

# Driffield School and Sixth Form

## Pupil Premium Strategy Statement



*This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Driffield School and Sixth Form																												
Number of pupils in school	1229 (Y7-Y11)																												
Proportion (%) of pupil premium eligible pupils	<table border="1"> <thead> <tr> <th></th> <th>Students</th> <th>No. PP</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>256</td> <td>59</td> <td>23%</td> </tr> <tr> <td>Year 8</td> <td>265</td> <td>83</td> <td>31%</td> </tr> <tr> <td>Year 9</td> <td>228</td> <td>63</td> <td>28%</td> </tr> <tr> <td>Year 10</td> <td>223</td> <td>62</td> <td>28%</td> </tr> <tr> <td>Year 11</td> <td>257</td> <td>59</td> <td>23%</td> </tr> <tr> <td>Total</td> <td>1229</td> <td>326</td> <td>27%</td> </tr> </tbody> </table>		Students	No. PP	% PP	Year 7	256	59	23%	Year 8	265	83	31%	Year 9	228	63	28%	Year 10	223	62	28%	Year 11	257	59	23%	Total	1229	326	27%
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Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/2021 to 2023/2024																												
Date this statement was published	October 2023																												
Date on which it will be reviewed	October 2024																												
Statement authorised by	Vicky Loftus: Headteacher																												
Pupil premium leads	Faye Warren																												
Governor / Trustee lead	Laura Jones																												

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,574
Recovery premium funding allocation this academic year	£78,487.50

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£359,061.50

## Part A: Pupil premium strategy plan

### Statement of intent

Our ambitious curriculum is designed to ensure that all students, irrespective of their background, are able to thrive (both academically and personally) at Driffield School and Sixth Form. The curriculum we deliver is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

High quality teaching and learning is at the heart of any successful curriculum. All our teaching staff are aware that quality first teaching is proven to have the greatest impact on closing the disadvantaged gap and our intention is to provide lessons that are motivating, purposeful and challenging; encouraging high expectations from all of our students.

We place a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. We use a range of diagnostic assessments on transition to the secondary setting to identify cognition and learning needs of all students. These results are used to identify individual needs and inform targeted academic interventions that contribute to the attainment of students from disadvantaged backgrounds.

We always take into account wider challenges, such as attendance, and ensure that school leaders and teachers have an in depth understanding of the challenges that disadvantaged students face. Our robust pastoral system ensures that students are supported effectively with behaviour and social and emotional support, which may sometimes impact on their academic attainments.

To ensure our Pupil Premium strategy is effective, our monitoring and evaluation processes are cyclical and an integral part of our School Improvement Plan.

### Challenges

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

Challenge number	Detail of challenge
1	Inconsistencies in effective classroom practices disadvantage PP students more than others. All PP students need to be able to access high quality teaching, in all subjects, and appropriate levels of challenge from subject specialists.
2	Disadvantaged students perform less well than other students nationally.
3	The vocabulary gap and low literacy skills are a barrier to learning for a high proportion of disadvantaged students.
4	Students with low prior attainment or low literacy and numeracy skills require additional specialist support to catch up and enable effective access to the full curriculum.
5	Students with low attendance are more likely to miss key learning over 5 years, directly impacting on outcomes. Last academic year attendance for all students was 91.8% and attendance for disadvantaged students was 89.8%.
6	Lack of engagement or suspension means students are missing learning, with exclusion potentially leading to parents and students becoming disenfranchised with education.
7	Increased levels of social, emotional and mental health issues, such as anxiety, low mood and low self-esteem have been observed following the pandemic, particularly in relation to reduced social interactions, worry about lost learning and concerns about exams. This can be significant barrier to learning for some students.
8	As the cost of living crisis deepens, an increasing number of families are under significant financial pressure. Increased levels of deprivation can be a barrier to accessing and engaging in the full school offer.
9	Lack of parental/carer engagement can influence student attendance, academic progress, future aspiration and attitudes towards school and homework.

