



Pupil premium strategy statement – King's Academy Bay House

This statement details our school's use of pupil premium (and recovery 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 (Y7-11)	1695
Proportion (%) of pupil premium eligible pupils	36.22%
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)	2022-2025
Date this statement was published	Three year plan: September 2022 Current academic year: September 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Chris Willis
Pupil premium lead	Alice Harlan
Governor / Trustee lead	Jean Morgan



Funding overview

Detail	Amount
Pupil premium funding (amount includes PP, SPP, Post-LAC) allocation this academic year (PP funding spans financial year rather than academic school year):	April 2023-March 2024: £478,036.50 (including recovery premium) April 2024-March 2025: £414,230.00 (including £66,665 for SPP) (schools no longer receive recovery premium)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (April 2024-March 2025) <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>	£414,230.00 (including £66,665 for SPP)



Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age-related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all;
2. Targeted support through specific interventions linked to overcoming barriers to learning;
3. Wider strategies to support pupils that experience socio-economic disadvantage.

As well as a school strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the KGA PP strategy and meet the needs of their community ensuring positive impact on learner outcomes.

Challenges

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

Challenge number	Detail of challenge
Tier 3 - Wider strategies	<ol style="list-style-type: none">1. Students access to post 16 pathways to be more closely supported and mapped to ensure equity and consistency at each transition phase2. Students access to cultural capital within the curriculum is at times limited and inconsistent across school3. Poor attendance adversely affects the progress and attainment of some pupils. The impact is more significant for those whose attendance is below 90%, such that they are considered persistent absentees.4. The impact of socio-economic disadvantage alongside the impact of Covid-19 is having a negative impact on some pupils mental health and well-being, that may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning)



Tier 2- Targeted Intervention	<ol style="list-style-type: none">1. Some students who have SEND and also identified as disadvantaged do not make enough progress at the end of both KS3 & KS42. Learning needs in reading, impacts upon achievement across the curriculum3. Attainment groups - identification of groups with the largest gaps and appropriate intervention planned
Tier 1 - Teaching	<ol style="list-style-type: none">1. Not all pupils at KS3 make enough progress each year from their on entry starting points2. Not all learning is consistently good3. Whilst there are small pockets of disadvantaged students outperforming non-disadvantaged students the gaps still remain with English and Maths and against national data4. Teachers need a deeper understanding of the impact of Covid-19 on pupils and the wider community and the effect it may have upon learning and the curriculum that is delivered

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
Tier 3:	To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g. during times of deployment or when the parent works away, the impact of Covid-19 on some pupils mental well-being and health.</i>	<ol style="list-style-type: none">1. Any negative effects on pupils ' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.2. Pupils are able to self regulate and signposting supports access to manage pupil wellbeing
	Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase and provision for Service children to be clearly supported and mapped using the careers platform and wide participation and engagement in specific events throughout the year	<ol style="list-style-type: none">1. Disadvantaged pupils to be able to have access to careers interviews as a priority group2. Close tracking of intended destination tracking sheet to monitor key focus groups of pupils to reduce the risk of any pupils becoming NEET3. Ensure all pupils have access to use the careers platform to support careers education and signposting



	For attendance to be at a minimum of the national average and for the percentage of persistent non-attendees to be reduced.	<ol style="list-style-type: none"> 1. Higher rates of attendance for all pupils, but in particular those in receipt of PP 2. At the end of year, school attendance figures will be at least in line with national average 3. The percentage of persistent non-attendees will be reduced
	To improve disadvantaged pupils access to cultural capital through the extended school provision	<ol style="list-style-type: none"> 1. Key tracking of PP learners access to clubs and societies 2. Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital 3. Ensure access to onsite and off-site opportunities through trips and visits

