

# Pupil premium strategy statement – Driffield School and Sixth Form

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	1218 (Years 7-11) 203 (Years 12+)
Proportion (%) of pupil premium eligible pupils	27% (Years 7-11)
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> )	2024/25 – 2026/27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Vicky Loftus – Headteacher
Pupil premium lead	Catherine Hogben
Governor / Trustee lead	Laura Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 312, 624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 312, 624

# 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 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 at the same time will benefit the non-disadvantaged pupils in our school. 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 consider 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 pupils.

Challenge number	Detail of challenge
1	<p>Students need to access a high quality, challenging curriculum that is appropriately scaffolded. This should be delivered by teachers who have secure subject knowledge, who are trained and skilled in effective strategies for teaching, assessment and feedback and who are continually supported to keep improving.</p> <p>This is especially important for disadvantaged students who may have significant gaps in knowledge to be overcome.</p>
2	<p>Disadvantaged students have higher rates of absence than their non-disadvantaged peers, and they make up a large proportion of our persistent absentees.</p>
3	<p>Low literacy, particularly reading comprehension and limited vocabulary has an impact on students' ability to access the full curriculum.</p> <p>These are a barrier to learning for a high proportion of disadvantaged students.</p>
4	<p>Students with low prior attainment require additional specialist support to catch up. If these gaps are not addressed, they can reduce overall KS4 or KS5 outcomes.</p> <p>Disadvantaged students have lower average KS2 scores compared to non-disadvantaged students.</p>
5	<p>Disadvantaged students perform less well than other students nationally.</p>
6	<p>Poor behaviour choices, lack of engagement or suspension means students are missing learning, with exclusion potentially leading to students and parents becoming disenfranchised with education.</p>
7	<p>Increased levels of social, emotional and mental health issues, such as anxiety, low mood and low self-esteem, particularly in relation to reduced social interactions, worry about lost learning and concerns about exams can be significant barrier to learning for some students.</p> <p>Safeguarding and welfare issues are more prevalent for disadvantaged pupils.</p>
8	<p>As the cost-of-living crisis continues, 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.</p> <p>27% of our students are PP but the percentage of students experiencing hardship is likely to be significantly higher.</p>
9	<p>Lack of parental/carer engagement can influence student attendance, academic progress, future aspiration and attitudes towards school and work. It can make it more challenging to implement effective intervention for these students and can also lead to a higher likelihood of these pupils becoming NEET.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve progress and outcomes. (addressing challenges 1, 3, 4, 5)	KS4 performance measures demonstrate that disadvantaged pupils make progress in line with that of non-disadvantaged students nationally.  Percentage of students achieving both English and maths at 4+ and 5+ is improving towards national averages for non-disadvantaged students.
Increase attendance for students so they are safe in school, learning and participating in the wider school life. (addressing challenge 2)	Sustained improved attendance for disadvantaged students with attendance for disadvantaged students at least 94% and fewer disadvantaged students being persistently absent.
Improved reading comprehension among disadvantaged pupils. (addressing challenge 3)	Reading support demonstrates an improvement in skills among disadvantaged students.
Increase Ebacc entry so that students can compete with their peers in future studies and employment. (addressing challenge 5)	Improved EBacc entry rate so that it is in line with all other students in the school.  Disadvantaged students are as likely as non-disadvantaged students to choose a suite of options that fulfil the EBacc criteria.
Successful destinations are achieved. (addressing challenge 5)	Ambitious destinations are sustained at Post 16 and there are no NEET pupils from this cohort each year.
Improved engagement in learning activities and reduction in behaviours that lead to sanctions that remove students from the classroom, School Remove and suspension (addressing challenge 6)	Students are keen to learn and want to remain in the classroom.  Reduction in the number of School Removes or suspensions for disadvantaged students.
Improved well-being (addressing challenges 7 and 8)	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>
Improved engagement from parents/carers (addressing challenge 9)	Parents/carers are aware of what their child is learning in school.  There are increasing opportunities for parents/carers to be involved in education and the school community and an increase in the percentage of PP parents/carers attending at least one event a year.