## 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 progress	<ul style="list-style-type: none"> <li>Progress 8 is in line with or above that of all students nationally</li> </ul>
Improve destinations	<ul style="list-style-type: none"> <li>Ambitious destinations are sustained at Post 16 and there are no NEETs</li> </ul>
Increase proportion achieving Basics (4+ and 5+)	<ul style="list-style-type: none"> <li>Percentage of students achieving both English and maths at 4+ and 5+ is improving towards national averages for all students</li> </ul>
Increase Ebacc entry	<ul style="list-style-type: none"> <li>Improved Ebacc entry rate so that it is in line with all other students in the school</li> </ul>
Increase attendance	<ul style="list-style-type: none"> <li>Sustained improved attendance for disadvantaged students with attendance for disadvantaged students at least 94%</li> </ul>
Improved well-being	<ul style="list-style-type: none"> <li>Students demonstrate an improvement in their well-being by demonstrating:               <ul style="list-style-type: none"> <li>Improved school attendance</li> <li>Positive take up and engagement in supportive activities offered by the Be Well programme</li> <li>Positive feedback through student voice</li> <li>Increased resilience within their learning</li> <li>Increased participation in extra-curricular activities</li> </ul> </li> </ul>
Improved engagement in learning activities and reduction in behaviours that lead to sanctions that remove students from the classroom, School Remove and suspension	<ul style="list-style-type: none"> <li>Students are keen to learn and want to remain in the classroom</li> <li>Reduction in the number of School Removes or suspensions for disadvantaged students</li> </ul>
Improved engagement from parents/carers	<ul style="list-style-type: none"> <li>Parents/carers are aware of what their child is learning in school</li> <li>There are increasing opportunities for parents/carers to be involved in education and the school community</li> </ul>

## 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.

### High-Quality Teaching *(for example, CPD, recruitment and retention)*

**Budgeted cost: £149,400**

Activity	Evidence that supports this approach	Challenge number(s)
<p><b><i>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils:</i></b></p> <p>Improve Quality First Teaching by improving access to student information through weekly staff briefings and the introduction of a new MIS.</p> <p><b><i>Professional development to support the implementation of evidence based approaches:</i></b></p> <p>Improve Quality First Teaching by providing staff with high quality subject-specific CPD that builds knowledge, motivates staff, develops teaching techniques and embeds evidence-informed and cognitive science approaches across all subjects.</p> <p>Ensure that enough time is given for effective whole school and departmental CPD and that Subject Leaders are trained in what makes effective CPD that matches the needs of their department and whole school priorities.</p> <p><b><i>Technology and other resources that support high quality teaching:</i></b></p> <p>Develop a centralised system to create and share high quality curriculum materials to support high quality teaching.</p>	<p>EEF, Guide to Pupil Premium (Tier 1: high quality teaching)</p> <p>EEF, Effective Professional Development, guidance report</p> <p>EEF, Putting Evidence to Work: a school’s guide to implementation (Quality First Teaching)</p> <p>EEF, Cognitive Science in the Classroom: A Review of the Evidence</p>	<p>1, 2</p>
<p><b><i>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils:</i></b></p> <p>Raise achievement of disadvantaged students through an ambitious curriculum (which is well designed and sequenced, equipping students with the knowledge and skills they need for future employment).</p> <p>Implement purposeful and well-designed use of assessment to drive responsive teaching, provide</p>	<p>EEF, Guide to Implementation, guidance report</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF toolkit (Homework)</p> <p>EEF, Using Digital Technology to Improve</p>	<p>1, 2, 4</p>