	Intended outcome	Success criteria
Tier 2:	To support and improve outcomes for learners with SEND and/or SEMH needs	<ol style="list-style-type: none"> 1. As a consequence of targeted, personalised interventions, SEND /SEMH pupils will make small steps progress from their starting points, both in academic and social and emotional development. 2. This will be reflected in an increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing) 3. Effective deployment of staff to support these pupils, including the use of ELSA, Inclusion Champions etc.
	To improve the progress of the bottom 20% of readers through use of interventions and access strategies to ensure that they have access to the curriculum	<ol style="list-style-type: none"> 1. Diagnostic assessments will improve identification of targeted focus groups 2. Targeted interventions will improve reading outcomes so that pupils are in line with ARE 3. All pupils will be able to access the rich curriculum on offer
	To diminish the difference between disadvantaged and non-disadvantaged	<ol style="list-style-type: none"> 1. Any negative impact of partial school closure will be addressed rapidly to



	pupils who have been impacted by Covid-19	<p>ensure that children do not have gaps in their learning and can make rapid progress from their starting point.</p> <ol style="list-style-type: none">2. Children will make at least good progress3. Improve progress and attainment in core subjects where gaps have grown or developed during lockdown4. Increased curriculum opportunities where these have been missed during lockdown
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	Intended outcome	Success criteria
Tier 1:	'Good' teaching and learning to enable pupils to make sound progress in Maths and English	<ol style="list-style-type: none">1. Improve standards and outcomes in Maths and English2. Improve the quality of teaching and learning across all departments with a specific focus upon English and Maths
	Improve attainment and progress in Maths and English in line with at least national average	<ol style="list-style-type: none">1. Improve progress at the end of year 7 in line with on entry starting points with a specific focus on English and Maths2. Improve progress at the end of year 8 in line with on entry starting points with a specific focus on English and Maths
	The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this has had on those who are in receipt of Pupil Premium	<ol style="list-style-type: none">1. Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point.2. Children will make at least good progress3. A rich curriculum offer will ensure that children are prepared for their next steps in learning.4. The effective use of technology will be used to personalise learning and provide a blended offer where appropriate



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.

Teaching (for example, CPD, recruitment and retention)

Tier 1 Budgeted cost: £ 207,115.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued embedding of Renaissance and CATS diagnostic tools to identify gaps in pupils academic and well-being, supporting teachers in targeting next steps	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p> <p>NFER building block 4 (meeting individual learning needs) states that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning.</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that high quality training and support from teachers and senior leaders is crucial to making TA interventions work.</p>	Tier 1 Challenge 3 Tier 1 Challenge 1,2,3
To continue to develop a professional learning programme with a focus upon Inclusion and the impact of deprivation as well as quality first teaching	<p>Whole school/Trust level PL practice clinics delivered to support all staff understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes</p> <p><u>EEF publishes new guidance on professional development EEF</u></p> <p>ImpactEd research findings paper - <u>https://impacted.org.uk/impactinpractice</u></p>	Tier 1 Challenge 4



	<p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial.</p> <p><u>1. High-quality teaching EEF</u></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	
To support all pupils having access to online learning through the school Chromebook scheme	<p>The scheme has been set up to ensure that all pupils are able to access curriculum and online learning/apps. This has been particularly prominent during periods of school closure/lockdown.</p> <p><u>Remote learning for pupils EEF</u></p>	<p>Tier 1 Challenge 1,3,4</p> <p>Tier 3 Challenge 3,4</p>
Intervention supported by teachers	<p>The implementation of a KS3 & KS4 Inclusion leader to support Tier 1 and Tier 2 challenges through diagnostics.</p> <p>The development of provision with small classes (high % are PP) to meet needs with the required expertise to support rapid progress with key groups of pupils. Small class sets in English, maths, science.</p> <p>Bespoke interventions supported by specialist teachers.</p> <p>Additional provision outside of the school day to support both pastoral and academic needs.</p>	<p>Tier 1 Challenge 4</p> <p>Tier 1 Challenge 1,2,3</p> <p>Tier 1 Challenge 1,3</p> <p>Tier 2 Challenge 1,2</p> <p>Tier 2 Challenge 1</p> <p>Tier 1 Challenge</p> <p>Tier 3 Challenge 4</p>

