

# Pupil Premium

## Pupil Premium Strategy Statement 2025-26

This statement details our school's use of Pupil Premium funding to help improve the attainment of our pupil premium students.

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	The Hamble School
Number of students in school	1143
Proportion (%) of Pupil Premium eligible students	318 (28%)
Academic year/years that our current Pupil Premium strategy plan covers	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Miss L Cambridge Headteacher
Pupil Premium lead	Mr R James Associate Assistant Headteacher
Governor / Trustee lead	Chris Tickner

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£341850
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£341850</b>



## **Part A: Pupil Premium strategy plan**

### Statement of intent

Our school ethos is based on 'Achieving Excellence Together': We Care, We Aim High, We Learn and Achieve Together.

All students have high-quality education through whole-school strategies that benefit all students. The targeted and strategic use of Pupil Premium will help support students regardless of their starting point.

The vision:

- Work with teachers, parents/ carers and governors to ensure students make expected or more than expected progress through high quality teaching and learning
- Support pupil premium students, including high and low attainers, to make good progress
- Students have personalised intervention to ensure socio-economic status is not a barrier to success
- The profile of Pupil Premium students is high amongst staff members, that students are seen and known and feel seen and known
- Rigorous tracking of Pupil Premium data to analyse gaps and implement interventions and support
- To provide the opportunity for students to have full access to the curriculum, extra-curricular and enrichment programmes

Our strategy is integral to wider school plans for school improvement. In order to ensure The Hamble School has a sharp focus on the attainment and progress of Pupil Premium students, a member of the Leadership Team has the responsibility for leading the strategies and managing the provision for this group of students. This is underpinned by an ethos of collective responsibility across all staff for the progress and attainment of pupil premium students.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance to school – Our attendance data over the last 3 years indicates that attendance among pupil premium students has been consistently lower than for non-disadvantaged students.</p> <p>Pupil premium students have been more likely to be ‘persistently absent’ compared to their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting pupil premium students’ progress.</p>
2	<p>Mental Health support – Our data suggests that following school closure there has been a significant increase in demand for mental health support and support for families relating to external providers.</p> <p>The support required is more complex than previously.</p> <p>The rise in support for student’s mental health is a national trend and has been highlighted in several national studies.</p>
3	<p>Teaching and learning – Many of our pupil premium students lack strategies when faced with challenging tasks and find it hard to use assessment and feedback effectively to improve their learning. This is a whole-school priority focusing on inclusive adaptive teaching strategies to meet these needs, reteaching and reshaping, to help students achieve their potential.</p>
4	<p>Behaviour – Our tracking data from 2024-2025 shows that pupil premium students much more likely to receive detention, be placed in internal isolation or receive a fixed term suspension. The behaviour in school is having a negative effect on outcomes for these students.</p>
5	<p>Reading and vocabulary – Assessments, observations and discussion with KS3 students indicate that pupil premium students generally have lower levels of comprehension and a significant vocabulary gap when compared to non-pupil premium students. than peers. This impacts their progress in all subjects.</p> <p>On entry to Year 7 in the last 3 years (Years 9,10,11), Pupil premium students are more likely to arrive below age-related expectations compared to their non-pupil premium peers.</p>
6	<p>Cost of Living Crisis – Pupil remium families face unprecedented financial challenges during the current economic situation. There is therefore an increased risk that students could feel marginalised and removed from the school community. This in turn could lead to poor attendance and lower academic outcomes. Over the last academic year, the number of pupil premium students on role has increased by 5%.</p>

## Intent

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>Increase in attendance for all students, with a specific focus on persistently absent students.</p>	<p>Improved attendance from 2025/26 demonstrated by: the overall absence rate for all students being no more than 10%, and the attendance gap between pupil premium students and their non-pupil premium peers being reduced by at least 0.5%. The percentage of all students who are persistently absent being below 20% and the figure among pupil premium students being no more than 8% higher than their peers.</p>
<p>Increase in mental health provision within school and positive relationships with external providers.</p> <p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Students are able have appointments with the relevant person within the school; MHFA, ELSA, counselling within two weeks from referral. In addition, the Mental Health Schools Team (MHST) offer support, beyond what we have traditionally been able to offer within school. Overall, this means we will be able to increase our capacity to support students through ELSA, mental health first aid, MHST and counselling, therefore sustaining high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, teacher observations and feedback sheets</li> <li>• An increase in participation in enrichment activities, particularly among pupil premium students</li> <li>• key staff CPD development on site to support students linked with signposting students to support offsite</li> </ul>
<p>To improve Teaching and Learning strategies across the school, focused on inclusive adaptive teaching.</p>	<p>Teacher report and class observations (Class Learning Reviews/ Learning Walks) suggest pupil premium students are more able to monitor and regulate their own learning. Evidence in book looks, learning walks and from student voice demonstrates that students are receiving high quality teaching and feedback and therefore responding more effectively to be able to monitor their own learning. By the end of</p>