<p>opportunity for timely feedback and inform future planning.</p> <p>Include strategies focusing specifically on high prior attaining students within class profiles to further support quality first teaching and universal approaches within the classroom to stretch and challenge.</p> <p><b>Technology and other resources that support high quality teaching:</b></p> <p>Use digital technology to improve learning across all subject areas, for example, through the use of visualisers and on-line learning platforms/resources.</p> <p>Ensure that homework is an integral part of learning and that any barriers to completing homework are removed (such as introduction of homework club to ensure students have a quiet space to work independently at lunchtime if they need it, a homework timetable for students and the introduction of EduLink, an on-line home learning platform for parents/carers to access).</p>	<p>Learning – Guidance Report</p>	
<p><b>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils:</b></p> <p>Deliver a Key Stage 4 Foundation Learning pathway where students have the opportunity to complete AQA Unit Award Scheme certificates in English and maths to boost confidence, engagement and motivation.</p> <p>Introduce English Functional Skills qualification to offer students the opportunity to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and apply this knowledge and these skills to GCSE English.</p> <p>Provide flexible grouping in English and maths at Key Stage 3 based on current level of student mastery.</p> <p>Ensure that PP students are offered the appropriate qualifications and are guided towards them.</p> <p><b>Technology and other resources that support high quality teaching:</b></p> <p>Use diagnostic assessments to inform adaptations to the curriculum and ensure that the curriculum offer is appropriate.</p>	<p>Students with high value qualifications can access an increased number of destinations</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF Guide to the Pupil Premium, (updated September 2023)</p> <p>EEF Teaching &amp; Learning Toolkit</p>	<p>2, 4</p>

Develop and embed a 1 year Pupil Premium Improvement Plan, which prioritises student engagement and has a focus on identifying and removing barriers to improve student attainment.		
<p><b>Professional development to support the implementation of evidence based approaches:</b></p> <p>Prioritise ‘disciplinary literacy’ across the curriculum as a means to improve outcomes in reading and embed a 3-year literacy improvement plan that ensures literacy is a whole school priority, across all subjects.</p> <p><b>Mentoring and coaching for teachers:</b></p> <p>Engage in external literacy reviews to support the school’s monitoring and evaluation of the impact of the literacy improvement plan.</p>	<p>EEF, Improving Literacy in Secondary Schools, guidance report</p> <p>DfE, Reading Framework</p>	3, 4

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

**Budgeted cost: £107,785**

Activity	Evidence that supports this approach	Challenge number(s)
<p><b>One to one, small group or peer academic tuition:</b></p> <p>Ensure that interventions complement and are aligned to the curriculum, with the content being set by teachers, and target specific needs and learning gaps.</p> <p><b>Targeted interventions to support language development, literacy and numeracy:</b></p> <p>Improve the achievement of disadvantaged students in maths and English through targeted academic support tailored to their specific needs and opportunities to access learning experiences and curriculum enrichment.</p> <p>Plan and deliver additional tutoring in English and maths to address gaps in learning for disadvantaged students, keeping parents/carers informed of progress and promoting parental/carers engagement.</p> <p><b>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND:</b></p> <p>Plan and coordinate a series of activities and experiences, within the Pupil Premium Improvement Plan, that build teams, raise aspirations and develop the cultural capital of disadvantaged students.</p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF, Special Educational Needs in Mainstream Schools</p> <p>EEF, Making a Difference with Effective Tutoring</p>	2, 3, 4, 5

<p><b>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND:</b></p> <p>Improve outcomes by delivering small group teacher-led targeted literacy interventions (including phonics) across KS3 for identified disadvantaged students with SEND.</p> <p>Introduce targeted interventions (Read, Write, Inc) to meet the specific needs of disadvantaged students with SEND to:</p> <ul style="list-style-type: none"> <li>• develop reading fluency and comprehension</li> <li>• develop co-operative behaviour and articulate their ideas and understanding</li> <li>• spell and write with confidence</li> </ul> <p><b>Teaching assistant deployment and interventions:</b></p> <p>Offer small group or one to one targeted academic literacy support through Teaching Assistant tuition or peer academic tuition.</p> <p><b>Targeted interventions to support language development, literacy and numeracy:</b></p> <p>Use Key Stage 2 SATS, Cognitive Ability Tests (CATS), New Group Reading Test (NGRT) and New Group Spelling Test (NGST) to inform literacy and reading interventions at KS3, prioritising disadvantaged students.</p> <p>Monitor the attendance and engagement of disadvantaged students to targeted interventions, ensuring that the Student Engagement Team share positive communications about learning with parents/carers to promote improved academic outcomes.</p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p> <p>EEF toolkit (Phonics – high impact for low cost based on extensive evidence)</p> <p>EEF, Special Educational Needs in Mainstream Schools</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>Hart &amp; Risley’s ‘30 million word gap’ study</p> <p>EEF, Five-A-Day</p> <p>EEF, Special Educational Needs in Mainstream Schools</p>	<p>2, 3,4</p>
<p><b>Teaching assistant deployment and interventions:</b></p> <p>Develop a nurturing provision, as part of the school’s graduated approach, to improve access to the mainstream curriculum through the offer of small group intervention, which supports the academic, social and emotional needs of students, prioritising disadvantaged students.</p>	<p>EEF toolkit (Small group provision – moderate impact for low cost based on moderate evidence)</p> <p>EEF, Special Educational Needs in Mainstream Schools</p>	<p>2, 4, 7</p>