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



Tier 2 Budgeted cost: £ 103,557.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and intervention teams	<p>We have a small team of staff that support targeted intervention with identified pupils. They are identified through the use of the Diagnostic tools and referrals from subject teachers and a pupil's year team. They offer support to a wide range of pupils additional support to reduce barriers to learning that they may be experiencing. These interventions include additional support in core subjects, pastoral interventions and attendance based interventions.</p> <p><u>Teaching Assistant Interventions</u></p> <p>Reading interventions are run for KS3 identified through Renaissance Reading Tests. Year 7 to Year 11 reading interventions are run by a combination of LSAs and teachers across the year groups.</p>	Tier 2 Challenge 1,2,3
Improving reading across the curriculum	<p>Reading Renaissance testing is now complete for Years 7 - 10 and the data has been uploaded on to Arbor and shared with teachers.</p> <p>Reading Buddies: selected Y7 pupils (Wednesdays) and Y8 pupils (Mondays) meet once a week with a Y11 Prefect. 12 Y7 pupils and 10 Y8 pupils on the programme are selected from the data that puts them just above the intervention threshold.</p> <p>Reading for pleasure: introduction of a book vending machine which pupils can obtain via tokens from points learned for meeting expectations in lessons..</p> <p>Biscuits and Read was launched last year. KS3 Biscuits & Read now runs every 4 weeks giving pupils the opportunity to read in a small group with the School Pastors and enjoy being in the library with a drink and a biscuit.</p> <p>Spelling Bee will be launched in the Spring Term - linked to the House system.</p> <p><u>EEF Improving Literacy in Secondary Schools</u></p> <p>The school libraries have key events throughout the year to promote reading for pleasure. They work with departments to ensure recommended reading lists are up to date and relevant.</p>	Tier 2 Challenge 2



	<p>They also run a number of clubs and societies to promote reading and there is an online library too. All of KS3 have a library lesson once a month and KS4 have optional reading lessons.</p> <p><u>Virtual Library</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 103,557.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance for all pupils with a focus upon key groups	<p>We are aware that attendance is a barrier to learning for several pupils especially those who may be disadvantaged.</p> <p>Specific administration support to track, monitor and report upon absence identifying trends and patterns for identified pupils, NFER building block 2 (addressing behaviour and attendance), form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.</p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p>The gap in attendance between disadvantaged and non disadvantaged students is 2.7% in 2018-19 to 2.4% in 2019-20 to 2.9% in 2020-21 and 5.31% in 2021-22. In 2022-23 the difference was 6.91%.</p> <p>In 2023-24 the difference between the disadvantaged and non-disadvantaged cohorts reduced by 1.33% to 5.58%. This was due to targeted attendance interventions for our disadvantaged cohort: attendance intervention plans, minibus, attendance rewards schemes (certificates, badges, trophies, house points), fortnightly attendance/lesson engagement snapshots, our school-wide attendance targets and making the importance of attendance high priority for pupils, staff and parents.</p> <p>All of these strategies will continue for this year. Additional strategies will include attendance intervention clinics for specific PP pupils, including rewards for improvements in attendance.</p> <p>We are also using Hot Chocolate Friday nominations with the HT for significant improvements in attendance.</p>	Tier 3 Challenge 3



	<p>Next steps now underway (data will be collected before, during and after, for evaluation)</p> <ul style="list-style-type: none">• Services Families cohort focus working with Lesley Ure's team and the new Attendance Intervention Plan:<ul style="list-style-type: none">◦ Parent attendance support sessions to be offered in Jan 2025• LAC coordinator's team - mentoring LAC on attendance using attendance intervention plan• Key focus on 87-91% using AOs - using attendance intervention plan (weekly 10 minute sessions and parents being contacted)• Rewards for 100% attendance per week and per half-term being launched in tutor time next week - now launched - marks being awarded from w/c 27/11/23 and continued through 2024-25 year• Report cards for Y7-11 go out fortnightly sharing attendance figures and lessons missed by email• November 2023-July 2024, we ran a mini bus in the morning targeting students with poor attendance and punctuality to support their attendance. This has a positive impact for the targeted pupils, including encouraging the parents to engage with the school more effectively. This is now continuing Nov 24 - July 2025• Attendance forum minutes and policies.• Progress and attainment data linked to attendance figures at school• Reduction of persistent absentees in 2023-24 was very effective due to the new measures put in place. <p>Additionally, the Breakfast Club for all is available to all before school. Staffed by a trusted adult, supported by year teams and tutors, the club provided a "soft start" to the day. It also ensured that all students had access to a nutritious breakfast. This was an important focus in our 2024 exam season where we ensured that all students were offered breakfast bars before their morning papers.</p> <p><u>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils</u></p>	
<p>Use of BEEWell survey</p> <p>Purchase of ImpactEd well being diagnostic tool</p>	<p>2024-2025 BEEWell adopted to replace Impact Ed. Being trialled for the first time Nov 2024.</p> <p>2022-23 ImpactEd used for feedback to support barriers to learning linked to wellbeing and mental health. Assessment completed termly to identify where additional targeted support can be offered. Tracking and monitoring of focus groups and trends across the school.</p> <p><u>Lockdown Lessons</u></p>	<p>Tier 3 Challenge 4</p>