	<p>the current plan 2025/2026 there will not be a significant gap between pupil premium and non-pupil premium students for outcomes in core subjects. Significant measure will be less than the Hampshire average.</p>
<p>Improve behaviour in school including within lessons and during unstructured time.</p>	<p>Sustained high levels of positive behaviour across the school. There is an improvement in behaviour for all students, but specifically pupil premium and vulnerable students. There is a reduction in the number of suspensions, internal isolations and detentions for all students and the gap between pupil premium and non-pupil premium students is closing year on year. There is an increase in the number of positive behaviour points across the school, but in particular for pupil premium students.</p>
<p>Reading and vocabulary – Improved reading comprehension and vocabulary among pupil premium students across KS3.</p>	<p>There is an improvement, via reading comprehension tests (NGRT Tests), among pupil premium students. The gap between pupil premium and non-pupil premium students related to the reading scores closes year on year. The improvement in vocabulary is monitored in book looks, impact reports and via assessment outcomes.</p>
<p>Students from pupil premium families feel fully supported, included and integrated within the school community.</p>	<p>Students are ‘poverty proofed’ whilst in school. Students report through feedback that they don’t feel or experience any unintentional stigma or discrimination and play a proportionate and active role in the wider life of school, including trips and extra-curricular activities.</p>

## Implementation

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£150000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality inclusive teaching. Clear whole school teaching and learning focus based on Rosenshine's principles and high quality formative assessment. Examples include; total recall, low stakes testing.</p>	<p>High-quality teaching and learning based on inclusive adaptive teaching and learning strategies, which will continue to be embedded in the whole-school teaching and learning strategy, to support reducing gaps in knowledge and understanding and to ensure that students are making good or better progress within lessons.</p> <p><b>Pedagogical Principles</b> are based on Rosenshine's Principles of Instruction.  <a href="https://www.innerdrive.co.uk/blog/guide-rosenshine-10-principles/">https://www.innerdrive.co.uk/blog/guide-rosenshine-10-principles/</a></p> <p><b>Priorities</b> are based on Dylan Wiliam's formative assessment strategies.  <a href="https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/">https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/</a></p> <p><b>Potential Strategies</b> are based on the Hamble Adaptive T&amp;L Toolkit using research informed recommendations from expert bodies such as the EEF.</p> <ul style="list-style-type: none"> <li>• Chunking</li> <li>• Guided Practice</li> <li>• Hinge Questions</li> <li>• Teaching of Vocabulary</li> <li>• Flexible Grouping</li> <li>• Modelling</li> <li>• Lesson Narration</li> <li>• Independent Learning</li> </ul>	<p>3,1,5</p>

	<ul style="list-style-type: none"> <li>• Writing Frames</li> <li>• Scaffolded Questioning</li> <li>• Memorisation Techniques</li> <li>• Checklists</li> </ul>	
High quality CPD to address key areas for development with staff.	<p>High-quality inclusive teaching and learning CPD on whole school teaching priorities to address progress and closing the gap.</p> <p><a href="https://www.sec-ed.co.uk/content/best-practice/pupil-premium-using-cpd-to-narrow-the-gaps/">https://www.sec-ed.co.uk/content/best-practice/pupil-premium-using-cpd-to-narrow-the-gaps/</a></p>	4,5
CPD on mental health including: mental health support for students related to difficult conversations with students; active listening and sign posting students toward support; discrimination behaviour and equality; mental health linked to early identification and follow up.	<p>Clear evidence suggests that mental health is a key issue with young people especially after lockdown.</p> <p>Key finding from Mind (July 2021) suggests:</p> <ul style="list-style-type: none"> <li>• People who struggled before now struggle more</li> <li>• Young people are finding it hard to cope</li> <li>• Coronavirus has heightened inequality</li> <li>• People urgently need more support</li> </ul> <p><a href="https://www.mind.org.uk/media/8962/the-consequences-of-coronavirus-for-mental-health-final-report.pdf">https://www.mind.org.uk/media/8962/the-consequences-of-coronavirus-for-mental-health-final-report.pdf</a></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>	2

