

Pupil premium strategy statement – The De Montfort School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	822 (912 <i>including sixth form students</i>)
Proportion (%) of pupil premium eligible pupils	27.3% (Year 6 – Year 11)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ruth Allen, Headteacher
Pupil premium lead	Stuart Weston, Deputy Headteacher
Governor / Trustee lead	Nicole Higginson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 247,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£ 247,340

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged students at TDMS that is comparable with that of non-disadvantaged students nationally. Our approach will not make assumptions about the impact of disadvantage. Instead our three-year strategy will focus on what reliable research states has the biggest impact on student outcomes, as well as the key challenges that are preventing our students from higher attainment. Assessment not assumption is key to successfully meeting the needs of our disadvantaged learners..

Our three-year strategy focusses on the following key areas:

- High quality curriculum and teaching;
- Literacy and numeracy.
- Attendance
- Wellbeing and behaviour; and
- Involvement in wider aspect of school life.

At TDMS, we will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and have the highest expectations of what all students can achieve. We do not believe in generic labels as they provide surface level information, fuel stereotypes and dampen expectations. We use a variety of information to help us identify the largest areas of need and focus on resources in these areas

Students from low-income backgrounds do not learn differently. They need classrooms where behaviour, teaching and the curriculum are excellent. All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might face, such as a reading age below their chronological age or a vocabulary deficit.

We are focused on ensuring that all students and in particular our disadvantaged students have excellent rates of attendance. Students need to be both in school and in their lessons, in order to access the high-quality provision on offer and increase their chances of success. Our pastoral care will focus on the removal of challenges outside the classroom ensuring that students have access to the necessary social and emotional (wellbeing) support required, as well as ensuring that they are equipped and can continue their learning outside of the classroom. We will focus on the resilience of students in lessons, and their determination for succeed and face challenges outside the classroom, their grit.

Challenges

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

Challenge number	Detail of challenge
1	Literacy Skills Literacy skills are an issue in school, although there has been a significant increase in the reading ages of students compared to their chronological age overall, the difference for disadvantaged students still remains as seen in the last reading age assessment in 2024. There is also a greater gap as the age of the student increase. Our 3 year aim is to remove the reading age gap, and we are making progress in this area, for the 2024-2025 academic year, we need to focus on supporting the development of the reading age of all students and interventions for older disadvantaged students in the school