## 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: £ 137,361.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Raise achievement of disadvantaged students through an ever-evolving, inclusive curriculum that is ambitious, well designed and sequenced across all key stages and subjects.</p> <p>Implement purposeful and well-designed use of assessment to drive adaptive teaching, provide opportunity for timely feedback and inform future planning and interventions.</p> <p>Ensure that PP students are given appropriate support and advice when choosing next qualification steps at the end of Y9 and Y11.</p>	<p>Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment. We can support this through teacher knowledge, curriculum development and purposeful use of assessment.</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>1, 4, 5</p>
<p>Improve Quality First Teaching through improved access to student information and teaching strategies through weekly staff briefings.</p>	<p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p> <p><a href="#">Effective PD Recommendations   EEF</a></p>	<p>1, 4, 5</p>
<p>Prioritise literacy across the curriculum as a means to improve outcomes in reading and continue to evolve the annual literacy improvement plan to ensure this is a whole school priority, across all subjects.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p><a href="#">word-gap (Oxford University Press)</a></p>	<p>3, 4</p>

<p>Ensure that homework is an integral part of learning and that any barriers to completing homework are removed, such as continuation of homework club, a homework timetable for students and the introduction of Arbor parent app (an on-line home learning platform for parents/carers to access).</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, research suggest 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.</p> <p><a href="#">Homework   EEF</a></p>	<p>1, 4, 8</p>
<p>Deliver a Key Stage 4 Foundation Learning pathway taught by subject specialists, where students have the opportunity to complete AQA Unit Award Scheme certificates in English and maths to boost confidence, engagement and motivation.</p>	<p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>1, 4, 5</p>
<p>Provide flexible grouping in English and maths at Key Stage 3 based on current level of student mastery.</p>	<p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Tutoring Guide   EEF</a></p>	<p>1, 4, 5</p>
<p><b>Professional development to support implementation of approaches:</b></p> <p>Consistent and effective use of high-impact strategies from our trust teaching charter.</p> <p>Effective CPD that is designed and delivered to ensure quality first teaching so that we meet the needs of all our students.</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>There is a broad range of evidence that shows that 'high-quality professional development for teachers has a significant effect on pupils' learning outcomes'. High quality professional development ensures that an effective teacher is in front of every class and every teacher is supported to keep improving.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	<p>1, 4, 5</p>

	<a href="#">Cognitive science approaches in the classroom   EEF</a>	
<p><b>Supporting the recruitment and retention of staff:</b> Supporting staff to take part in training and continued professional development opportunities such as providing cover for staff to take part in National Professional Qualifications (NPQs) and accessing Mathshub courses.</p>	<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils.</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	1
<p><b>Technology and other resources that support high quality teaching:</b> Use appropriate and well-planned diagnostic assessments to inform adaptations to the curriculum and ensure that interventions are provided where needed to enable all students to access the whole curriculum.</p> <p>Ensure training is provided for new technologies in classrooms to enable effective use to support learning.</p> <p>Support and develop a centralised system to share high quality resources across the trust.</p>	<p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p> <p><a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	1, 4, 5

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

Budgeted cost: £ 89,448.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>One to one, small group or peer academic tuition:</b> 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>Well planned, small group tuition that is aligned to the curriculum can support students to reduce gaps in learning.</p>	<p>4, 5</p>
<p><b>Targeted interventions to support language development, literacy and numeracy:</b> 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/carer engagement.</p>	<p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p> <p><a href="#">Making a Difference with Effective Tutoring   EEF</a></p>	<p>3, 4, 5</p>
<p><b>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND:</b> 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 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><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p> <p><a href="#">Phonics   EEF</a></p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	<p>3, 4, 5</p>
<p><b>Teaching assistant deployment and interventions:</b> Offer small group or one to one targeted academic literacy support through Teaching Assistant tuition or peer academic tuition.</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><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>3, 4, 5, 7</p>



