



# Pupil Premium Strategy Statement



**South Craven School**  
SUPPORTED BY SOUTH CRAVEN ACADEMY TRUST

This statement details our school’s use of Pupil Premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

### School Overview

Detail	Data
Number of students in school	<b>1872 (1522 7-11, 350 12-13)</b> <i>Correct as of December 2023</i>
Proportion (%) of Pupil Premium eligible students	15.3% (286), 218 FSM, 16 Service, 7 LAC, 11 PLAC.
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Martyn Hill (Head teacher)
Pupil Premium lead	Nick Truelove (Disadvantaged Lead)
Trustee lead	Emma Benn (Chair of Trustees)

## Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£278,620
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>	£66,792
Pupil Premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£345,412

## Key Terminology

Term	Acronym
Pupil Premium	PP
Free School Meals	FSM
Looked After Children	LAC
Previously Looked After Children	PLAC
Progress 8	P8
Attainment 8	A8
Higher Level Teaching Assistant	HLTA
Teaching Assistant	TA
Red, Amber, Green	RAG
Monitor Evaluate Record	MER
Student Progress Monitoring	SPM
Education Endowment Foundation	EEF
Head of Year	HOY
Head of Faculty	HOF
Initial Teacher Training	ITT
Social, Emotional, Mental, Health	SEMH

Social, Emotional, Learning	SEL
Senior Leadership Team	SLT

# Part A: Pupil Premium Strategy Plan

## **Statement of Intent**

At South Craven School, we believe that all students, irrespective of background, deserve high standards and high-quality education. We strive to ensure all learners make progress and achieve high attainment across the curriculum whilst aiming to close the attainment gap between PP and non-PP students,

Our whole school vision is 'value all successes'. The focus of our Pupil Premium strategy is to be able to significantly impact disadvantaged students with their academic achievement but also their holistic development. Using South Craven Learner, our aim is to hone personable attributes that allow students to be positive members of a community. We want all students to take pride in their work and to help them develop their ambition to achieve their next steps for the future. Our ultimate aim is to identify individual student needs and implement appropriate strategies that will benefit the individual.

Our current Pupil Premium strategy plans to work towards supporting our disadvantaged students and helping them to achieve the best possible progress they can make. The lead for Pupil Premium aims to build on the P8 score from previous years and reduce the gap between our PP and non-PP students. High quality teaching and learning is at the heart of our approach and this is proven to have the greatest impact on closing the disadvantage attainment gap.

We hold RAG meetings with the PP lead, PP HLTA and Head of Year to monitor the progress of our PP students. This is when Pupil Premium students are given a red, amber or green code according to their individual needs at the start of each term along with more detailed reporting of progress from subject teachers with added interventions. As well as academic progress and achievements, students are 'rated' on their attendance, wellbeing and involvement in enrichment and extracurricular activities. This builds a holistic picture of our disadvantaged students in order to target them accordingly. As a result of this, various interventions take place to support the students' needs: academic support lead by Heads of Faculty, pastoral support lead by the Pupil Premium Lead and the Head of Year, as well as progression support to enable students to move onto the next stage of their education by providing our disadvantaged students with the ability

to make informed choices based on the most appropriate route for them. As well as this, specific students are highlighted to staff in 'Notice Me' briefings in order to continue to promote the South Craven ethos of building strong relationships between staff and students. Half-termly 'Pupil Premium Previews' are sent out to Heads of Faculty to display in Quality of Education meetings to enable subject teachers to discuss specific Pupil Premium students' progress, as well as promote a range of strategies that ensure staff deliver quality-first teaching that increases the academic achievement and removes any barriers for our disadvantaged students.

The key principles of our strategy plan therefore include:

- ensuring quality first teaching is offered to all students with an emphasis on 'ambition for all' and high expectations;
- communicating clearly and regularly with staff about our Pupil Premium students to encourage all staff to take responsibility for their academic achievement and outcomes;
- enabling disadvantaged students to access financial support where necessary for taxis, uniform, trips, iPads, breakfast club, extra lunches, music tuition and stationery;
- building relationships with parents and carers to collectively ensure student success;
- regularly monitoring the academic progress and holistic achievements of disadvantaged students across the board, and measuring the impacts of any interventions/actions implemented as a result of this.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>Attainment Gap</b></p> <p>The Progress 8 score for South Craven in 2023 was -0.21 and the Attainment 8 score was 42.96.</p> <p>Our PP P8 score was -0.64 and Attainment 8 score was 35.89. This is relatively in line with 2022 data where our</p>

