

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	1216 (Years 7-11) 194 (Years 12+)
Proportion (%) of pupil premium eligible pupils	28% (Years 7-11)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 – 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£ 333, 250
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 333, 250

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 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.

Over recent years, attendance has continued to be a factor in our disadvantaged students not making as much progress as our non-disadvantaged students and has also meant they are not as able to participate fully in wider school activities. Our most recent Ofsted advised focusing on improving attendance to support their progress and outcomes overall and we have put more emphasis on strategies to support attendance this year.

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>Attendance</p> <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> <p>Our most recent Ofsted report highlighted the need to continue to work to improve on our disadvantaged attendance.</p>
2	<p>Gaps in Prior Attainment</p> <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>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>
3	<p>Quality First Teaching</p> <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 struggle to make connections in learning and can continue to have gaps in knowledge to be overcome to support them to perform in line with non-disadvantaged students.</p>
4	<p>Behaviour and Engagement</p> <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> <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>
5	<p>Pastoral Support</p> <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>
6	<p>Financial Pressures</p> <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>28% of our students are PP but the percentage of students experiencing hardship is likely to be significantly higher.</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
Increase attendance for students so they are safe in school, learning and participating in the wider school life. (addressing challenge 1)	Sustained improved attendance for disadvantaged students with attendance for disadvantaged students at least 94% and fewer disadvantaged students being persistently absent.
Literacy and numeracy interventions support disadvantaged students to close the gaps with non-disadvantaged students. (addressing challenge 2)	Disadvantaged students show improved reading comprehension and develop confidence in numeracy skills and talking about their numeracy work.
Improve progress and outcomes. (addressing challenges 3)	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.
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 4)	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 engagement from parents/carers (addressing challenge 4)	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.
Improved well-being (addressing challenge 5)	Students demonstrate an improvement in their well-being by demonstrating: <ul style="list-style-type: none"> ○ Improved school attendance ○ Positive take up and engagement in supportive activities offered by the Be Well programme ○ Positive feedback through student voice ○ Increased resilience within their learning ○ Increased participation in extra-curricular activities
Families are supported where necessary so that students are not disadvantaged academically due to financial difficulties. (addressing challenge 6)	Students are provided with necessary curriculum resources and supported to take part in appropriate extra-curricular activities that build opportunities for wider cultural capital experiences.

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: £ 119 469

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils:</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>Improve Quality First Teaching through improved access to student information and teaching strategies through weekly staff briefings.</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>The EEF Guide to the Pupil Premium EEF</p> <p>Effective PD Recommendations EEF</p>	2, 3
<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>Phonics EEF</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>word-gap (Oxford University Press)</p>	2, 3
<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</p>	2, 3, 4

	<p>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>Homework EEF</p>	
<p>Deliver a Key Stage 4 Foundation Learning pathway taught by subject specialists, where students have the opportunity to complete awards in English and maths to boost confidence, engagement and motivation.</p>	<p>Small group tuition EEF</p> <p>The EEF Guide to the Pupil Premium EEF</p>	2, 3
<p>Provide flexible grouping in English and maths at Key Stage 3 based on current level of student mastery.</p>	<p>Small group tuition EEF</p> <p>Tutoring Guide EEF</p>	2, 3
<p>Professional development to support implementation of approaches:</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>Effective Professional Development EEF</p> <p>Cognitive science approaches in the classroom EEF</p>	2, 3
<p>Supporting the recruitment and retention of staff:</p> <p>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>	3

	The EEF Guide to the Pupil Premium EEF	
<p>Technology and other resources that support high quality teaching:</p> <p>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>Support and develop a centralised system to share and benefit from high quality resources across the trust.</p>	<p>The EEF Guide to the Pupil Premium EEF</p> <p>Using Digital Technology to Improve Learning EEF</p>	2

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

Budgeted cost: £ 90 865

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition: Ensure that interventions complement and are aligned to the curriculum, with the content being set by teachers, and target specific needs and learning gaps.	Well planned, small group tuition that is aligned to the curriculum can support students to reduce gaps in learning.	2
Targeted interventions to support language development, literacy and numeracy: 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. Plan and deliver additional tutoring in English and maths and provide academic mentors to key groups of students to address gaps in learning for disadvantaged students, keeping parents/carers informed of progress and promoting parental/carers engagement.	The EEF Guide to the Pupil Premium EEF Making a Difference with Effective Tutoring EEF	2
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND: Improve outcomes by delivering small group teacher-led targeted literacy interventions (including phonics) across KS3 for identified disadvantaged students with SEND. Introduce targeted interventions to meet the specific needs of disadvantaged students with SEND to: <ul style="list-style-type: none"> • develop reading fluency and comprehension • develop co-operative behaviour and articulate their ideas and understanding • spell and write with confidence 	Special Educational Needs in Mainstream Schools EEF Phonics EEF Improving Literacy in Secondary Schools EEF	2
Teaching assistant deployment and interventions: Offer small group or one to one targeted academic literacy support through Teaching Assistant tuition or peer academic tuition. 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.	Special Educational Needs in Mainstream Schools EEF Teaching Assistant Interventions EEF	2