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

Budgeted cost: **£150000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In school use of targeted small-group tuition to support students. Interventions to include booster sessions at weekends for PP students, tutor intervention groups, afterschool intervention and targeted intervention in both English and Maths in school time. Year 11 PP specific one to one academic mentoring programme.</p>	<p>The Education Endowment Foundation research suggests that small-group tuition has an average impact of 4 months additional progress over a year. The intervention has more of an impact when targeted at specific needs.</p> <p><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>Programmes that extend the school day have a positive impact. Mentoring, Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</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>1,3,4,5,6</p>
<p>Implementation of a three-tiered approach to Reading and Vocabulary to increase reading and comprehension across the school with specific support given to pupil premium / vulnerable students.</p>	<p>Reading and Vocabulary strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when targeted interventions are delivered over a shorter time span.</p> <p>Green Strategies universally used in all lessons to support students with reading. These aim to support struggling readers with accessing the curriculum, but also to challenge more able readers to dig deeper into texts as well as explore more challenging materials.</p>	<p>3,4,5,6</p>

	<p>Yellow strategies are those delivered by the HLTA in English to support targeted students, to access materials and texts, being used in English lessons.</p> <p>Red strategies are delivered by the Inclusion team. These strategies target readers where their reading ability is a barrier to them accessing the curriculum.</p> <p><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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/vocabulary-enrichment-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/vocabulary-enrichment-intervention</a></p>	
<p>Use of online technology to support students learning in an alternative format.</p>	<p>These resources help students to be more independent. Intervention software can provide them with flexibility in both how and where they revise / complete work.</p>	<p>3</p>

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

Budgeted cost: **£41850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance Officer in post, appointed to improve attendance (part funded).</p> <p>Rewards, recognition and incentives to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>The Attendance Team has extra capacity and is now made up of an Attendance and Family support Manager, Attendance and Family support worker and Attendance and Family support administrator. There is a tiered intervention escalation plan to deal with absence and home visits are used to carry out safe and well checks. Rigorous systems are used to monitor patterns and ensure early intervention. Internal provisions support those students with the highest needs and a comprehensive package of mental health and wellbeing intervention is in place to support students. For our most complex cases, a provision room has been funded which provides a provision for those students who are severely absent and provides them with the support needed to engage in education.</p> <p><a href="https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils">https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</a></p>	<p>1,2,6</p>
<p>Continued review and development of the school’s behaviour policy to ensure</p>	<p>Behaviour interventions improve attainment by reducing challenging behaviour in school. This includes a range</p>	<p>4</p>

<p>additional interventions via Re-Track provision is available to students to be able to engage in a positive learning environment. To focus on developing a positive school ethos and improving behaviour across the whole school, which also aim to support greater engagement in learning linked to increasing positive points. Review and improve specific programmes which target specific behavioural issues. Including the use of Inclusion Rooms and offsite provision.</p>	<p>of behaviours – low level bullying, substance abuse etc.</p> <p>According to DfE figures, students who received FSM are more likely to received permanent exclusions or fixed period suspensions compared to those who do not.</p> <p>Use of external providers such as The Compass School, The Bridge Education Centre and Southampton Hospital School. Research suggests that students improve behaviour as confidence improves. Other areas that research has identified as having an impact on individual include; increased resilience, social and emotional benefits and this then links to improved outcomes.</p> <p><a href="https://www.gov.uk/government/publications/investigative-research-into-alternative-provision">https://www.gov.uk/government/publications/investigative-research-into-alternative-provision</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<p>Quality careers provision for students to ensure they are able to link to the appropriate next stages in education/apprenticeships and to reduce the number of NEET students.</p> <p>Including strategies to provide transport to open evenings, priority careers interviews, lunchtime careers drop ins. Work experience with EBP.</p>	<p>Students in receipt of pupil premium are twice as likely to not be in employment, education or training (NEET). The report, Establishing the Employment Gap, from the venture philanthropy charity Impetus, found that 26 % of disadvantaged young people were NEET compared to 13% of other young people.</p> <p><a href="https://www.cypnow.co.uk/content/news/disadvantaged-young-people-twice-as-likely-to-be-neet-after-gcses/">https://www.cypnow.co.uk/content/news/disadvantaged-young-people-twice-as-likely-to-be-neet-after-gcses/</a></p> <p>Work experience for young people to engage in post 16 opportunities and reduce NEETS. Evidence suggest that Access to work experience can result in long-term employment and earning gains.</p> <p><a href="https://learningandwork.org.uk/wp-">https://learningandwork.org.uk/wp-</a></p>	<p>1,2,4</p>