<p><b>Targeted interventions to support language development, literacy and numeracy:</b>  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 positive communications about learning with parents/carers to promote improved academic outcomes.</p>	<p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Tutoring Guide   EEF</a></p>	<p>3, 4, 5, 9</p>
<p><b>Extended school time, including summer schools</b>  Plan effective afterschool intervention sessions to support students towards their aspirational targets, led by subject specialists.</p> <p>Plan holiday revision and Saturday boosters for key topics to help students best prepare for summer exams.</p> <p>Ensure all students can access after school lessons if needed through twilight bus service and/or taxis.</p>	<p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>8</p>

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

Budgeted cost: £ 85, 814.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting pupils’ social, emotional and behavioural needs:</b> Provide opportunities for students to develop social and emotional skills and improve resilience through a range of SEMH interventions. Swift identification and priority access to interventions provided through the Be Well programme (whole school mental health programme).</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.</p>	<p>6, 7</p>
<p>Training for staff through the Be Well Programme (How to have a conversation about mental health, Youth Mental Health First Aid). Provide parental support through one-to-one intervention or parental workshops with the support of Mind.</p>	<p><a href="#">Promoting children and young people’s mental health and wellbeing</a></p>	<p>7, 9</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><a href="#">Improving Behaviour in Schools   EEF</a></p>	<p>6</p>
<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>6</p>
<p><b>Supporting attendance:</b> Raise attendance of disadvantaged students to at least 94% by:</p> <ul style="list-style-type: none"> <li>• Implementing whole school attendance improvement plan</li> <li>• Embedding the principles of good practice set out in DfE’s Improving School Attendance</li> </ul>	<p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	<p>2, 6</p>

<ul style="list-style-type: none"> <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><b>Extra-curricular activities:</b> Access to extra-curricular and enrichment activities (twilight clubs, sports clubs, music lessons, trips and visits) which increase engagement in learning. Leaders will promote and monitor attendance, breaking down barriers to engagement in such activities.</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>Ensure that access to the curriculum, curriculum enrichment and wider school life are not reliant on family resources or income</p>	<p>A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap.</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	6, 7, 8
<p><b>Breakfast clubs and meal provision:</b> Ensure that poverty proofing facilitates disadvantaged students’ access to the formal and informal curriculum, uniform, equipment and other resources in school.</p> <p>Maintain the 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.</p>	<p><a href="#">Magic Breakfast - trial   EEF</a></p>	8
<p><b>Communicating with and supporting parents:</b> 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><a href="#">Parental engagement   EEF</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF</a></p>	9

**Total budgeted cost: £ 312, 624**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

#### Key Stage 4

Attainment	2019	2023	2024	East Riding Av 2024	Nat Av 2024
% Basics 5+ (All)	45	39	<b>39</b>	43	46
% Basics 5+ (Disadvantaged)	18	20	<b>16</b>	21	26
Gap	-27	-19	<b>-23</b>	-22	-20
% Basics 4+ (All)	66	65	<b>58</b>	64	65
% Basics 4+ (Disadvantaged)	40	50	<b>28</b>	40	43
Gap	-26	-15	<b>-30</b>	-24	-22

Although the ability profiles of cohorts of disadvantaged students vary from year to year, the basics gap between disadvantaged and non-disadvantaged students remains relatively stable over the last three sets of comparable exam results. The Progress 8 score for disadvantaged students in 2024 was in line with their peers in the East Riding.

#### Key Stage 3 Literacy Interventions

In Year 7, 16 students (100% SEND and 38% disadvantaged) accessed the literacy intervention group. These students were identified through the Year 6 transition process and the analysis of the baseline assessments sat on entry to Year 7.