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

**Budgeted cost: £ 101,876.50**

Activity	Evidence that supports this approach	Challenge number(s)
<p><b>Supporting attendance:</b>            Raise attendance of disadvantaged students to at least 94% by:</p> <ul style="list-style-type: none"> <li>• Embedding the principles of good practice set out in DfE’s Improving School Attendance</li> <li>• Re-establishing whole school attendance processes post pandemic</li> </ul> <p>Our School Attendance Officer will prioritise disadvantaged students by:</p> <ul style="list-style-type: none"> <li>• Carrying out first calling/home visits</li> <li>• Engaging hard to reach parents</li> <li>• Ensuring intervention is quickly targeted</li> <li>• Utilising the skills of others such as the pastoral team, SEND team or multi-agency partners to develop robust attendance plans</li> </ul>	<p>The DfE guidance has been informed by engagement by schools that have significantly reduced persistent absence.</p> <p><a href="#">DfE Improving School Attendance</a></p>	<p>5, 6</p>
<p><b>Supporting pupils’ social, emotional and behavioural needs:</b></p> <p>Provide opportunities for students to develop social and emotional skills and improve resilience through a range of SEMH interventions.</p> <p>Swift identification and priority access to interventions provided through the Be Well programme (whole school mental health programme). E.g.</p> <ul style="list-style-type: none"> <li>• Mind workshops</li> <li>• Mind one to one support</li> <li>• SMASH support</li> </ul> <p>Training for staff through the Be Well Programme (How to have a conversation about mental health, Youth Mental Health First Aid).</p> <p>Provide parental support through one to one intervention or parental workshops with the support of Mind.</p> <p><b>Extra-curricular activities, including sport, outdoor activities, arts and culture:</b></p> <p>Access to extra-curricular and enrichment activities (twilight clubs, sports clubs, music lessons, trips and visits) which increase engagement in learning. A team of 4 Student Engagement Leads will promote and</p>	<p>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood, as set out in the document below</p> <p><a href="#">Promoting Children and Young People’s Mental Health and Wellbeing - A Whole School Approach</a></p>	<p>5, 6</p>

<p>monitor attendance, breaking down barriers to engagement in such activities.</p>		
<p><b>Supporting pupils' social, emotional and behavioural needs:</b></p> <p>Embed the 6 recommendations of the EEF behaviour review. Clearly articulate expectations and re-establish strong school routines, particularly following the disruption caused by Covid-19:</p> <ul style="list-style-type: none"> <li>• Explicit teaching of school routines in which behaviour routines are embedded positively and with consistency, via tutor time, assemblies, in the classroom and through the development of the Cornerstones Curriculum.</li> <li>• Include time for teachers within CPD sessions to practise explicit explanations about what students need to do at key points throughout a lesson.</li> <li>• Reboot of school routines following each school holiday.</li> <li>• Further develop layers of support as a graduated response to behaviour intervention</li> </ul> <p>Introduce work on “Character” to develop knowledge and understanding of character traits and how to apply these to different aspects of life.</p> <p><b>Extra-curricular activities, including sport, outdoor activities, arts and culture:</b></p> <p>Develop the partnership with The Tigers Trust to allow students to develop their character through social skills, social action and advocacy projects.</p>	<p><a href="#">EEF Improving behaviour in schools</a></p> <p><a href="#">Creating a Culture: A review of behaviour management within schools</a></p>	<p>5, 6, 7</p>
<p><b>Extended school time:</b></p> <p>Support students from disadvantaged backgrounds to transition between settings by:</p> <ul style="list-style-type: none"> <li>• Identifying which students will benefit from additional support.</li> <li>• Offering small group Year 6 transition visits prior to the whole Year 6 induction event.</li> <li>• Developing college links to further support students from disadvantaged backgrounds to transition to alternative post-16 providers.</li> </ul>	<p>EEF, Guide to Pupil Premium (Tier 3: Wider Strategies)</p>	<p>1, 2, 3, 4</p>
<p><b>Breakfast clubs and meal provision:</b></p> <ul style="list-style-type: none"> <li>• Ensure that access to the curriculum, curriculum enrichment and wider school life are not reliant on family resources or income.</li> <li>• Ensure that poverty proofing facilitates disadvantaged students' access to the formal and informal curriculum, uniform, equipment and other resources in school.</li> </ul>	<p>Addressing educational disadvantage: from strategy to the classroom - Unity Research School</p> <p>EEF, Guide to Pupil Premium (Tier 3: Wider Strategies)</p> <p>EEF, Magic Breakfast</p>	<p>8</p>