	<table><tr><th>Year</th><th>Disadvantaged reading age</th><th>Non-disadvantaged reading age</th><th>Chronological age</th></tr><tr><td>6</td><td>10.08</td><td>11.08</td><td>10-11</td></tr><tr><td>7</td><td>11.08</td><td>12.02</td><td>11-12</td></tr><tr><td>8</td><td>12.06</td><td>13.04</td><td>12-13</td></tr><tr><td>9</td><td>12.05</td><td>13.05</td><td>13-14</td></tr><tr><td>10</td><td>12.10</td><td>13.08</td><td>14-15</td></tr><tr><td>11</td><td>13.08</td><td>14.02</td><td>15-16</td></tr></table>	Year	Disadvantaged reading age	Non-disadvantaged reading age	Chronological age	6	10.08	11.08	10-11	7	11.08	12.02	11-12	8	12.06	13.04	12-13	9	12.05	13.05	13-14	10	12.10	13.08	14-15	11	13.08	14.02	15-16
Year	Disadvantaged reading age	Non-disadvantaged reading age	Chronological age																										
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2	KS2 Performance There has been a significant increase in the performance of the students at KS2 including the performance of disadvantaged students, however, a gap between disadvantaged and non-disadvantaged students remains as shown in the table below, comparing the percentage of student meeting the expected standard at the end of KS2. <table><tr><th></th><th>Disadvantaged</th><th>Non- disadvantaged</th><th>Gap</th></tr><tr><td>Reading</td><td>72.7</td><td>73.6</td><td>-0.9</td></tr><tr><td>Writing</td><td>84.8</td><td>83.0</td><td>+1.8</td></tr><tr><td>Maths</td><td>78.8</td><td>84.9</td><td>-6.1</td></tr><tr><td>Combined</td><td>63.6</td><td>71.7</td><td>-8.1</td></tr></table>		Disadvantaged	Non- disadvantaged	Gap	Reading	72.7	73.6	-0.9	Writing	84.8	83.0	+1.8	Maths	78.8	84.9	-6.1	Combined	63.6	71.7	-8.1								
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3	KS4 results. The progress 8 of disadvantaged students has improved and is closer to the national average, with a figure of -0.08. There is still however, a gap between the attainment of disadvantaged students compared to their peers. This has been the trend for the last 3 years, these are essential qualifications for the future aspirations of our students and we aim to increase the number of students achieving these gateway qualifications. <table><tr><th></th><th>Disadvantaged</th><th>Non- disadvantaged</th><th>Gap</th></tr><tr><td>Total Attainment 8</td><td>32.24</td><td>43.20</td><td>-10.96</td></tr><tr><td>P8 Score</td><td>-0.08</td><td>0.22</td><td>-0.30</td></tr><tr><td>Students achieving 5 Standard Passes inc EM</td><td>34.30</td><td>54.30</td><td>-20.00</td></tr><tr><td>Students achieving 5 Strong Passes inc EM</td><td>17.10</td><td>32.60</td><td>-15.50</td></tr></table>		Disadvantaged	Non- disadvantaged	Gap	Total Attainment 8	32.24	43.20	-10.96	P8 Score	-0.08	0.22	-0.30	Students achieving 5 Standard Passes inc EM	34.30	54.30	-20.00	Students achieving 5 Strong Passes inc EM	17.10	32.60	-15.50								
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4	Attendance There was an improvement in the attendance of disadvantaged students in 2024 as shown in the table below, a gap still remains, especially considering the number of disadvantaged classified as being persistently absent. Analysis for the last 3 years shows that that there is a greater level of absence in disadvantaged students, compared to the non-disadvantaged. This is also the case with the number of students who are classified as ‘persistently absent’. Our assessments indicate that absenteeism is negatively impacting disadvantaged students’ progress. This reduces their school hours and is a contributing factor to their underachievement. <table><tr><th></th><th>Disadvantaged</th><th>Non- disadvantaged</th><th>Gap</th></tr><tr><td>Overall attendance (5 terms)</td><td>86.9%</td><td>93.0%</td><td>-6.1%</td></tr><tr><td>Persistent absenteeism (5 terms)</td><td>42.6%</td><td>20.4%</td><td>+22.2%</td></tr></table>		Disadvantaged	Non- disadvantaged	Gap	Overall attendance (5 terms)	86.9%	93.0%	-6.1%	Persistent absenteeism (5 terms)	42.6%	20.4%	+22.2%																
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5	Behaviour and Culture																												

	There is an increase in the number of detentions and suspensions that disadvantaged students achieve, they also receive a lower number of achievements points compared to their peers. We aim for this gap to be removed, concentrating on systems that support the emotional literacy of disadvantaged students and developing their grit and resilience. The table below shows the comparison for the 2023-2024 academic year <table><tr><td></td><td>Disadvantaged</td><td>Non- disadvantaged</td><td>Gap</td></tr><tr><td>Average number of behaviour points</td><td>73.4</td><td>37.9</td><td>+35.5</td></tr><tr><td>Suspension rate</td><td>36.33</td><td>7.81</td><td>+28.52</td></tr><tr><td>Average number of achievement points</td><td>175.4</td><td>203.0</td><td>-27.6</td></tr></table>		Disadvantaged	Non- disadvantaged	Gap	Average number of behaviour points	73.4	37.9	+35.5	Suspension rate	36.33	7.81	+28.52	Average number of achievement points	175.4	203.0	-27.6
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6	School culture Taking part in the wider aspects of the school, including clubs and extra-curricular visits is essential in developing students social and cultural capital. Although there is improvement in the engagement of disadvantaged students, less of them take part in clubs compared to their non-disadvantaged peers. Lots of our disadvantaged students access our breakfast and homework club, however, when these are removed, last year 52% of disadvantaged students accessed clubs, compared to 60% of non-disadvantaged students																
7	Wellbeing (social & emotional) Our assessments, observations and discussions with students and families have identified social and emotional challenges for many students but more so for our disadvantaged students. These consist of anxiety, depression (diagnosed by medical professionals) and low self-esteem/confidence. We have also identified that disadvantaged students demonstrate less grit and resilience when compared to their non-disadvantaged peers.																

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
Improve the literacy skills of all students and in particular our disadvantaged students. This includes reading ages, writing stamina and oracy skills.	By 2026/27 the reading ages of all students and in particular disadvantaged students show that their reading age is in line or better than that of their chronological age. Students will have a high level of writing stamina and strong oracy skills
Improve the attainment of all students and in particular our disadvantaged students in reading and maths by the end of KS2, maintaining the improvements in writing	By 2026/27, assessments at the end of KS2 demonstrate that all students and in particular disadvantaged students are assessed as meeting or exceeding the expected standard in reading, writing and maths.
Improve overall attainment and progress of all students and in particular our disadvantaged students in maths and English at GCSE.	By the end of our current plan in 2026/27: - KS4 outcomes show that the A8 figure for disadvantaged students in English and maths is 5 or above. - All disadvantaged students achieve 9-4 in both English and maths - The number of disadvantaged students achieving 9-5 in both English and maths is above 40% (17.1% in 2024).