The literacy intervention group involves access additional literacy support with a Key Stage 2 trained literacy specialist.

67% of the group made progress in their reading with an average increase of 9 months and 8 making more than 12 months progress. Some made exceptional progress including 2 with 43 and 46 months of progress.

In Year 8, the 16 students who accessed the literacy intervention group in Year 7 in 2022-23 have transitioned to the Year 8 intervention. Of these students, 100% are SEND and 56% are disadvantaged.

The intervention programme is planned half-termly with a focus on grammar, reading comprehension and weekly spelling words. As students enter the end of summer term, a writing project is introduced.

Of those tested, 100% of students made progress in their spellings and reading since their Year 7 baseline assessments. The average increase in spellings was 14 months and the average increase in reading comprehension was 32 months with 8 making more than 2 years progress since the start of Year 7 and 2 making an exceptional 49 and 58 months progress.

### **Key Stage 3 Guided Reading**

Our guided reading programme has been developed by our Key Stage 2 trained literacy specialist teacher and has been matched to individual student's needs. The core purpose is to support reading comprehension and boost reading confidence and stamina.

Tuition involved students working in small groups with trained Level 2 Teaching Assistants or trained Sixth Form mentors delivering the intervention.

The first cycle of this programme targeted those students with standardised scores below 85 in three assessments areas from NGRT, NGST, CAT Verbal and CAT Non-Verbal.

In cycle 1 of the programme (September to November 2023) 34 students accessed the intervention. 20 Year 7 students (30% disadvantaged) and 14 Year 8 students (6% disadvantaged) were identified.

Of these students, 27 sat the end of cycle NGRT assessment. 63% of students made progress from their start of Year 7 NGRT assessment with an average increase of 6 months in reading comprehension.

Cycle 2 of the Guided Reading programme ran from November 2023 to February 2024 and involved 33 students from both Year 7 and 8. Of these students, 26 sat the end of cycle NGRT assessment. 88% of students made progress from their start of Year 7 NGRT assessment with an average increase of 13 months in reading comprehension.

Cycle 3 of the Guided Reading programme ran from February to May 2024 and involved 31 students from both Year 7 and Year 8. Of these students, 17 sat the end of cycle NGRT assessment. 60% of students made progress from their start of Year 7 NGRT assessment with an average increase of 8 months in reading comprehension.

### **Attendance and Suspensions**

School attendance has still not returned to our pre-pandemic levels. There remains a shift in culture towards attendance since the pandemic and it is a key strand in our school improvement plan. Disadvantaged students in our school do have a higher attendance than disadvantaged nationally although not yet in line with our school attendance targets. Disadvantaged students continue to be a priority for additional support in school and bespoke plans are in place to support students.

Suspensions from school for all students and disadvantaged students remain significantly below national averages (where compared to other secondary schools). There were less suspensions in KS4 indicating that the interventions in place during KS3 continue to have the desired impact. Although the data shows that disadvantaged students are more likely to be suspended, the suspension rate for this group has decreased more than all students. This reflects the work of the intervention team, who prioritise disadvantaged students.

## 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
Social Mediation and Self Help (SMASH) – group work for KS3 and one-to-one support for KS4	Humber NHS Trust
Mind Big Umbrella (one-to-one support)	Humber and East Yorkshire MIND
<p>The Whole School Approach. This includes:</p> <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> </ul> <p>Parental support workshops</p>	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
Enrichment days focussing on literacy and numeracy skills.	Run With It
Navigating Net Zero	Engaging Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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 member of staff is available to offer and plan support.

In Y11 they are also given support with careers choices.

### **The impact of that spending on service pupil premium eligible pupils**

All service children were supported through their choices for provision after Y11.

5 out of the 6 chose to return to Driffield School in the sixth form.

1 was given additional support to make choices following Y11 as they were undecided on their destination. Our careers guidance lead has continued to follow up with further support since they left at the end of Y11.

All students were supported with well-being and inclusion support.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*