<ul style="list-style-type: none"> <li>• Introduce a Breakfast Club where students eligible for Free School Meals are able to obtain a free breakfast to help support their school attendance and preparation for learning.</li> </ul>		
<p><b><i>Communicating with and supporting parents:</i></b></p> <p>Develop effective approaches to support parental /carer engagement to mitigate some of the causes of educational disadvantage by:</p> <ul style="list-style-type: none"> <li>• Improving school communications to encourage positive dialogue about learning</li> <li>• Improving school communications and support for parents/carers to promote and assist home learning</li> <li>• Offering parents/carers flexible opportunities to attend networking and training events to support student engagement and learning</li> </ul> <p>Introduce the Student Engagement Team to further develop levels of parental/carers engagement through routinely communicating with, and supporting, parents and carers.</p>	<p>EEF toolkit (parental engagement)</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF, Guide to Pupil Premium (Tier 3: Wider Strategies)</p> <p>EEF, Working with Parents to Support Children’s Learning – Guidance Report</p>	<p>9</p>

**Total budgeted cost: £359,061.50**

## 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 2021 to 2022 academic year.

#### **Key Stage 4**

	2018	2019	2023	Nat Av. 2023
% Basics 5+ (All)	35	45	<b>39</b>	45
% Basics 5+ (Pupil Premium)	14	18	<b>17</b>	25
Gap	-21	-27	<b>-22</b>	-20
% Basics 4+ (All)	62	66	<b>65</b>	65
% Basics 4+ (Pupil Premium)	42	40	<b>50</b>	43
Gap	-20	-26	<b>-15</b>	-22

Outcomes for Pupil Premium (PP) students continues to show improvements.

Attainment of PP students in 2023 has improved from 2019\*. 50% of PP students achieved basics 4+ in 2023; a 10% increase on 2019 which has decreased the gap between PP and non-PP students by 11%. 17% of PP students achieved basics 5+ in 2023 similar to 18% in 2019, with the gap between PP and non-PP students closing by a further 7% from 2019.

Progress of PP students in 2023 has improved, with gaps between PP and other students decreasing. Progress 8 for PP students in 2023 was -0.36 (above National Average), compared to -0.59 in 2022. The gap between PP students and all students has also decreased in 2023; -0.24 in 2023 compared to -0.33 in 2022.

*\*Please note that these attainment outcomes for 2023 have been compared to 2019 following a return to pre-pandemic grading standards;*

#### **Key Stage 3 Literacy Intervention**

During the academic year 2022/2023, a programme of targeted academic support for Key Stage 3 students was implemented. 36 students in Years 7 and 8 accessed literacy lessons delivered by a Key Stage 2 trained literacy specialist teacher.

#### **Year 7**

- In June 2023, 73% of students had made progress in their spellings since their Y7 baseline assessment. The average increase in spelling was 13 months.
- 92% of students made progress in reading with an average increase in reading comprehension of 6 months. Some students made exceptional progress including one who made 44 months progress and another 33 months.

