

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Highworth Warneford School
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	26% (164 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sophie Hesten
Pupil premium lead	Elizabeth Trafford
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,148
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£131,148

Part A: Pupil premium strategy plan

Statement of intent

At Highworth Warneford School all members of staff and the governing body are committed to improving the progress of Pupil Premium learners and to meeting their academic, pastoral and social needs.

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

- Ensuring quality first teaching and appropriate learning resources are provided across the curriculum. Giving the greatest opportunity for learners to achieve academic qualifications and access post 16 opportunities.
- Supporting disadvantaged pupils to improve literacy and numeracy skills, with both whole school initiatives and targeted intervention where need has been identified
- Supporting disadvantaged pupils to settle into school positively by monitoring their progress and wellbeing, and providing pastoral, SEND and targeted mental health interventions to support where needed.
- Encouraging disadvantaged pupils to be fully involved in the wider school life, including additional revision sessions, sporting fixtures and academic trips
- Providing targeted attendance support to ensure that disadvantaged pupils attend school regularly and punctually, continuing to build positive partnerships with parents of those in receipt of Pupil Premium to support attendance.

Challenges

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

Challenge number	Detail of challenge
1 Low Attendance	Regular attendance is crucial for academic success. Our disadvantaged pupils attend less well compared to our non-Pupil Premium students.
2 Limited Access to Resources	Many of our Pupil Premium students lack access to essential learning materials, technology, and extra-curricular activities. This can hinder their ability to complete homework, participate fully in lessons, and engage in enrichment opportunities.
3 Progress	Our pupil premium children are at a higher risk of having less engagement with post 16 academic destinations than non-PP cohort. Our target is to ensure that our disadvantage students progress is aligned with the non-disadvantaged progress.

4 Reading, Literacy and Numeracy Challenges	<p>Literacy and numeracy are foundational skills for all subjects. Without a good foundation of numeracy and literacy skills, students find it difficult to access the curriculum and perform well academically and achieve their potential.</p> <p>Our target is to sustain the progress of PP students above the national average, and to close the gap between PP and non-PP students with a primary focus on outcomes in Maths and English. The longer-term goal is for PP progress to be aligned with non-PP progress.</p>
5 Emotional and Social Barriers	<p>Our disadvantaged pupils often face emotional and social challenges, such as stress, anxiety, and low self-esteem. These issues can affect their concentration, behaviour, and overall well-being, making it harder for them to succeed in school</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
Attendance Improved attendance rates Reduced persistent absenteeism Higher parental involvement regarding attendance	<ul style="list-style-type: none"> Overall attendance will be in line with Non-PP cohort at 94%. Increased parental engagement with targeted attendance meeting. This will be measured via parental engagement with EWO and Pastoral leads via Aim meetings
Resource Create the same opportunities for pupil premium students as their non-pupil premium peers by providing enrichment opportunities and resources so that the disadvantage gap does not widen	<ul style="list-style-type: none"> Increase access to enrichment opportunities – evidenced in trip registers Increased representation in sporting fixtures – evidenced in school sporting registers Higher participation in lessons that require resources to access, for example food technology – evidence departmentally by curriculum leaders and GCSE uptake.
Progress Increase student aspirations. The post-16 and post-18 destinations for pupil premium students are appropriately challenging and aspirational (in line with pupils' potential).	<ul style="list-style-type: none"> Destinations' data shows that no disadvantaged pupils are NEET and that all are accessing courses post-16 and post-18 at an appropriate level. Positive behaviour data Teacher target setting and feedback will reflect high aspirations for Pupil Premium students A teaching and learning focus in all QA activities and post data reviews

<p>Reading, Literacy and Numeracy</p> <p>Increase literacy levels so that pupil premium and non-pupil premium have the same access to curriculum content and future opportunities</p>	<ul style="list-style-type: none"> • Improved reading and literacy skills Better access to the curriculum • Higher academic performance • English and Maths attainment 8 score in line with non-disadvantage
<p>Emotional and Social</p> <p>Pupil Premium students have a positive attitude towards school and self.</p>	<ul style="list-style-type: none"> • Students can positively reflect on their own wellbeing and feel part of the school community evidenced in Pupil Perception data • Improved concentration and behaviour- evident in Class Chart data • Reduction in high level referrals to outside agencies – evidenced in inclusion data • An increase in positive reviews following in school ELSA and mental health interventions • Reduction in suspensions/ PEX for disadvantaged pupils