<p>2023-24 Purchase of Motional well-being diagnostic tool</p> <p>2024-25 Update: IRIS</p>	<p>2023-24: Screening tool for use with identified learners to or identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.</p> <p>Following evaluation, it did not appear to provide value for money so the subscription was cancelled.</p> <p>2024-25 UPDATE: Our Senco has now created IRIS diagnostic tools to replace Motional. IRIS will establish a 'score' linked to needs.</p>	<p>Tier 3 Challenge 4</p>
<p>Careers platform</p>	<p>All staff and students within the school have access to Unifrog, our chosen Careers platform. This enables staff to build Careers-related activities into the curriculum and enables students to create their own profile, and learn more about themselves, their options and career pathways.</p> <p>Students in priority groups are targeted early by the Careers Team - Pupil Premium (PP), Free school meals (FSM), Looked after children (LAC), from a Service family (SF), Special Educational Needs and Disabilities (SEND), Young Carer (YC), English as an Additional Language (EAL) and those identified as Potential to be Not in Education, Employment or Training (NEET).</p> <p>Year 10 students in priority groups can access additional support from the Careers Team to secure Work Experience or Extended Work Experience placements, as required.</p> <p>By the end of the Spring term in Year 11, every KS4 student will have had a 1:1 personal guidance meeting with a fully qualified careers development professional; following this meeting each student will receive a detailed, individual and tailored Next Steps plan with detailed actions to encourage informed destination, Plan A and Plan B.</p> <p>At the time of writing (November 2024), 66% of Year 11 students have had a 1:1 and follow-up Next Steps Action Plan.</p> <p>From the priority groups, the Team has met with:</p> <ul style="list-style-type: none">PP 76%LAC 100%SEND 80%EHCP 69%EAL 100%SF 81%YC 83%FSM 69%	<p>Tier 3, Challenge 1 Tier 2, Challenge 1</p>



	<p>Students from priority groups who miss their 1:1 are rescheduled as soon as possible and supported to engage. Attention is paid to students joining part way through the academic year, particularly from Service families. The Careers Team ensures the Careers programme is inclusive, whether students are educated at the main site or The Link, and offers virtual or at-home appointments for non-attenders, attended by their key workers where possible. The Careers Team will work with the Service Team this year to ensure Service children are fully supported at the Find Your Future careers event planned for December 2024, with a quieter session for selected students.</p> <p>In early Spring of Year 11, students are surveyed to ascertain their intended destination and to ensure they are considering their next steps; students without an intended destination at this time are targeted for additional support. To support this, every Year 11 has multiple opportunities to engage with different colleges and training providers to learn about their options Post-16, including academic and vocational routes, college or apprenticeship; their attendance at these events is tracked.</p> <p>The Careers Team attends Open Evening and Year 9 Options Evening to speak to parents and students at these key transition points. The Team offers 1:1 guidance for those needing additional advice when selecting their options subjects, together with resources and drop-in sessions to support the selection process.</p> <p>For the 2024-25 academic year, we have an ongoing partnership with the University of Portsmouth focusing on the same disadvantaged groups; a highlight of which is the Residential trip planned for Year 10. We also have mentoring in place for a select, disadvantaged but aspirational, cohort of Year 10 students with the Oxford University Society.</p> <p>The Careers Leader would like to grow the Careers Team by recruiting and building an in-house team of Careers Advisers who can develop stronger relationships with the students, engage earlier and support students throughout their journey at King's Academy Bay House.</p>	
To support pupils Social, emotional and mental health needs	We are offering a 3:20-5 drop in programme for emotional/well being needs to be reactive in supporting pupils' needs (known as the High 5 club). We are also running a number of emotional health and well being interventions: listening ear lunchtimes; zones of regulation; Think Good Feel Good, Girl's Well-being, and Drawing and Talking. These pupils	Tier 2 Challenge 4