	<p>PP students had a Progress 8 of -0.62 and an average Attainment 8 of 39.28.</p> <p>This left a P8 gap of -0.52.</p> <p>PP boys remain the cohort we are most concerned about with a P8 score of -0.86 and an A8 of 31.32 (non-PP boys had a P8 score of -0.31 and an A8 of 41.17). Whilst non-PP girls achieved a positive P8 score of 0.14 and an A8 of 48.64, PP girls had a P8 of -0.51 and an A8 of 38.56.</p> <p>The challenge remains continuing to get back on track with closing the attainment gap, as we were pre-COVID (2019).</p> <p>We have detailed results improvement plans in place at whole school, faculty and year team levels and PP student progress is at the heart of this work.</p>
2	<p><b>Upper Learners Achieving Required Grades</b></p> <p>Last academic year, one Pupil Premium student achieved Grade 7 or above in 5 or more subjects.</p>
3	<p><b>Attendance</b></p> <p>Our attendance over last year (2022-2023) indicates that Pupil Premium students had an average attendance of 88.9%, whereas non-PP students' attendance was 92.1%.</p> <p>The gap between Pupil Premium and non-PP attendance remains an issue for us to deal with this academic year. Individual support plans, alongside regular celebration of successes, SPM targeting for all students below 97% and an increased profile for attendance around school will hopefully have the desired impact. Work with TAs, PP leads and the PP TA, as well as careers will aim to improve this situation. Our assessments and observations indicate that absenteeism will negatively impact disadvantaged students' progress and needs monitoring. We have a key person in school to liaise with</p>

	<p>PP families to support and help increase each individual's attendance.</p>
4	<p><b>Ambitions</b></p> <p>Our observations/MER systems and discussions with Pupil Premium students and their families have identified a need to improve student aspirations. This particularly impacts those with low self-confidence, such as looked after students. A lack of ambition results in the gap between the achievements of non-PP and PP students, and can have a negative impact on attitudes to learning. The 'ambitious learning' specific whole-school focus will ensure that our most vulnerable, disadvantaged students are provided with targeted support to improve aspirations.</p>
5	<p><b>Enrichment Engagement</b></p> <p>There has been a real push on whole-school engagement with enrichment over the last academic year and data shows that this has had a benefitted our Pupil Premium students. There is little to no gap between our non-PP students who have taken part in an enrichment activity when compared to our PP students, and we are proud that, as a school, disadvantaged students are able to develop holistically through the range of enrichment we offer. We can demonstrate that across three-year groups the PP cohort is outperforming the non-PP cohort with percentage attendance at enrichment activities. There is a notable difference in some year groups between the amount of PP students that have accessed trips over the last academic year, and the focus will be ensuring that Pupil Premium students are able to access the same opportunities as the rest of the cohort.</p>
6	<p><b>Profile of PP Students</b></p>



It is vital that the profile and status of every Pupil Premium student in school is raised to ensure that all staff members, whatever their role, fully engage with the challenges these students face and contribute to their success. Knowledge of disadvantaged students' needs and the barriers they face, as well as how to support them to be successful in whatever form that looks like for them, should be regularly communicated to staff so they do their utmost to ensure that PP students leave South Craven as productive and well-rounded individuals. There is a need to ensure that certain students do not fall under the radar, particularly Upper Learners and boys.

### **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
<p>Disadvantaged student achievement to show positive progress in line with non-disadvantaged student achievement and national averages.</p>	<p>Exam results, SPM data, lesson observations, tracking sheets, students work and discussions demonstrate that PP students are on track, and if not, effective timely interventions can be evidenced and evaluated. The hope is that this will result in PP students at the end of Year 11 to achieving a Progress 8 score that is closer to 0, looking to move towards a positive P8 score in the next 3 years.</p> <p>Increased numbers of PP students to achieve a GCSE Grade 4 in English Language and Maths in the 23/24 academic year; Maths and English</p>

	interventions to include PP students of all abilities at all times.
Improved outcomes of PP upper learners achieving grades 7-9, particularly PP upper learner boys.	Mock exam results and SPM data will highlight that students are on track to meet the required grades. It will show that PP upper learners are achieving a higher percentage of Grade 7-9's.
To achieve and sustain improved attendance for disadvantaged students.	The average attendance of Pupil Premium students should be above 90% in the 2023-2024 academic year to be further in line with the attendance of our non-PP cohort.
To increase the aspirations of our disadvantaged students and ensure they access the most appropriate Post-16 route for them having explored all available options.	The careers team will ensure that PP students are offered specific help and guidance through a variety of strategies. Data will suggest that PP students have succeeded in achieving the correct progression pathway for them, with an increased percentage of our PP students remaining at South Craven for Sixth Form.
To continue to make positive strides with PP attendance at enrichment activities and intervention sessions.	Continue to ensure that PP students' attendance at enrichment activities is in line or higher than the non-PP cohort. PP students are specifically targeted to attend trips, where necessary, and financial support is available for this. PP students will be specifically invited to intervention sessions, and the impact of this will be evaluated.
To continue to raise the profile of PP students in school, so that all staff know who they are and can respond to their individual needs.	Lesson observations show staff are aware of the individual barriers faced by Pupil Premium students in the classroom. Staff will know and be aware of students who