	<a href="https://www.ess-sims.co.uk/sites/default/files/2018-07/PE%20White%20paper%202018%20-%20Web%20final%20version_1.pdf">content/uploads/2020/04/Evidence-Review-What-works-to-support-15-to-24-year-olds-at-risk-of-becoming-NEET.pdf</a>	
<p>SENDCo role in the school at the forefront of SEND support. Investment in this area reflects its importance, including the compounding effects of disadvantage on SEND progress and attainment. This investment also reflects the importance of compliance with the SEND code of practice.</p>	<p>Strategic development of Inclusion Provision to include the establishment of four specialists' interventions rooms, Step, Engage, Retrack and Thrive. Further development and embedding of SENDCo role within school with the appointment of Senior SENDCo and SENDCo roles. Specialist SEND/pupil premium Year 11 one to one Mentoring Programme. Introduction of ReadWrite software for all students to support with homework, reading and scribing.</p>	1,4
<p>Enhanced pastoral support to increase parental engagement. Introduction of online parents evening to improve attendance and engagement with parents. Increase in the pastoral team with an additional 2 staff members. Investment in a more robust and diverse communication system to ensure communication is as clear and concise as possible.</p>	<p>The support given to parents/carers is paramount in supporting key students. The importance of pastoral support is underlined by the EFF where it identifies that Parental engagement is about the equivalent to an additional four months progress over the course of one year. It has also been identified that the progress for low attaining students is even higher.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>65% of schools find that making more use of technology, for example, text message is an effective way to communicate with hard to reach parents, while 62% say that focusing on positive news first is effective.</p> <p><a href="https://www.ess-sims.co.uk/sites/default/files/2018-07/PE%20White%20paper%202018%20-%20Web%20final%20version_1.pdf">https://www.ess-sims.co.uk/sites/default/files/2018-07/PE%20White%20paper%202018%20-%20Web%20final%20version_1.pdf</a></p>	1,2,4,6

<p>Reducing class sizes to support key students in key subjects – to see an improvement in outcomes.</p>	<p>Smaller class sizes enable higher quality interactions, increasing the quality and quantity of feedback to students.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>3,4</p>
<p>Communication</p>	<p>Having recently received the Leading Parent Partnership Award, the school has been recognised for significant improvements in communication. Using the Weekly Message, emails, social media, the school website and text messages as the main forms of communication. Increasing use of text messages, as a way of connecting with hard to reach Parents/Carer, has ensured that engagement has increased. Parent/Carer engagement is closely monitored centrally.</p>	<p>1,4</p>
<p>Active deployment of recognised 'Poverty Proofing' strategies</p>	<p>Through CPD, all staff understand the context of the local community and the importance of an equitable experience for all students. Regular promotion of FSMs to recognise changing family circumstances. Targeted breakfast club, food bank and second-hand uniform shop, where families can donate or collect items. Trips are sign posted well in advance with staggered payment schemes, with students either receiving free or subsidised places. Barriers to learning such as a lack of school equipment are removed.   <a href="https://children-ne.org.uk/advice/nine-things-you-can-do-to-start-poverty-proofing-your-school/">https://children-ne.org.uk/advice/nine-things-you-can-do-to-start-poverty-proofing-your-school/</a></p>	<p>1,2,4,6</p>

Total budgeted cost: **£341850**

## Part B: Impact

### Pupil Premium strategy outcomes

The Pupil Premium strategy 2024-25 has been reviewed and evaluated with all six challenge areas carried forward to the next three-year review cycle. As part of the ongoing review of teaching and learning, the marking and feedback initiative has now been successfully embedded across the school. This has been evidenced within book looks, learning walks, observations, LLP and Governor Monitoring visits and during the schools Ofsted inspection in March 2025. The focus on phonics and homework club have now been successfully incorporated within SEND and our Inclusion Provision.

