and areas for development.</b></p> <p><i>Teaching staff should prioritise disadvantaged learners when marking work and providing verbal feedback; providing diagnostic assessment to ensure the quality of the feedback is high and impactful. Staff will have opportunities for regular CPD and sharing of good practice regarding feedback, which will continue to support staff to achieve this.</i></p> <p><b>BY:</b> 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, 4</p>
<p><b>Employ additional teaching staff in the core subjects to enable additional groups in Key Stage 4 core subjects, 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.</b></p> <p><i>Statistically, a large proportion of disadvantaged learners have prior attainment that places them on the 5 Team pathway.</i></p> <p><b>BY:</b> 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, 2, 3, 4</p>
<p><b>Provide literacy support lessons for pupils whose literacy levels (reading ages) are below expectations for their age.</b></p> <p><i>Literacy Coordinator employed to organise Literacy Plus classes instead of 1 or more modern foreign languages. PP pupils prioritised for this intervention.</i></p> <p><b>BY:</b> Ongoing</p>	<p>EEF evidence suggests that additional literacy intervention (such as reciprocal reading) can lead to an additional 2 months' academic progress.</p>	<p>1, 2</p>

<p><b>Ensure Teaching Assistants are effectively utilised to support and enhance the quality of teaching in the classroom.</b></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><i>We will continue to train teaching staff with the skills to effectively deploy teaching assistants in the classroom to support pupils in need.</i></p> <p><b>BY:</b> 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, 4</p>
<p><b>Ensure pupils have access to teaching resources needed to engage in learning.</b></p> <p><i>Pupils in receipt of free school meals will be provided with course texts, revision guides and stationery as needed to ensure they have appropriate access to learning and can prepare for assessments.</i></p> <p><i>In addition, tutors will be provided with resources (stationary) and ensure that disadvantaged learners are equipped to learn at the start of each school day.</i></p> <p><b>BY:</b> 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, 4</p>

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Where possible, provide additional academic support lessons in the Core subjects.</b></p> <p><i>DHT to ensure any staffing capacity in the core subjects is utilised to provide additional small group intervention for pupils (prioritising PP pupils).</i></p> <p><i>Heads of English and Maths will also hold 3 meetings during the year with DHT and LM/PM of Year 11 to discuss the needs of all disadvantaged pupils and plan to support them accordingly (utilising online learning platforms where possible to provide additional help).</i></p> <p><i>Parents will be engaged in the plans for support.</i></p> <p><b>BY: 01/01/2025</b></p>	<p>The EEF research has found that the average impact of small group tuition (1-6 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><b>Successful Lives tutor programme and Successful Lives Days continue to develop to meet the needs of pupils.</b></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><i>Elevate services brought in to encourage self-belief and develop study skills of Y10 pupils.</i></p> <p><b>BY: 07/11/23 (Elevate) and Ongoing</b></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, 4</p>



<p><b>Reintroduce access to school Homework Support and Revision Sessions</b></p> <p><i>Have clubs for homework assistance, staffed by teachers and support staff, ensuring that PP students can access the help they need, including access to any technology that will support the completion of homework tasks.</i></p> <p><i>Ensure PP pupils are encouraged to attend any revision sessions and parents are informed and encouraged to support their attendance.</i></p>	<p>Effective homework, linked to classroom studies, has been shown by EEF research to have a positive impact on pupil progress of an average of 5 additional months. EEF research also shows that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p>	<p>1, 2, 3, 4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continue to subsidise the employment of Pastoral Managers and Learning Managers in every year group (including pastoral support in SEN) to provide support and intervention for disadvantaged pupils when needed.</b></p> <p><i>Utilise Pastoral Managers to positively engage parents in any necessary learning/behaviour/attendance support. Introduce concept of regular parental contact (this should take a graduated approach where the most in need are offered regular phone calls or emails).</i></p> <p><i>PMs/LMs to coordinate any peer mentoring programmes (utilising Sixth Form mentors), which prioritise disadvantaged pupils.</i></p> <p><i>Pastoral Managers and Learning Managers also support transition of Services pupils by: ensuring the transfer of records about attainment, needs, experience and topics covered is communicated to CLs and setting is appropriate; 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><b>BY: Ongoing</b></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., &amp; 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>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>1, 2, 3, 4, 5</p>