	<p>need extra support. Heads of Faculty will go through 'Pupil Premium Previews' in Quality of Education meetings to ensure staff are discussing strategies that will benefit disadvantaged students in the classroom, and 'Notice Me' briefings will make staff aware of any SEMH issues our vulnerable PP students are facing, as well as how we can collectively support them.</p>
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**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)**

Budgeted cost: £244,189

Intended outcome	Success criteria	Challenge number(s) addressed
Improve quality first wave teaching across the school.	The EEF 'Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, particularly for socio-economically disadvantaged students.' <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	1, 2
Pastoral TA's to support PP students in lessons in their	The EEF report on 'Making Best Use of Teaching Assistants' states that 'research on TAs delivering targeted	2, 6

<p>relevant year groups, ensuring they are accessing quality first wave teaching and ultimately making progress. TAs will, where necessary, be deployed to deliver 1-1 or small group intervention to relevant disadvantaged students to further support their learning.</p>	<p>interventions in one- to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3)': <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1705416954">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1705416954</a></p> <p>The EEF also state that 'Strategic deployment of teaching assistants is important to ensuring that priority students are supported.'</p>	
<p>PP students to be considered first for 'Whole School Reading Intervention'. Staff will deliver reading intervention strategies to students, which will aim to improve their reading skills. This will also accompany the PP specific reading interventions that happen in individual year groups. Accelerated Reader also used in</p>	<p>The EEF claims that '<b>effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific</b>'. Resource used in the reading intervention will focus specifically on <b>improving reading fluency and PP students will be at the forefront of accessing this provision:</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 5, 6</p>

<p>Year 7 and 8 to promote reading for pleasure.</p>		
<p>Pupil Premium students are a priority focus and key issues are shared in faculty meetings through ‘Pupil Premium Previews’, pastoral meetings and full staff briefings. Staff to input relevant comments for all PP students when completing SPM data which the PP Lead, HOYs and Pastoral TAs can then use to ensure specific interventions are in place. Any student that is not engaging with enrichment are highlighted and invited to specific sessions.</p>	<p>Recommendation 1 of the EEF’s ‘Improving Behaviour in Schools Report’ outlines that we need to know and understand our students and their contexts, as well as encourage staff to build supportive relationships with students:  <a href="https://d2tic4wvo1iusb.cloudfront.net/pr/oduction/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1706670003">https://d2tic4wvo1iusb.cloudfront.net/pr/oduction/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1706670003</a></p>	<p>1, 2, 6</p>
<p>Include CPD on disadvantaged students on the ITT programme for the Disadvantaged Lead to deliver at the start</p>	<p>Part of the ‘Menu of Approaches’ from the EEF’s Guide to the Pupil Premium states that ‘supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional</p>	<p>1, 6</p>

<p>of the placement. This will also be delivered to new staff in September so they are aware of the way in which we support disadvantaged students at South Craven. Relevant training on 'Combatting Disadvantage' on Training Days so all staff are exposed to relevant teaching pedagogical strategies to support PP students.</p>	<p>development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.':</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £84,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Blue Base – supportive environment to nurture PP students, provides behavioural, emotional and social support through our PP HLTA.</p>	<p>Social and emotional learning ranks highly on the EEF’s Teaching &amp; Learning Toolkit. Alongside this, the EEF recommends behaviour interventions, smaller class sizes, parental engagement and small group tuition. These are all factors which students can access in our current Bluebase:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>The PP HLTA acts as a ‘mentor’ for students in Bluebase, and the EEF states that ‘mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations’, (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>) all of which we aim to achieve with disadvantaged students.</p>	<p>4, 5</p>