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Quality First Teaching</u></p> <p>Time allocated for departments to ensure strategies are implemented consistently and pupil premium learners are accessing the most effective T&L.</p> <p>New T&L policy to introduce and embed CREATE across the curriculum.</p> <p>Key focus on, adaptive (including challenge) teaching, questioning and TEEP training for all new staff.</p> <p>Assemblies, ensuring rationale behind key T&L strategies are shared with students.</p> <p>CPD Memberships:</p> <p>Whole school subscription to the National College.</p> <p>Pixl Membership</p> <p>Walk Through Membership</p>	<p>Disadvantaged learners have to make faster progress than their peers. Research indicates that Disadvantaged learners are disproportionately affected by quality of teaching. Excellent teaching, including effective feedback, appropriate levels of challenge and metacognition are shown to have the biggest impact on the progress of learners. Quality CPD will ensure teaching staff have access to the latest updates in pedagogy, understand what makes the biggest difference for disadvantaged learners and time to refine their practice.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • Effect of Teaching on Student Progress (Sutton Trust 2011) • EEF Toolkit: Metacognition & Self-Regulation - Impact: +7mnths / Feedback – Impact: + 6mnths • EEF Guidance Report: 'Metacognition and Self-Regulated Learning' • EEF: 'A Review of Educational Interventions and Approaches Informed by Neuroscience' • Internal data - Progress gender gap largest within PP cohort. 	1,3,4,5
<u>Contingency</u>	Disadvantaged students benefit most from positive relationships with staff. Permanent cover supervisors are part of	2

<p>Employment of 2 full-time cover supervisors.</p> <p>Funds available to support training needs identified throughout the year.</p> <p>Departments to create a disadvantage strategy document based on the challenges faced</p>	<p>the school community and understand the individual needs of students.</p>	
--	--	--

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Literacy and Numeracy</u></p> <p>SLT position responsible for Accelerated Reader strategy, including staff CPD and links with school library.</p> <p>Accelerated Reader Programme Pupils are given a reading score and colour code based on their reading age generated from start of year tests. This is used by pupils to help them select appropriate texts to read from school library to stretch and challenge each individual and support their reading comprehension development. 'Book of the Week' to be embedded into weekly tutor time schedule and top 30 reads to be shared with all pupils and parents to promote reading.</p> <p>Year 7 to 10 EXACT screening for reading, spelling age and processing speeds.</p>	<p>The DfE has reported that reading for pleasure is the single most influential factor in indicating the future success of a student. Students from a disadvantaged background, are less likely to read for pleasure, meaning they are at a significant disadvantage when it comes to academic attainment. This has been exacerbated by school closures and inability to access reading resources through schools and libraries. Reading is key for enriching lives, personal fulfilment and social/emotional development. EEF research highlights that in order to improve reading comprehension it is important to identify the appropriate level of text difficulty. Successful reading comprehension approaches must be carefully tailored to pupils reading capabilities and involve texts that provide an effective, but not overwhelming, challenge. The average impact of reading comprehension strategies is an additional 6+ months progress over the course of a year.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending 	<p>2,3,4</p>