Higher attendance for all our disadvantaged students.	By the end of our current plan in 2026/27: ▪ The overall absence rate for all students being no more than 3%, with no significant attendance gap between disadvantaged pupils and their non-disadvantaged peers. ▪ The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% lower than their peers.
Increase the number of students accessing extra-curricular clubs and enrichment activities, including curriculum trips during the school day. Broaden the horizons and opportunities for disadvantaged students by providing access to careers opportunities and engagement with employers and university visits.	By the end of our current plan in 2026/27 ▪ The % of disadvantaged students accessing extra-curricular clubs will be in line with their non-disadvantaged peers. ▪ The % of disadvantaged students accessing curriculum engagement activities, university visits and employer engagements in in line with their non-disadvantaged peers

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 106,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: ▪ CPD to develop specific teaching and learning skills for all teachers in the classroom to ensure that all disadvantaged students are taught by an effective teacher ▪ All members of staff to take part in wider reading to develop their understanding of delivery of effective lessons and have the opportunity to discuss the issues through staff discussion groups ▪ SEND CPD providing opportunities for staff to develop their understanding on how to support students with specific SEND needs ▪ Specific literacy CPD including how to approach lessons by looking through the lens of a student with a low reading age ▪ Pastoral CPD allow members of staff to develop their skills in	The EEF report 'Effective Professional Development' concluded that "research tells us that high quality teaching can narrow the disadvantage gap" and "Supporting high quality teaching through PD is pivotal in improving children's outcomes". The report can be found here. OFSTED report (2024), 'Independent review of teachers professional development in schools' concluded that "High-quality professional development that improves teachers' knowledge, practice and confidence can have a positive impact on pupils' outcomes". The report can be found here. The TALIS report (2018) states that "collaborative practice has a marked impact on teachers' practices". The report can be found here. EEF 'Feedback' research shows that these T&L strategies can have an impact of +6	All challenges

promoting good behaviour for learning in the classroom ▪ Specific pastoral support sessions on how to support specific students across the curriculum ▪ Edukey training to enable staff to make best use of the programme, allowing them to know their students ▪ Support through the vulnerable learner strategy and the identification of the students with the greatest level of need	months. The research summary can be found here.	
Literacy: ▪ Partial funding of the literacy co-ordinator to ensure that literacy development remains at the centre of the school development plan and oversee the implementation of the strategy ▪ Ensure TDMS reading protocols are embedded in all lessons ▪ Tutor reads are embedded across Years 6-10, twice a week, utilising exciting and challenging texts to support the development of reading skills for disadvantaged students ▪ Purchase of resources to support literacy development ▪ Continue to provide specific CPD literacy support for all staff to ensure that it becomes embedded in all lessons when appropriate ▪ Promote the development of oracy skills in lessons across all curriculum subjects	The EEF report 'Improving literacy in schools' stated that "Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects". The full report can be found here. EEF has shown that reading comprehension strategies can have an impact of +6 months. This evidence can be found here EEF highlights that assessment should be used to match students to appropriate types of intervention (inc. teacher instruction) and to monitor the impact of interventions. The EEF has concluded that the average impact of oracy interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	1, 2 & 3
Provision of specific resources to support access to the curriculum for disadvantaged students	Disadvantaged students require access to the same resources as their non-disadvantaged peers to ensure that have the same curriculum opportunities	1, 2 & 3
National College subscription	To ensure that staff are fully trained and are knowledgeable about the challenges and barriers facing our students. Training includes supporting students with mental health, online safety, prevention of bullying or SEND awareness. Development of these areas is essential for the support of disadvantaged students EEF has shown that social and emotional strategies can have an impact of +4 months. This evidence can be found here.	4 & 5