There have been some developments within the challenges and key areas have been addressed over the last two years. We have completed the following:

- Students were given IT devices where required
- Embedding of Mental Health Support Team
- Embedding Inclusion Provision
- Additional Inclusion Provision with new Thrive provision for emotionally vulnerable students
- Embedding Behaviour System

We continue to use the strategies that we know have a positive impact as well as developing other strategies that suit the needs of the whole cohort and individual learners.

Through successful monitoring and targeting, students have been proportionately, or over proportionately represented during extra-curricular activities and off-site trips. This has undoubtedly drawn these students closer to the community and ethos of the school. Breakfast Club is a good example of this inclusion within the culture of the school, particularly supporting students and families with the cost of living crisis.

Improvements to Teaching & Learning (evidenced internally through lesson observation, work scrutiny and student voice) have been validated by both governors and Hampshire, leading to improvements to student outcomes. There is evidence of embedded improvements over time with 'on track' teaching (where 75% of criteria are recorded as "Yes") sitting at our benchmark of 92%, and 'exceeding' teaching (where 95% of criteria are recorded as "Yes") continuing to improve, currently sitting at 73%. This is reflective of the feedback given in the recent Ofsted visit:

- Consistent T&L expectations are impressive.
- It is rare to see such consistency.
- Consistency means that students can make rapid progress and be challenged.
- We know CPD is working because visible consistency is seen in lessons.

In addition, in KS3, NGRT tests suggest FSM students in Year 7 and 8 have increased their reading ability beyond age related chronological progression.

We have analysed the performance of our school’s disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 37.25, compared to 36.5 in 2023/24 and 34.1 in 2022/23. The gap between the Attainment 8 score of pupil premium students and students not eligible for pupil premium continues to be demonstrably smaller than the Hampshire and National gaps. The percentage of pupil premium students achieving standard passes in both English and mathematics continues to rise for the third consecutive year and the gap between pupil premium students and non-pupil premium students by this measure is demonstrably smaller than both Hampshire and National gaps.

However, 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 2024/25 was below our expectations.

Absence and persistent absence among FSM6 pupils are higher than their peers. We recognise this gap remains too large which is why raising the attendance of our disadvantaged students is a focus of our current plan. In 2022-2023 FSM attendance was 81.7% compared with 85.3% national. In 2023-2024 FSM attendance was 83.6% compared with 85.4% national. In 2024-5 FSM attendance was 80.4% compared to 86.4% national. Non-FSM attendance was 89.4% which is a 9% gap which remains a concern (2023-4 gap 9.2%).

Our assessments demonstrated that pupil behaviour improved last year, overall suspensions reduced by 4.28%, whilst most local schools increased during this time. However, challenges around wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2028/9, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### Service Pupil Premium funding

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	Service children can access funding for curriculum trips. A member of staff is available to support this small group of students and signpost them to additional support available within school as necessary, e.g. ELSA and Bereavement Friendship Group.

<p>What was the impact of that spending on service Pupil Premium eligible students?</p>	<p>Support is available to support service students with anxiety and loss when a family member is deployed. Service children attended class visits and other educational experiences offered.</p>
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## Further information

### **Additional activity**

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium or recovery premium. That will include:

- Embedding more effective practice around assessment and feedback. **EEF evidence** demonstrates this has significant benefits for students, particularly disadvantaged students.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

External resources will be supplemented such as revision guide, art materials and trips

### **Planning, implementation, and evaluation**

In planning our new Pupil Premium strategy, we evaluated the impact of our strategies and which were the most successful. We have also reviewed our strategies so that we can further support our students.

We triangulated evidence from multiple sources of data including assessments, book looks, impact reports, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of Pupil Premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the **EEF's implementation guidance** to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three- year approach and will adjust our plan over time to secure better outcomes for students.