<p>Targeted literacy interventions via Corrective Reading and Spelling through Morphographs. All Pupil Premium students screened to assess need.</p> <p>Critical readers identified and support put in place at KS3.</p> <p>Use of Bedrock in English lessons and for homework.</p> <p>Promotion of reading for pleasure via tutor time reading project. Topic texts introduced to all departments.</p> <p>Numeracy screening at KS3 and targeted interventions delivered for students. Disadvantaged students prioritised for support via nurture groupings.</p> <p>Literacy Festival – ensuring disadvantaged students have access to author visits.</p>	<ul style="list-style-type: none"> • EEF Toolkit: Reading Comprehension – Impact: +7mnths • EEF Guidance Report – ‘Improving Literacy in Secondary Schools’ • ‘Closing the Vocabulary Gap’ – Matt Bromley <p>DfE ‘Research Evidence on Reading for Pleasure’ (2012)</p>	
<p><u>Intervention</u></p> <p>Careful monitoring of progress of PP students in relation to peers.</p> <p>SLT Monitoring</p> <p>Priority access to In-school intervention for pupil premium students.</p> <p>GCSE Masterclass workshop for students targeting Grade 8-9. Parents invited to an evening session also.</p>	<p>Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average.</p> <p>Careful progress monitoring and planned intervention will identify where the most progress needs to be made, ensuring the greatest overall impact.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • “Missing Talent” (Sutton Trust 2015) 	1,3,4,5
<p><u>Revision Skills</u></p> <p>‘Exams Made Easy’ Workshop for Year 11 and parents.</p>	<p>Explicit revision skills and metacognitive strategies need to be taught so that all students can develop the exam preparation skills needed.</p>	2,3,4

Departments to explicitly teach students how to revise in curriculum time.	<p>Previous parent voice has indicated a need for guidance in supporting students with revision at home.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • EEF Toolkit: Metacognition & Self-regulation – Impact: +7mnths / Parents engagement – Impact +4mnths • EEF Guidance Report: ‘Working with Parents to Support Children’s Learning’ 	
<p><u>Contingency</u></p> <p>Funds available to support intervention needs identified throughout the year.</p>		2

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

Budgeted cost: £41148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Pastoral Care</u></p> <p>Contribute to pastoral staffing, within the House system. This includes a Head of Key Stage 4, A Head of Key Stage 3, 4 House Leaders and 3 Pastoral Support Workers</p> <p>Pupil Premium learners are high profile and needs are communicated to staff regularly. They are a fixed point for review on the SLT agenda point.</p> <p>Classcharts system allows for live monitoring of behaviour and swift interventions to ensure pupil premium students can access lessons, free from disruption.</p> <p>Early Help Conversations process initiated as an early intervention.</p>	<p>The context, characteristics and subsequent needs of our disadvantaged learners are quite diverse. We know our students. Our strong pastoral systems ensure that barriers to learning are identified and the individual needs of our learners are met. Tutors engage with disadvantaged learners and their parents. Contextual needs are communicated to all staff so that teachers can identify vulnerable learners and meet their needs in and out of the classroom.</p> <p>More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>The House system Led by the Heads of Key Stages and SLT link for Pastoral</p>	1,3,5

<p>Build sense of belonging and engagement with school via House System and competition.</p>	<p>provides a sense of belonging and builds community across whole school. This positively impacts on all students but is designed to engage Pupil Premium students a foster a sese of community. It provides structure for engaging families, student leadership and enrichment opportunities.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • EEF Toolkit: Social and Emotional Learning – Impact: +5mnths / Parent engagement – Impact: +5mnths • DfE ‘Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • A Practical Guide to the Pupil Premium – Marc Rowland • ‘Improving Teacher Perceptions of Parent Involvement Patterns: Findings From a Group Randomized Trial’ Herman & Reinke (2017) 	
<p><u>Attendance</u></p> <p>Implementation of SOL tracker to ensure careful monitoring of Pupil Premium cohort. Individuals with attendance flagged at early intervention stage.</p> <p>Embed new attendance policy to ensure strategic oversight and consistent response to poor attendance and high rates pf persistent absence among pupil premium students. Ensure students and parents understand what good attendance looks like and why it is important.</p> <p>Attendance Officer, EWO and Inclusion Team to work with families on individualised interventions. This includes Contribute to the costs of bespoke EOTAS off-site educational</p>	<p>Progress and attainment are strongly correlated with higher rates of attendance. Students have to be in school before they can access learning. Disadvantaged learners are more likely to have lower rates of attendance and make up a larger proportion of persistent absentees. This cohort is more likely to be young carers and / or affected by social issues. By improving attendance, we will be ensuring students can make more progress.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • DfE: ‘The Link Between Absence and Attainment’ (2015) • DfE ‘Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • Internal attendance data 	<p>1</p>