	<p>are identified through Year Teams, the Senco, pastoral and attendance team recommendations.</p> <p><u>Promoting and supporting mental health and wellbeing in schools and colleges</u></p> <p>We now have three Trauma Informed Practitioners One staff member is in the safeguarding Team who can offer crisis support. Another staff member supports LAC on a 1-2-1 basis and in small groups. One staff member works with young pupils in the classroom environment providing trauma informed support when required.</p>	
Breakfast club for all	<p>Based on the need identified by both our pupils and the local community linked to the current cost of living crisis, we have set up a breakfast club for all that runs daily and offers pupils the opportunity to have breakfast and a positive start to the school day. The club provides a safe and welcoming environment that is run and organised by staff volunteers from SLT, year teams and the LSA's.</p> <p><u>Breakfast clubs: Schools report impact on behaviour, concentration and social skills</u></p> <p>44% of total attendees at Breakfast club since September 2023 have been in receipt of Pupil Premium. These pupils were also more likely to have attended several times. 7% have been from Service Families. This demonstrates that the reach of this strategy is disproportionately benefitting PP groups.</p>	Tier 3 Challenge 3,4
Trips & Visits	<p>Current data has reported that FSM pupils are not accessing trips and visits as often as non-FSM pupils. This may be due to a number of factors, however we recognise the huge benefits that come from enabling our disadvantaged pupils to access both onsite and offsite trips and visits that really develop their cultural capital.</p> <p><u>Rowland Report on Addressing Educational Disadvantage</u> - strand 17, 19, 20 & 23</p> <p>For this academic year, trips and visits will have increased promotion to FSM PP pupils and their families.</p>	Tier 3 Challenge 2
Resources to support Intervention - contingency fund	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
Parent/Carer programmes	<p>Parents can be referred, or self-refer to any of our evidence based programmes, such as Family Nurture Programme, Talking Teens, Adult ACEs and Non Violent Resistance (NVR). Details of the programmes are posted on our social media accounts and website.</p>	

Total budgeted cost: £ 414,230.00



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes- formative and summative assessment

For 2023, the Average Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils is currently -0.92. The Average Total Attainment 8 (which is a measure of GCSE attainment across 8 subjects) is 26.88. This is based on the provisional estimates pending publication of the performance tables in January 2024. See [DfE guidance](#) for more information about KS4 performance measures.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations. This is in line with the widening national disadvantaged gap data whereby disadvantaged pupils achieve half a grade less than expected at the end of KS4.

The gap between the Progress 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic, as has the gap in their attainment 8 score. The Average Progress 8 gap between our non-disadvantaged pupils and disadvantaged pupils in 2019 was -0.49, and the Average Total Attainment 8 score gap was -1.32. This year the gap between disadvantaged and non disadvantaged pupils was -1.05 and the attainment 8 score was -1.86.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. The socio-economic gap for disadvantaged learners is growing nationally and we acknowledge that our community is experiencing significant and ever changing challenges. We have passionately driven strategies to support our disadvantaged learners to remove barriers and make the same progress as their peers. However, we also recognise that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. We are addressing this by the new PL programme that will enable a greater amount of time to be spent in departments developing pedagogy, schemes of work, knowledge organisers, assessment models and the sharing of good practice both in and across departments. We are also using diagnostic assessments, results analysis and internal assessments to be more evidence informed to support teaching and learning in the classroom. We have also introduced a rigorous learning walk and DDI agenda that informs school wide PL.

Our pupils in receipt of the Service Pupil Premium achieved significantly higher outcomes than other Pupil Premium groups, with an impressive Progress 8 (P8) score of +0.33. This stands in contrast to the overall Pupil Premium average of -0.54, highlighting the effectiveness of the support and resources provided through the Service Pupil Premium funding.

Attendance Outcomes

DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.



The gap in attendance between disadvantaged and non-disadvantaged students is 2.7% in 2018-19 to 2.4% in 2019-20 to 2.9% in 2020-21 and 5.31% in 2021-22. In 2022-23 the difference was 6.91%.