Partial funding for a lead teacher responsible for the pupil premium strategy.	To ensure that the strategy for improvement of the outcomes for disadvantaged students is successful a leader with oversight for this area is required.	All challenges
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 79,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering of teacher led academic booster sessions focusing on the development of specific areas of student weakness	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition has been shown by the EEF to have an impact of +4 months. The EEF evidence can be found here	1, 2 & 3
Funding for the provision of bespoke resources for literacy interventions such as Lexia and Fresh Start	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. EEF research shows that these strategies can have an impact of +6 months. EEF evidence can be found here . The EEF further found that oral interventions can have an impact of +6 months. The EEF evidence can be found here The EEF report on improving literacy in schools can be found here Further information on the Lexia programme can be found here Why Lexia? – LexiaUK The EEF conducted a trial on and concluded that it "shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school". They also concluded that it can have an impact of +3 months. The report can be found here .	1, 2 & 3
Supporting the delivery of specific interventions for literacy by funding a salary contribution to the intervention lead	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. EEF research shows that these strategies can have an impact of +6 months. EEF evidence can be found here .	1, 2 & 3

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Funding for the provision of PIXL assessment and interventions through therapy sessions	The EEF found that small group tuition can have an effect of +4 months. The EEF information can be found here .	2
Funding for the provision of specific week-long course from PET-Xi for KS4.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support specific student needs The EEF found that small group tuition can have an effect of +4 months. The EEF information can be found here.	3
Partial funding for the staffing of the EAL hub, to ensure that disadvantaged students with an EAL need are supported to develop their language skills allowing them greater access to the curriculum	Specific support for EAL students will enable them to access the mainstream curriculum. The national college research on supporting EAL students stated that “The combination of learning English alongside a new curriculum and pedagogy are clear challenges for an EAL student. Both basic English communication skills and academic language must be secured to excel in school”. The national college report can be found here. Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text. EEF research shows that these strategies can have an impact of +6 months. EEF evidence can be found here. The EEF further found that oral interventions can have an impact of +6 months. The EEF evidence can be found here	1, 2 & 3
Funding for the provision of a homework club at the end of the school day.	Research by the EEF shows that homework can have an impact of +5 months. The EEF research can be found here	1, 2, 3 & 4

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

Budgeted cost: £ 61,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Resilience and Grit programme to develop the academic resilience and individual grit of disadvantaged students	The Public Health England report 'Building children and young people's resilience in schools' found that "Resilience has an impact on health outcomes through effects on health behaviours, qualifications and skills, employment, mental wellbeing, and recovery from illness. Therefore, inequalities in resilience can reinforce or contribute to inequalities in health" and schools "have an opportunity to ensure that children and young people are supported and enabled to build resilience". The report detail can be found here. The EEF research shows that social and emotional learning can have an impact of +4 months. The EEF evidence can be found here.	All challenges
Delivery of the exam ready programme to develop the examination skills of the disadvantaged students	Supporting students in understanding the process of preparing for examination will have an impact on their overall success The EEF research shows that Metacognition and self-regulation development can have an impact of +6 months. The EEF evidence can be found here.	3
Funding for a Think for the future mentor to provide mentoring sessions for 2 days per week for the first term of the academic year	The EEF research shows that behaviour interventions can have an impact of +4 months. EEF evidence can be found here	4 & 5
Careers advisor, in school (partial funding) who prioritises work with our disadvantaged students to support aspiration for next steps.	November 2021 Careers & Enterprise Company report 'Effective Careers Interventions for Disadvantaged Young People'. See the report here .	3 & 4
Provision of a pastoral support workers (Achievement Leader) (partial funding) to support and improve attendance (inc. house visits) and behaviour of disadvantaged students. In addition, the Achievement Leaders will provide support with mental health, wellbeing and safeguarding issues. Achievement leaders also support	The National foundation for education research found that raising the attendance of disadvantaged students was a priority in raising the attainment and progress of the disadvantaged students. The report can be found here The EEF research shows that parental engagement can have an impact of +4 months. EEF evidence can be found here	4 & 5

the development of strong parental communication.		
Partial funding for the provision of a dedicated Deputy DSL to support safeguarding systems in the school	DFE guidance 'Mental health and behaviour in schools' identifies that schools have a central role in supporting mental health issues in school. Report can be found here The EEF research shows that social and emotional learning can have an impact of +4 months. The EEF evidence can be found here.	4 & 5
Partial funding for the school attendance officer to support and improve the attendance of the disadvantaged students.	March 2022 EEF published that there was evidence to suggest that personalised calls, texts and letters to parents/carers could increase attendance. The full report can be found here. The working together to improve attendance strategy details the importance of working with families to improve school attendance. The full report can be found here	4
Partial funding for a pastoral support officer to support and improve the attendance of the disadvantaged students.	The National foundation for education research found that raising the attendance of disadvantaged students was a priority in raising the attainment and progress of the disadvantaged students. The report can be found here The working together to improve attendance strategy details the importance of working with families to improve school attendance. The full report can be found here	5
External school counsellor (via Wellbeing Crew) to work with students to support anxiety, wellbeing and safeguarding issues.	DFE guidance 'Mental health and behaviour in schools' identifies that schools have a central role in supporting mental health issues in school. Report can be found here EEF +4 months (social & emotional learning). The EEF evidence can be found here	4 & 5
Funding for the provision of a breakfast club at the start of the school day – students can have a healthy breakfast socialise or do homework/reading.	EEF report 'Magic Breakfasts' stated that "where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club." The report can be found here.	4 & 5
Cultural Capital - funding to support students with participation in enrichment activities inc. Music Lessons	The EEF has shown that Arts Participation can have an impact of +3 months, and Physical activity +1 month. The EEF evidence can be found here	All challenges