<p>packages and continue working relationships with external providers such as:</p> <ul style="list-style-type: none"> • Riverside • Oakfield • Pre-16 college • Fernbrook <p>Schools of Solutions (SoS) – on-site alternative provision (12 week placement) to support pupils with behavioural issues, poor attendance and are at risk of NEET. Pupils in SoS will work off a reduced curriculum timetable to allow for 2-3 days each week to be spent in SoS</p> <p>Reward Activities Term 2, 4 and 6. Pupil Premium students to have a lower eligibility criterion for attendance.</p> <p>Breakfast Club – emotional support and food provided at the beginning of the day to encourage positive interaction and good behaviour for learning routines</p>	<p>Support Services in Education highlight the growth in persistent absence by over 10% contributed to a rise in Emotionally Based School Avoidance. Successful strategies highlighted in their report was an alternative curriculum and reintegration plan.</p> <p>The DfE's evaluation of breakfast clubs in schools shows that there were reductions in the number of pupils being hungry, improvement in punctuality of some pupils and improvements in concentration compared to those who did not attend.</p>	
<p><u>Enrichment</u></p> <p>Facilitate engagement with enrichment, trips and experiences.</p> <p>Ensure all disadvantaged students can access peripatetic music lessons.</p> <p>Monitor engagement of PP cohort at extracurricular clubs / activities via trip and extra curricula criteria. Target individuals who require more support to engage.</p> <p>Y10 HA PP students supported to attend 'Eton Connect summer school'.</p> <p>Aim Higher PP Links to Higher Education Program</p>	<p>Students are more likely to achieve if they feel a sense of belonging and community. At Warneford, we develop the whole student rather than just supporting academic achievement. Developing a curriculum for cultural literacy and an understanding of the world is vital for students who may otherwise lack opportunities for experience. Facilitating engagement with arts and cultural inclusion supports students to learn new creative skills which in turn supports connections and socialisation with others.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • A Practical Guide to the Pupil Premium – Marc Rowland 	<p>1,2,3,5</p>

	<ul style="list-style-type: none"> • 'Using Pupil Premium to enrich cultural education' (2017) Thorpe 	
<p><u>Mental Health</u> Staff member with responsibility for mental health care in school.</p> <p>Mental health lead to work with both outside agencies such as BUSwindon and Trust wide interventions such as TPAT mental health team and School of Solutions. Referrals to prioritise Pupil Premium Students.</p> <p>ELSA support program to facilitate in school intervention for pupil premium students</p> <p>Trauma informed training for school teaching and support staff in order to early identify need in pupil premium students</p> <p>Mental Health lead to work with School of Sanctuary. Pupil Premium students to be prioritised for student leader positions.</p>	<p>Disadvantaged students are more likely to suffer mental health issues that act as a barrier to future academic achievement. They often show lower levels of resilience and self-regulation.</p> <p>During the pandemic, some disadvantaged young people have reported poorer mental health and wellbeing including anxiety and loneliness. Parents from households with lower annual incomes reported their children having higher levels of symptoms of behavioural, emotional and attentional difficulties than those with higher annual income throughout the pandemic.</p> <ul style="list-style-type: none"> • EEF Guide to the Pupil Premium – A Tiered Approach to Spending • 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' – OFSTED • DfE Covid-19 Mental Health & Wellbeing Surveillance report (2021) • 'Academic Functioning and Mental Health in Adolescence: Patterns, Progressions, and Routes from Childhood' (1999) - Roeser, Eccles & Freedman-Doan 	1,2,3,4
<p><u>Careers</u> Y11 PP cohort prioritised for access to high quality careers interviews, at an early stage.</p> <p>Students to access 'Employability Skills' programme through structured tutor time.</p> <p>Careers lead to consult with Pupil Premium lead to ensure all Pupil Premium students are prioritised</p>	<p>Disadvantaged students are less likely to go on to further educations and are more at risk of NEET. At Warneford, we do not assume that disadvantaged students have low aspirations however, we recognise that they may require extra support in careers guidance and transitions to KS5.</p> <ul style="list-style-type: none"> • DfE 'Supporting the attainment of disadvantaged pupils – Briefing for school leaders (2015) • EEF Guide to the Pupil Premium – A Tiered Approach to Spending 	3