<p>Targeted interventions to support language development, literacy and numeracy: 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>Small group tuition EEF</p> <p>Tutoring Guide EEF</p>	<p>2</p>
<p>Extended school time, including summer schools</p> <p>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>The EEF Guide to the Pupil Premium EEF</p>	<p>2, 3</p>

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

Budgeted cost: £ 122 916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs: 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).	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.	5
Provide parental support through one-to-one intervention or parental workshops with the support of Mind.	Promoting children and young people's mental health and wellbeing	4, 5
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: <ul style="list-style-type: none"> • 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. • Include time for teachers within CPD sessions to practise explicit explanations about what students need to do at key points throughout a lesson. • Reboot of school routines following each school holiday. • Further develop layers of support as a graduated response to behaviour intervention 	Improving Behaviour in Schools EEF	4
Supporting attendance: Raise attendance of disadvantaged students to at least 94% by: <ul style="list-style-type: none"> • Implementing whole school attendance improvement plan • Embedding the principles of good practice set out in DfE's Improving School Attendance • Re-establishing whole school attendance processes post pandemic Our School Attendance Officer will prioritise disadvantaged students by:	Working together to improve school attendance - GOV.UK	1

<ul style="list-style-type: none"> • Carrying out first day calling/home visits • Engaging hard to reach parents • Ensuring intervention is quickly targeted • Utilising the skills of others such as the pastoral team, SEND team or multi-agency partners to develop robust attendance plans 		
<p>Extra-curricular activities: 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>Work with providers such as Run With It to offer a range of enrichment and intervention activities that also give students access to new experiences.</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>The EEF Guide to the Pupil Premium EEF</p>	4, 6
<p>Breakfast clubs and meal provision: 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>Magic Breakfast - trial EEF</p>	6
<p>Communicating with and supporting parents: 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"> • Improving school communications to encourage positive dialogue about learning • Improving school communications and support for parents/carers to promote and assist home learning • Offering parents/carers flexible opportunities to attend networking and training events to support student engagement and learning 	<p>Parental engagement EEF</p> <p>Working with Parents to Support Children's Learning EEF</p>	4

Total budgeted cost: £ 333 250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes				
Attainment	2024	2025	East Riding Av	National Av
Basics 5+ %	39	35	42	45
Basics 5+ % (Disadvantaged)	16	15	21	26
Gap	-23	-20	-21	-19
Basics 4+ %	58	62	64	65
Basics 4+ % (Disadvantaged)	27	41	40	44
Gap	-31	-21	-24	-21

Basics 4+ outcomes for disadvantaged pupils have improved with an increase of 14% and the gap narrowing by 10%. This data is in line with East Riding and National data. Basics 5+ remains relatively stable and has shown a slight narrowing of the gap.

Key Stage 3 Literacy Interventions

In Year 7, students who were part of the literacy intervention group made an average of 7 months progress in reading comprehension from October 2024 to April 2025. In spelling, an average of 4 months progress was made in the same period.

A significant number of students accessed our Guided Reading programme. There was an average increase of 9 months in reading comprehension for those students who accessed one cycle of the programme, 20 months for those who accessed two cycles and 31 months for those who accessed three cycles.

Externally provided programmes

Programme	Provider
Young Gentlemen's Project	Standing Ovation Project
MIND various individual and group sessions	Humber and East Yorkshire MIND
FEO	For Entrepreneurs Only
Experience of the workplace	NetZero
Learning for Life	Run With It
Mind and Social Prescribing support	Be Well Programme
Listen Loud	The Hub
The Scholars Programme	The Brilliant Club
Various programmes including: Social Skills, Sports Makers, Girls Gamechangers	Tigers Trust

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Supporting pastoral work and staff training around service pupils and their potential needs.</p> <p>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.</p> <p>In Y11 they are also given support with careers choices.</p>
The impact of that spending on service pupil premium eligible pupils
<p>All students were supported with well-being and inclusion support.</p> <p>Year 7 and 8 students were able to be offered an opportunity to take part in a enrichment activity linked to the month of the military child.</p>