#### **Year 8**

- 100% of students have made progress in spelling since the start of the literacy programme in Year 7. The average increase in spelling is 13 months

- 75% of this cohort of students have made progress in reading since the Year 7 assessments. The average increase in reading comprehension is 21 months. Some students made exceptional progress including one who made 5 years progress.

### **Guided Reading**

Guided Reading has been introduced this year with the core purpose of supporting reading comprehension and boosting reading confidence and stamina. The Guided Reading Programme has been developed by a Key Stage 2 trained literacy specialist teacher and has been matched to individual students' specific needs.

This year, 30 Year 8 students and 31 Year 7 students participated in Guided Reading. Tuition involved students working in small groups with trained Level 2 Teaching Assistants or trained 6<sup>th</sup> Form Mentors delivering the intervention.

Each cycle lasted for 6 weeks, students were assessed using a NGRT assessment and then withdrawn if progress had been made and confidence gained.

Year 7 completed one full cycle of Guided Reading. During this cycle, 100% of pupils made progress in their reading since their baseline Y7 assessments. The average increase in comprehension was 48 months.

During the first cycle for Y8, 75% of pupils made progress in their reading since their June Y7 assessments. The average increase in comprehension was 12.5 months. In the second round, 100% of pupils who sat the paper made progress in their reading since their June Y7 assessments. The average increase in comprehension was 31 months.

### **Year 6 transition**

As part of the school's wider strategies, 12 students were identified through the Year 6 transition programme to access additional literacy support and these students started the Year 7 literacy programme in September 2023.

A further 18 students were identified to join the first cycle of Guided Reading.

### **Pupil Premium Breakdown:**

#### **Key Stage 3 Literacy Intervention**

**Y7** 9 students are PP = 60%

**Y8** 10 students are PP = 62%

### **Guided Reading**

#### **Y7**

**Cycle 1** – January – March 2023

**Number/% of PP** – 12 = 40%

**Cycle 2** – April - June 2023

**Number/% of PP** – 7 = 27%

#### **Y8**

**Cycle 1** – October – December 2022

**Number/% of PP** – 6 = 40%

**Cycle 2** - January – March 2023.

**Number/% of PP** – 8 = 33%

**Cycle 3** – April - June 2023

**Number/% of PP** – 9 = 45%

As with the national picture, school attendance has not returned to our pre-pandemic levels and remains stubbornly low. Disadvantaged students in our school do have higher attendance than disadvantaged students nationally and the gap between all students and disadvantaged students is smaller in school than nationally (3.2 v 4.5 nationally). Disadvantaged students continue to be prioritised for additional support in school through pastoral care and the Be Well programme.

Suspension from school for all students and disadvantaged students remained significantly lower than national averages. Disadvantaged student suspension was 10.3% lower than national average. There were less suspensions in KS4 indicating that the interventions in place during KS3 had the desired impact.

## 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
Social Mediation and Self Help (SMASH) - group work for KS3 and one to one support for KS 4	Humber NHS Trust
Mind Big Umbrella (one to one support)	Humber and East Yorkshire Mind
The Whole School Approach. This includes: <ul style="list-style-type: none"> <li>• Pupil Resilience (group work)</li> <li>• Managing Exam Stress (group work)</li> <li>• Managing transitions (group work)</li> <li>• Well Being Ambassador training</li> <li>• Staff Training (How to have a conversation about Mental Health and Youth Mental Health First Aid)</li> <li>• Parental support workshops</li> </ul>	Humber and East Yorkshire Mind
The Tigers Sport and Education Trust is a charity which aims to make a difference to people's lives by involving them in sport.	Tigers Trust
Year 8 BBC Careers Event	Jane Chapman from BBC

## Service Pupil Premium Funding

<b>Measure</b>	<b>Details</b>
Funding for pastoral support and ELSA training	Service students are prioritised for pastoral and emotional support and interventions. Where service students are struggling with anxiety and/or loss when a family member is deployed, a dedicated member of staff is available to offer and plan support.
Quality First Teaching and targeted interventions to address gaps in learning.	Academic progress of service students is reviewed in the autumn and summer terms and where required interventions are delivered to close learning gaps.