<p>for career opportunities e.g. Industrial Cadets.</p> <p>Careers Administrator employed to assist careers lead.</p> <p>Disadvantaged students given extra support to find appropriate work experience placements.</p>		
<p><u>Resources</u></p> <p>Families are supported with some costs associated with uniform and resources.</p>	<p>At Warneford, we recognise that families will sometimes require extra support with meeting basic requirements for 'readiness to learn'. Lack of uniform or resources can affect attendance and relationships with school, leading to underachievement. We believe that no student should underachieve due to lack of resource or their family income.</p> <p>EEF Guide to the Pupil Premium – A Tiered Approach to Spending</p>	1,2,5

Total budgeted cost: £131,148

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 2023 to 2024 academic year.

Progress

We have analysed the performance of our schools PP pupils during 2023-2024 academic year using GCSE results data and our own internal assessment data.

Last academic year marked the conclusion of our previous Pupil Premium strategy plan. In the academic year 2023-2024, our disadvantaged pupils outperformed their non-disadvantaged peers, bucking the national trend. The Progress 8 (P8) score for disadvantaged pupils was -0.08, which is better than the national average. This means that disadvantaged pupils at our school outperformed disadvantaged pupils nationally. Additionally, disadvantaged pupils at our school outperformed their non-disadvantaged peers. The overall school P8 score was +0.13. Notably, the school's P8 score improved significantly in 2024, rising by a whole point compared to 2023, when it was -0.03.

For 2023-2024, the Progress 8 score for our PP pupils was -0.08, whereas our non-PP was +0.16. This is against PP national average of -0.57. The gap has significantly reduced when compared to the 2023-2024 results, where PP pupils was -0.83 and non-PP at -0.07.

For 2023-2024, the Attainment 8 score for our PP pupils was 41.4. This is against PP national average of 41. The Attainment 8 score for our non-PP pupils was 47.66.

Performance in English / Maths was behind that of their non-PP peers

- 4+ in English & Maths = 35.3% (PP) vs 72.7% (non-PP) – against PP national average 49%
- 5+ in English & Maths = 35.3% (PP) vs 53.1% (non-PP) – against PP national average 29%

P8 scores for the groups below:

- HA = (5 pupils in the dataset) P8 +0.00 A8= 62.9
- MA = (14 pupils in the dataset) P8 +0.18 A8= 46.57
- LA = (14 pupils in the dataset) P8 -0.05 A8= 28.48

The pupil premium gap has decreased year on year and this is a testament to Highworth Warneford school's nurturing approach and student focused personalised offer. We get to know all of our students and are proactive, providing targeted

intervention in order to make sure our disadvantage students access the same benefits and experiences as their non pupil premium peers.

While nationally, the performance gap between disadvantaged and non-disadvantaged pupils has widened, our school has seen an improvement. We understand that nationally in 2023 the disadvantage gap index at secondary continued to increase to its highest level since 2011- (Education Endowment Fund 2024) and our pupil premium cohort face more challenges than their non- pupil premium peers, with this in mind we have created a robust plan to make sure progress and attendance of Pupil Premium students remains on track, focusing on 5 key areas as detailed above.

Attendance is a contributing factor to poor outcomes for disadvantaged students at GCSE. However, our 2023-2024 attendance for Pupil Premium was **above national** average at 86.92% (national average 86.80% for PP). Our PP gap is smaller 4.96% compared with the 5.80% national target. Our non-PP attendance was 91.88% which means that there is still a need to have attendance as a focus of the next 3 years to embed good practice and sustain good attendance. Early targeted intervention following EXACT, Pupil Perception and the restructure of the pastoral system are beginning to have a positive effect on outcomes. Lowering the amount of pupil premium students that are internally truanting. The SOL tracker is enabling careful tracking of students and new attendance policy is being implemented with guidance from the local authority. We employ an Education Welfare Officer to target persistent absenteeism. When appropriate we use alternative provisions to support with school attendance and reintegration. Lack of quality alternative provision in our geographic area negatively impacts the outcomes for our pupil premium learners. We are working with the Academy Trust alternative provisions to try and mitigate this impact.