<p><b>Develop practices that build stronger partnerships with parents and carers of PP students, fostering a supportive learning environment both at home and in school.</b></p> <p><i>Develop a parent support page on the website (summarising this plan) and signposting other support available.</i></p> <p><i>Encourage PP parents to follow school's social media/Facebook pages and ensure Facebook presence reminds parents of important dates (e.g. PIAGs and PPCEs).</i></p> <p><i>Host termly parent workshops on supporting student learning at home, understanding the school system, and mental well-being.</i></p> <p><i>01/01/2025 and Ongoing</i></p>	<p>EEF research suggests that parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>3</p>
<p><b>Ensure disadvantaged pupils in Year 7 to 11 are met with regularly to check on progress and ensure a sense of belonging in the school.</b></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.</i></p> <p><i>Ensure the identified Aspire Groups are met with regularly by Year Teams and progress is monitored as a priority.</i></p> <p><b>BY:</b> 01/01/2025 and ongoing</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>	<p>1, 2, 3</p>
<p><b>Provide access to a counsellor if required (prioritising disadvantaged pupils for support).</b></p> <p><b>BY:</b> 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>1, 2, 3, 5</p>

<p><b>Continue to liaise with the Education Welfare Office of the LA to support the school to improve attendance of extreme of persistent absence.</b></p> <p><b>BY:</b> 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>1, 2, 3, 5</p>
<p><b>Ensure sufficiently aspirational careers advice and guidance is available (prioritising disadvantaged pupils for support)</b></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><b>BY:</b> 01/03/2025</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>1, 2, 3, 4</p>
<p><b>Contribute to the costs of alternative provision for disadvantaged learners where appropriate.</b></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. The school will potentially use PP funding to facilitate this but will ensure any provision is scrutinised to ensure value for money.</i></p> <p><b>BY:</b> 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>1, 2, 3</p>

<p><b>Continue to reduce financial barriers to accessing extra-curricular opportunities by offering a 50% discount on costs for FSM pupils.</b></p> <p><i>Identify any gaps in participation at clubs and ensure club leaders are prioritising the encouragement of disadvantaged pupils' involvement in arts, sports, and leadership opportunities.</i></p> <p><i>Introduce additional recognition where disadvantaged pupils accomplish the 50 Things to do at Hardenhuish School initiative.</i></p> <p><b>BY:</b> 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>1, 2, 3</p>
<p><b>Y6 into Y7 Summer School for PP pupils helps to successfully prepare pupils for transition to Hardenhuish.</b></p> <p><i>Parents invited to end of Summer School celebration of achievements.</i></p> <p><b>BY:</b> August 2025</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>1, 2, 3</p>
<p><b>Offer a free breakfast club to ensure all PP students have possibility to start the day with a nutritious meal, setting them up for successful learning.</b></p> <p>Continue to offer a breakfast club in C1, available to pupils from 7:45 until 8:30.</p> <p>Explore the alternative possibility of the Octagon canteen being opened before school (with additional credits on to FSM smartcards) to encourage greater take-up.</p> <p><b>By:</b> Ongoing and 01/03/2025</p>	<p>A 2023 study by the British Nutritional Foundation (<i>Gibson-Moore, Spiro and Stanner</i>) provides evidence that eating breakfast results in improved behaviour, wellbeing and learning for adolescents.</p>	<p>1, 2, 3</p>

<p><b>Provide financial support in obtaining school uniform.</b></p> <p><i>Discount codes can be made available to parents for Price and Buckland purchases.</i></p> <p><i>50% additional discount offered in the nearly new uniform shop (prices already greatly reduced).</i></p> <p><b>By:</b> Ongoing</p>	<p>The Wiltshire Affordable Schools Strategy provides evidence that schools taking steps to reduce the financial burden placed on parents to purchase uniform can improve the positivity of parental attitudes towards schools and remove potential barriers to attendance.</p>	<p>1, 3</p>
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**Total budgeted cost: £225,136**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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"> <li>• The percentage of all pupils in receipt of pupil premium payments achieving the basics measure (Grade 4+ in both English and Maths GCSE) was 50%, Therefore, the gap between disadvantaged and all pupils was 28%. The percentage of FSM6 pupils achieving the basics measure was 46.9% (with a further 22% achieving a Grade 4 or above in English or Maths only). This is slightly improved from 42% achieved in 2023. The percentage of Services children achieving the basics measure was 100% (up from 84% in 2022-23).</li> <li>• The overall average Progress 8 score (as calculated by SISRA based on their collaboration exercise) for all pupils in receipt of pupil premium payments was -0.5 (down from +0.02 in 2023) and the gap between disadvantaged and all pupils' Progress 8 average has widened to -0.67 compared to -0.2. The Progress 8 average for FSM6 pupils was -0.78 (-0.28 in 2023). The overall average Progress 8 score for Services children was +0.75 (up from +0.45 in 2023), which was higher than the school provisional average of +0.17.</li> </ul> <p><i>NB: The Progress 8 figure for FSM6 pupils has been impacted by the scores of 5 pupils who were unable to attend school for the whole of Year 11 for a variety of reasons and were entered for only a small number of exams or did not sit any exams. If these 5 pupils are removed from the calculations, and Progress 8 is calculated only for pupils who attended lessons at Hardenhuish, the overall Progress 8 score improves to -0.18.</i></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"> <li>• Term 1 to 5 cumulative attendance data shows a marginal improvement in the attendance of pupils in receipt of Free School Meals. Overall attendance of pupils with FSM was 84.4% (83.5% 2022-23) and compared to all pupils' average of 92.3% (92.2% 2022-23). The gap has therefore fallen to 7.9% from 8.7%.</li> <li>• Persistent absenteeism (the percentage of pupils below 90% attendance) has remained similar for FSM6 pupils at 47.3% (46.7% for 2022-23). Compared to the whole school persistent absentee average of 19% (up from 20% in 2022-23). The gap remains at around 25% and, therefore, FSM pupils will remain a priority group for attendance tracking and intervention in 2024-25.</li> <li>• Services pupils in Terms 1 to 5 2023-24 had an average attendance of 95.1% (94.2% in 2022-23).</li> </ul>