Attendance was made a high priority in 2023-24 to try and reverse this attendance gap. **In 2023-24 the difference between the disadvantaged and non-disadvantaged cohorts reduced by 1.33% to 5.58%.** This was due to targeted attendance interventions for our disadvantaged cohort: attendance intervention plans, minibuses, rewards schemes, fortnightly attendance/lesson engagement snapshots, breakfast club, our school-wide attendance targets and making the importance of attendance high priority for all pupils, staff and parents.

Behaviour Outcomes for 2023-2024 Year

We do not have data to compare prior to this year due to changing MIS systems to Arbor and tracking all behavioural information on there. Therefore the following data will be our starting point to compare with data for 2024-25 year.

Suspensions

33% of the school cohort are PP.

50% of suspensions (whole school) are from PP children, including SPP.

Therefore PP pupils are proportionately more likely to be suspended.

National data indicates that FSM suspensions are 4 times the rate of non-FSM suspensions in England.

Negative Level 5

33% of the school cohort are PP

49% of level 5 incidents (more serious concerns) were from PP.

Therefore a child who is PP is proportionately more likely to receive a L5 consequence, such as a 60 minute DT and IRoom, than a non PP pupil.

Negative level 3

38% of all negative level 3 behaviours come from PP children which is slightly above the proportion of PP of 33%. Therefore, non-PP and PP cohorts are receiving a similar % of negative level 3 behaviour consequences such as 30 minute DTs.

Positive level 3 - star of the lessons

33% (one-third) of positive level 3's star of the lesson points are awarded to PP cohort.

Therefore two-thirds of positive level 3 awards, ie. star of the lesson, are awarded to non-pp pupils.

This indicates that Level 3 awards are awarded to non-PP at the same rate as the PP cohort (the PP cohort represents 33% of the whole cohort).



Externally provided programmes

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

Programme	Provider
ImpactEd Evaluation	ImpactED 2022-2023
Bedrock Vocabulary	Bedrock Learning 2022-2023
Renaissance Star Assessments	RENLearning 2022-2025
Motional	Motional 2023-24 Replaced by IRIS (developed in-house)

Service pupil premium funding

*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***

How the Service Pupil Premium (SPP) Funding Was Used in 2023-2024

During the 2023-2024 academic year, the SPP funding was allocated to a variety of targeted programmes and activities designed to support the unique needs of service children and their families at Bay House. The funding enabled us to provide crucial emotional, academic, and community-based support. Below is a breakdown of how the funds were used:

1. Staff Costs

- **How the funding was used:**
A portion of the Service Pupil Premium (SPP) funding was allocated to cover the costs of staff directly involved in supporting service children and their families.

2. 1-to-1 Child Wellbeing Support

How the funding was used:

- SPP funding was allocated to provide personalised 1-to-1 emotional and wellbeing support for service children. The interventions included the use of evidence-based programmes such as **ELSA (Emotional Literacy Support Assistants)** and **Emotional Wellbeing Diagnostics** and support from the **Service Children and Families Coordinator** to help children cope with anxiety, emotional difficulties, and deployment-related stress.

3. Family and Community Support

How the funding was used:



- **1-to-1 Family Support:** SPP funding enabled direct, personalised support for service families, helping them navigate the challenges of service life such as deployments, mobility, and emotional wellbeing. Support was provided to both parents and children, ensuring that each family's unique needs were addressed.
- **Signposting to Additional Services:** Families were provided with guidance and referred to relevant services, including mental health support, financial advice, and community resources, helping them access the right help at the right time.
- **Home Visits:** Home visits were conducted to offer tailored support to families struggling with transitions or other challenges associated with military life, allowing for a more comprehensive and personal approach to their needs.

3. Deployment and Transition Support

How the funding was used:

- Personalised transition support, which included welcome packs, home visits, additional transition events and resources for students arriving or leaving mid-year. Deployment support was provided through dedicated group sessions or 1-2-1 sessions to help students manage the emotional stress of having a parent deployed.