<p>Pastoral reading intervention implemented by year team TA's designed to help PP students develop key competencies to become more confident and skilled independent readers.</p>	<p>The EEF states that 'a wide range of strategies [for reading] and approaches can be successful, but for many students they need to be taught explicitly and consistently.' Explicitly teaching this strategies is the aim of our pastoral reading intervention:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 4, 5</p>
<p>HLTA deployed in Year 11 to provide additional teaching and learning opportunities through alternative curriculum groups and intervention groups along with in lesson support.</p>	<p>Part of the 'Menu of Approaches' from the EEF's Guide to the Pupil Premium states that 'intensive support – either one to one or as part of a small group – can support student learning if provided in addition to, and explicitly linked with, normal lessons.'  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a></p>	<p>1, 2, 4, 5</p>
<p><b>All students to receive a one to one careers meeting with a specialised member of staff to ensure appropriate progression with PP students specifically</b></p>	<p>The Gov.UK report on Careers Advice for Disadvantaged Young People emphasises the importance of supporting disadvantaged young people to engage with high quality careers advice:  <a href="https://assets.publishing.service.gov.uk/media/615ecac4d3bf7f5605903ff4/For_Publish_-_Pathway_to_sucess.docx_1_.pdf">https://assets.publishing.service.gov.uk/media/615ecac4d3bf7f5605903ff4/For_Publish_-_Pathway_to_sucess.docx_1_.pdf</a></p>	<p>4, 5</p>



<p>targeted to ensure explicit support.</p>		
<p>Study Support in place for specific year groups one session a week after school to support all students, but specifically targeting underachieving PP students to support with revision and homework.</p>	<p>In their 'Best Practice: General and Targeted Interventions' report, SedEd states that 'additional time-limited provision in the form of small-group intervention out-side the normal classroom' is a vital aspect of The Pupil Premium: <a href="https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-targeted-interventions/#:~:text=Continually%20check%20the%20progress%20of,with%20revision%20and%20homework%20materials.">https://www.sec-ed.co.uk/content/best-practice/pupil-premium-general-and-targeted-interventions/#:~:text=Continually%20check%20the%20progress%20of,with%20revision%20and%20homework%20materials.</a></p>	<p>1, 2, 5</p>
<p>'Z Forms' created during tutorial sessions with underachieving PP students at the forefront when HOF's are deciding who to include. HOFs then measure the impact of these sessions after data drops.</p>	<p>Z Forms exist for the majority of academic subjects at South Craven. The EEF guidance on 'Closing the Disadvantaged Gap' states 'Small group tuition approaches can support students to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to student understanding.' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 5</p>

<p>Revision sessions held after school by all faculties.</p> <p>Attendance of PP students monitored through central intervention register and Year 11 pastoral team/HOF's/PP lead will invite specific PP students and liaise with parents/carers.</p>	<p>In 'The EEF Guide to the Pupil Premium', they claim that 'Considering how classroom teachers and teaching assistants can provide targeted academic support – including through structured small-group interventions that link to classroom teaching and the curriculum – is an essential part of an effective Pupil Premium strategy. Specifically inviting our disadvantaged students to these sessions and monitoring their attendance via a whole-school centralised document enables PP students to benefit from this targeted academic support:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</a></p>	<p>1, 2, 5</p>
<p>Cultural capital opportunities run by all departments where PP students are targeted and invited to attend or take part in, for example, English may screen versions of Literature texts studied.</p>	<p>The EEF state that 'Addressing wider barriers to learning is an important part of any Pupil Premium strategy' and acknowledges the importance of activities that take place outside of the classroom:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>. Pupil Premium funding enables us to fund up to 50% of the cost of enrichment activities and trips for PP students to ensure they do not miss out on vital opportunities to develop holistically as well as academically.</p>	<p>4, 5</p>

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

Budgeted cost: £32,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly discussion with Form Tutors and Students around attendance percentage.</p> <p>HOY bi-weekly meetings with Attendance Officer to discuss PA students ensuring early identification of next steps, with a specific focus on PP students which is supported by PP HLTA.</p>	<p>Analysis of a representative sample of 300 schools' Pupil Premium strategy statements found that 75% cited attendance as the main barrier to attainment for their students eligible for Pupil Premium funding'.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	<p>1, 3</p>
<p><b>Blue Base available be-fore school starts to allow</b></p>	<p>The EEF highlights the importance of breakfast clubs when considering how to support disadvantaged students to</p>	<p>3, 5</p>

<p><b>students access to breakfast, support with equipment, informal SEMH support and/or pastoral support.</b></p>	<p>make progress: ‘The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club’.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	
<p>Step2 Counselling/ Mental Health Support Teams/ internal SEMH worker/pastoral support team to support with SEMH, encourage relationship building, problem-solving strategies in supporting the young person in being able to be in school and to access their learning effectively.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF Evidence suggests that ‘children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3, 5</p>
<p><b>Financial support for students to access high quality</b></p>	<p>The EEF claim that ‘Outdoor Adventure Learning might provide opportunities for disadvantaged students to participate in</p>	<p>5</p>