The continuing recruitment & retention crisis and lack of succession planning had a significant impact on the amount of 'cover' lessons experienced by students throughout the year. The pupil premium will continue to be used to retain 2 full time cover supervisors along with a succession plan and recruitment strategy.

Internal CPD has focused on retrieval, SEND, questioning, feedback and metacognition and adaptive teaching. Regular pupil voice indicated that disadvantaged learners understood which strategies would help them learn and could identify key teachers/departments that do this well, however internal learning walks have highlighted inconsistencies. A new T&L policy for 2023/24 was introduced with emphasis on CREATE to incorporate all quality first teaching strategies that have been identified as having the most impact on progress of students. TEEP training for all staff has been well received. A consistent teaching and learning approach underpinned by the TEEP principles is contributing to an increase quality in teaching and learning which will positively impact pupil premium learners. A new T&L quality assurance process prioritises pupil premium students across subjects. A positive has been no

difference through student voice and book looks between our disadvantaged student responses and engagement when compared to the rest of the cohort.

Introduction of accelerated reader -All students in Y7 to 10 had baseline reading and spelling tests and this will continue as the data has been used to inform targeted and whole class interventions in literacy. SEND will continue to use Corrective Reading and Spelling through Morphography and Bedrock for reading interventions and Year 7/8 students will use the online differentiated reading and vocabulary programme in English lesson time.

From 2023-2024 we continued to employ MyTutor as our tuition partner for the school-led tutoring. This is set to end for this academic year; however, those who meet the criteria may still access tutoring for GCSE subjects delivered via pupil premium funding.

As in previous years, revision workshops were well received by students and parents. YoungMinds worked with the school to provide staff training on mental health and student training on supporting peers. As a school we continue to support students with their mental health via our pastoral system. We have introduced TPAT Mental health service that offer 1:1 counselling services and ELSA sessions for group work.

As a school, we continued to provide a range of enrichment opportunities. Pupil voice indicated that uptake within the disadvantaged cohort was as expected and in line with their representation in school. Our Pupil Premium continued to support families with engaging in these enrichment activities at school and ensuring that any disadvantaged students can access peripatetic music lessons for free. We have developed links with Malborough collage and these interventions are open to our high achieving pupil premium students. We are also supported by Aim Higher to facilitate post-16 links to university. Working with Oxford Brookes to expose our pupil premium students to a university environment and highlight the benefits of this post 16 pathway from year 9 onwards.

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
'Exams Made Easy' Workshop	MADE Training
'CSI Mindmapping' Workshop	MADE Training
Employability Skills	The Skillsbuilder Partnership

The National College	The National College
1:1 Tutoring	MyTutor
Mental Health CPD	YoungMinds

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Total Service Premium is included with the total Pupil Premium fund. This supports our Pastoral Care system, ensuring all Service pupils' access personalised intervention, should their parent be actively deployed, injured, posted or retraining.
What was the impact of that spending on service pupil premium eligible pupils?	Very few S6 children required extra pastoral intervention. S6 pupils are prioritised for Academic intervention alongside rest of PP cohort, including 1:1 tuition, via SLT.

Further information (optional)

Much of our Pupil Premium strategy is based upon key findings of Sir John Dunford, Marc Rowland, Sutton Trust and Education Endowment Foundation. We believe that excellent teaching and learning (and all it entails) is paramount to the progress of disadvantaged young people. We have high expectations and work hard to ensure vulnerable learners are not disadvantaged by prior attainment, cultural capital and social context. We know our students as individuals and understand that not all are disadvantaged in the same way. Our most successful interventions are the ones that provide an individualised approach and build strong relationships between the child, school and home.