4. School Events

How the funding was used:

- **Open Evenings:** The service team made themselves available at school open evenings, providing dedicated support to service families by answering questions, offering advice on transitioning into or out of the school, and signposting additional resources to support emotional wellbeing.
- **Transition evenings:** The service team had a station/table of information with the service team interacting and meeting the new service families who will be making choices to move to secondary school promoting and informing them of the support and events we offer them. As well as being available at the transition evenings after the children have been offered their place at secondary school.
- **Other Relevant School Events:** At events such as careers fairs and information sessions, the service team supports the organising of these events, actively engaging with students, highlighting pathways for service children and providing tailored advice to address their unique needs.

5. Training and Resources for Staff

How the funding was used:

- The Service Team was trained to implement the **Thriving Lives Toolkit**, which outlines best practices for pastoral care of service children. SPP funding also supported open evenings, where staff could drop in and be informed of best practices, relating to service children. Additionally, newsletters and updates are shared throughout the year to keep staff informed.

The impact of that spending on service pupil premium eligible pupils

Impact of Staff Costs



- **Consistent Support:** Dedicated staff were available to service families for both academic and emotional support, leading to a more consistent and tailored approach to managing the unique challenges of military life.
- **Family feedback:** "support with books to loan for revision was really helpful"

Impact of 1-to-1 Child Wellbeing Support

- **Improved Wellbeing:** 64 children received 1-to-1 wellbeing interventions, with most cases closing after six weeks, showing long-term positive outcomes. Many students demonstrated improved emotional regulation and attendance, with minimal re-referrals needed.
- **Teacher feedback:** *"We have observed lasting improvements in attendance and engagement for students receiving 1-to-1 support"*
- **Student feedback:** *"Having someone to talk to makes me feel less worried about things like when my dad goes away"*

Impact of Family and Community Support

- **Increased Access to Services:** Families benefited from effective signposting and personalised support. For example, Community Kitchen, large scale events, such as Easter and Christmas drop ins, pantomimes, a youth club which all attracted positive feedback. Repeat attendees often reported that they had positive experiences that improved family functioning and wellbeing.
- **Family feedback:** *"We wouldn't have known about these services without the school's support. They really helped us during a tough time".*

Impact of Deployment and Transition Support

SPP funding provided essential support to help students manage the emotional and academic challenges of deployment and frequent transitions.

- **Smoother Transitions:** Personalised transition support, including welcome packs and an extra transition session dedicated to Service children resulted in **20** students reporting smoother transitions into their new schools from Primary to secondary and 2 children moving into the school from out of the area received bespoke tours of the school before they joined. These efforts helped students adjust more quickly, making friends and reducing learning disruptions.
- **Child feedback:** *"I felt more prepared and less nervous about starting a new school"*
- **Emotional Support During Deployments:** Support offered during parental deployments helped students manage the emotional stress, with students reporting feeling more supported during these periods.
- **Parent Feedback on transition:** *Thank you, it was lovely to meet you too and we thoroughly enjoyed the tour. A is very excited and eagerly looking forward to starting school in September. Thank you for the attached information, it's very helpful.*
- **Child feedback on deployment support:** *"I like making things for dad, he will love the bauble he can hang on his tree there."*

Impact of School Events

The service team's presence at school open evenings and other events helped service families feel more connected and informed.



- **Increased Engagement:** Service families attending open evenings and information sessions reported higher levels of engagement, feeling more connected to school and understanding the support available for their children. In several cases, families expressed enthusiasm for opportunities like the Youth Club.
- **Family feedback:** *"They can't wait to come to Youth Club when they start secondary school."*
- **Improved Communication:** Parents felt more confident knowing that there was a dedicated team available to support their children's specific needs during important school events.

Impact of Training and Resources for Staff

Staff training on emotional wellbeing and high mobility challenges ensured that service children received appropriate pastoral care.

- **Improved Staff Capability:** Staff trained on the Thriving Lives Toolkit and other resources felt more prepared to support service children and mentor other colleagues, as this training has equipped staff with skills to better serve service children's unique needs. As a result of effective information sharing, those colleagues have a clearer understanding and can effectively signpost for support.

Impact of Addressing Gaps in Education Due to High Mobility

The allocation of SPP funds to address learning gaps due to high mobility provided crucial academic support.

- **Academic Recovery:** Service children who received targeted tutoring and personalised learning plans were supported to close learning gaps in core subjects.
- Also see data under academic outcomes section within the main PP sections, which shows the high-impact of Tier 1 teaching.