Funding to allow disadvantaged students to access the wider curriculum offers including trips and visits to support the curriculum and expand their horizons	The Onword report, 2022, 'Beyond School' concluded that "An enriching education is vital to social mobility. It aids academic progress but also helps to build the cultural capital that is fundamental in later life". The report can be found here .	All challenges
PowerBi analysis tool	PowerBi is an analysis tool that enables us to analyse attendance and behaviour data in real time and enable sharp focus on identifying impact and analysing trends. This will then allow leaders to scrutinise data and use this data to inform next steps and decisions.	4 & 5
Contingency and hardship fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All challenges
Funding to support students with transportation to school which has been a barrier to based on attendance	Based on the school experience, students with travel issues often have attendance issues.	4
Provision of uniform and equipment to ensure these barriers to the curriculum are removed for all disadvantaged students	Some students require support to allow them to access the curriculum	All challenges

Total budgeted cost: £247,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school strategies were implemented across all tiered approaches. Reading ages across the school rose, with our disadvantaged students moving closer to their chronological age. Years 6 (current Y7), 8 (current Y9), 9 (current Y10) and 10 (current Y11) saw the most improvement with disadvantaged students on average making greater progress than their non-disadvantaged peers. These positive gains across the year groups reflect the targeted literacy interventions put in place as well as the beginnings of our whole school literacy focus. The next step is to fully embed our T&L literacy focus, building on the success from 22/23.

At KS2, disadvantaged students' performance in combined Reading, Writing and Mathematics increased significantly compared to the previous year. The number of disadvantaged students meeting the expected standards across all the assessment criteria continued to rise. In reading 73% of students achieved the expected standard, there was no significant difference when compared to their disadvantaged peers., in maths 79% of disadvantaged students achieved the expected standard. In writing, disadvantaged students exceeded the national standard and their non-disadvantaged peers with 85% of students meeting the expected standard. The improvements that have been made in the KS2 results are encouraging, however, a 8% gap in the number of disadvantaged students meeting all the expected all the standards remains when compared to their non-disadvantaged peers.

At KS4 interventions and targeted academic support strategies led to a good level of progress for the disadvantaged students in 2024 with a predicted -0.04 (October) bringing them close to disadvantaged students nationally, although the progress is still below their non-disadvantaged peers. Attainment of disadvantaged students has improved from 2019, although there is a slight reduction compared to the previous year, this is in line with a national reduction in attainment. 37% of students achieved a standard pass in English and maths and 26% a strong pass. Raising the attainment and progress of our disadvantaged students to the level of our non-disadvantaged students remains a priority. While disadvantaged students at TDMS perform in line with other disadvantaged students nationally, there is still a gap between our own students.

Wider strategies for both wellbeing and behaviour have shown a holistic improvement in the support students have had and, for our examination aged students at KS2/KS4, used to thrive throughout exams. This increased support from mental health and wellbeing professionals, as well as from our pastoral team must continue in 24/25. Attendance continues to be a challenge at both a national and local level. The overall attendance for all students in 23/24 (first 5 terms) is 93.0%, an increase on the previous year. The attendance of our disadvantaged students has also increased, compared to 22/23 to 86.9%, however, there is still a significant gap with their non-disadvantaged peers. Attendance remains a key priority for the duration of the new three year strategy, including a reduction in the number of students classified as being persistently absent.

The strategies implemented to support behaviour of all students and in particular our disadvantaged students have started to make an impact. The total number of fixed-term suspensions for all students has continue to fall compared to 22/23, however, it remains high compared to their non-disadvantaged peers. The number of behaviour points received by our disadvantaged students is still disproportionate to their peers highlighting the need for this to continue as an area of focus.

Externally provided programmes

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

Programme	Provider
Behaviour and resilience mentoring	Think for the Future
Counselling	Well-being Crew
Year 11 academic support	PET-XI