<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"> <li>Destinations' data shows that 3 disadvantaged pupils are NEET as of September 2024. These are currently working with the Local Authority and/or Social Services to consider their options. All other disadvantaged pupils are accessing courses post 16 at an appropriate Level. 13 out of 34 FSM6 or LAC pupils and 5 out of 6 Services pupils have returned to the school's Sixth Form.</li> </ul>
<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"> <li>Available club attendance data for 2023-24 showed that 28% of the total attendees at clubs were pupils in receipt of Pupil Premium (17.7% of school population). The figure for FSM6 pupils was 9%, which is slightly lower than their proportion of the school's population (12.3%) but not significantly. Analysis of attendance at clubs over an extended period shows that the average share of attendance over time for pupils in receipt of PP was 14.4%, with FSM pupils remaining at 9%.</li> <li>Trip 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 well utilised by pupils. 128 out of 156 FSM6 pupils (82%) took advantage of at least 1 subsidised trip in 2023-24 at a total cost of £10,827 (£7,530 in 2022-23). These 128 pupils were spread across Years 7 to 11 and attended trips ranging from a visit to the Gurdwara in Bristol to Ski Trips and Geography trips to Iceland. They paid subsidised prices on an average of 1.5 trips each during the year, with the school contributing an average of £85 per pupil towards the cost. 38 pupils had reductions of more than £100 each, with 19 receiving support of more than £200 in total, giving these pupils access to a wide range of opportunities.</li> </ul>
<p>The attitudes to school and self of disadvantaged pupils are positive.</p>	<ul style="list-style-type: none"> <li>PASS survey data taken in Term 1 2023 shows FSM learners have a less positive outlook regarding themselves and school than their peers. The Year 7 to 11 average percentile score was 37.4 compared to 24 for FSM pupils.</li> <li>The gap between FSM pupils' general feelings about school to their peers were relatively small (26.2 compared to 33.7) and attitudes to teachers are identically positive (36.2 each).</li> <li>FSM pupils had particularly negative gaps in their PASS scores compared to the whole school average when it came to perceived learning capacity (17.9 compared to 41.2) and general work ethic (17.4 compared to 36.3).</li> </ul>



## Interventions.

101 pupils benefitted from small group intervention (groups of 6 or fewer) in 2023-24, utilising the NTP grant and using the PP budget to contribute towards the cost. Non SEN specific small group intervention was done through the school led tutoring method and involved 11 different members of teaching staff, totalled 952 sessions and 1,779 pupil learning hours at a total cost of £48,552. For the 48 Year 11 pupils who attended additional targeted support sessions in English and/or Maths, 31 (65%) achieved the basics measure of a grade 9-4 in both English and Maths, with a further 10 (20%) achieving a grade 9-4 in either English or Maths.

## Other Wider Strategies

In the Year 2023, the PP budget contributed £8000 to pupil resources and in school activities to support learning and access to extra-curricular. 149 out of 156 pupils benefitted from subsidised or free resources as a result. These included 171 revision resources, 36 maths sets and 21 book bundles.

The PP budget also supported disadvantaged pupils who were unable to attend school full time by paying for their alternative provision (see below). Due to increasing costs by providers, this cost £94,199.

## Externally provided programmes

Programme	Provider
Online learning with live teachers and tutors for pupils unable to attend school.	Academy 21
1 day taster sessions in Construction and Health and Beauty.	Wiltshire College
A variety of art, music, drama and sports activities.	Kandu Arts
Outdoor education and animal care (earning credits for AQA certificates).	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)

<b>How our service pupil premium allocation was spent last academic year</b>
<p>This is outlined/referenced in the main strategy plan. Specific strategies for Services children include...</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Counselling provision is also made available as/when needed.</li><li>• Services pupil voice was sought, and additional peer support is being developed.</li></ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<ul style="list-style-type: none"><li>• See above for analysis of the very positive Services' pupils' attendance, attainment and progress from Y7 to 11.</li><li>• In 2023-24, 21 new Services children successfully transitioned to the school.</li></ul>