<p><b>trips and educational experiences. Student support including revision guides; music tuition; iPad support; uniform grants; stationary; taxis; extra lunches.</b></p>	<p>activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support students to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes’.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
<p>Comprehensive Enrichment programme developed to offer a wide variety of extra-curricular activities that all students can embrace, with year teams, PP HLTA and PP lead targeting PP students to attend.</p>	<p>There is some evidence to suggest that disadvantaged students might benefit more from additional school time.</p> <p>‘To increase the likelihood of additional school time benefitting disadvantaged students, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>5</p>

<p>PP Rewards Trip runs every year for targeted Year 9 students to offer them a diverse outdoor experience, where they follow a pre-planned programme that enables students to develop skills and qualities such as organisation, communication, leadership, resilience and confidence.</p>	<p>As above, the EEF emphasise the importance of ‘Outdoor Adventure Learning’ and claim that it ‘might provide opportunities for disadvantaged students to participate in activities that they otherwise might not be able to access.’ Our Rewards Trip aims to offer PP students with a range of enrichment opportunities to support their holistic development:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>4, 5</p>
<p>Further rewards for all students with the launch of ‘100% club’. This gives all students including PP students the opportunity to gain additional merits at the end of each week for 100% attendance and zero sanctions in the previous week. PP students are specifically encouraged to attend each day,</p>	<p>Putting in place clear reward systems can improve student behaviour in the classroom when used as part of a broader teacher classroom management strategy.</p> <p>Reward systems mainly involve the presentation of something such as a reward or praise to reinforce desirable behaviours.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>4, 5</p>

<p>make positive behaviour choices through form tutors, PP HLTA and PP lead to give them the best chance of success.</p>		
<p>Music lessons through specialised external teachers are on offer for all students with the HOF and PP HLTA specifically looking at which PP students would benefit/enjoy an enriched experience such as this.</p>	<p>The EEF write that ‘there is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for students from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>4, 5</p>

Total budgeted cost: £361, 131

## Part B: Review of the previous academic year

### **Outcomes for disadvantaged students**

Although the progress 8 measure of disadvantaged students at South Craven School is not where we want it to be, we are confident that we have launched an appropriate 'Results Action Plan' to tackle this head on and ultimately improve results for our disadvantaged cohort.

Our Attainment 8 figure for PP students is currently 35.89, which is slightly below the national average benchmark. 44% of our disadvantaged cohort gained a grade 4 or above in English and Maths. 44% of our PP cohort achieved 5 or more GCSE's at grades 9-4 or L2 -P, M, D. 28% of PP students elected to remain at South Craven and progressed into Sixth Form, and the other 72% went on to further education or training.

Currently, our internal data analysis shows that PP girls are performing in-line with non-PP girls. Disadvantaged students are out performing non-PP students in Physics, French, German, Textiles and Musical Theatre. This demonstrates that strategies and interventions implemented this academic year in response to last year's data are already having a positive impact on disadvantaged students.

In 2023, the Disadvantaged Lead identified a key cohort of underachieving upper learner PP boys in Year 11. This information was circulated amongst all teaching staff in order to raise the profile of these students, where they became 'first for' faculty interventions, in-class support, revision classes and one to one support



through pastoral teams. Staff were encouraged to keep disadvantaged students at the forefront of their minds for feedback, in seating plans, questioning in lessons, school trips and contact with home. Additional pastoral information was passed onto teachers for support and consistency was ensured through 'Notice Me' briefings. Lesson observations conducted by SLT, HOF's and throughout the most recent OFSTED inspection show that teaching at South Craven is consistently strong, and that staff knowledge and understanding of PP students is very good.

Targeted academic support was addressed through early identification in termly PP RAG meetings. This is where PP students are RAG (Red, Amber, Green) rated on the level of need surrounding their academic performance, attitude to learning, SEMH, enrichment and pastoral concerns. The PP lead, PP HLTA and HOY then devise an action plan to best meet and support the needs of the individual.

Our PP nurture provision 'Bluebase' has continued to support our PP students by providing a safe space for our students to thrive and develop holistically. There has been a real focus on boosting attendance through developing parental engagement with our PP students. Although last year's overall PP attendance was 88.9%, we have made progress already this academic year and currently the attendance of our Pupil Premium students is 91%.

**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
Accelerated Reader	Accelerated Reader
New Group Reading Test	GL-Assessment