

Pupil premium strategy statement - The Snaith School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data			
School name	The Snaith School			
Number of pupils in school	835			
Proportion (%) of pupil premium eligible pupils	18.5%			
		Pupils	No. PP	% PP
	Y7	179	37	21%
	Y8	188	35	19%
	Y9	145	24	17%
	Y10	174	31	18%
	Y11	149	28	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2025-October 2028			
Date this statement was published	November 2025			
Date on which it will be reviewed	November 2026			
Statement authorised by	Heather Yates - Headteacher			
Pupil premium lead	Charlotte Maguiness			
Governor / Trustee lead	Lisa Metcalf			

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 126,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 126,850

Part A: Pupil premium strategy plan

Statement of intent

Our ambitious curriculum is designed to ensure that all pupils develop the powerful knowledge and skills needed in order to lead successful lives and make a positive contribution to their communities. Our school delivers a curriculum that has, at its heart, the intention to support pupils to be their 'best self' by removing barriers and ensuring social equality. This is underpinned by a culture that places high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. We will ensure all pupils have access to the same opportunities regardless of need, background, or circumstance and where a need is identified, we will supplement strong wave one teaching with time limited interventions.

High quality teaching and learning is the bedrock of our curriculum. All our teaching staff are aware that quality first teaching is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit the non-disadvantaged pupils in our school. We ensure our pupils experience lessons that are motivating, engaging and challenging and our dedicated staff set high expectations and expect all pupils to have high aspirations.

We strongly believe that pupils should study a balanced curriculum that places equal importance on moral, spiritual, emotional and physical development. Our curriculum is therefore complimented and supported by our APEX program that focuses on aspects of personal, social, health and economic education and includes impartial careers information advice and guidance. The school's assembly programme and form time activities compliment the APEX curriculum ensuring we effectively prepare pupils effectively for life beyond school.

We offer a variety of extra-curricular opportunities to our pupils and encourage them to take part in a wide range of activities and clubs outside of timetabled lessons. We are passionate about providing memorable and life-changing experiences away from the classroom that support pupils' academic success as well as their personal development.

We use a range of diagnostic assessments on transition to the secondary setting to identify cognition and learning needs of all pupils. These results are used to identify individual needs and inform targeted academic interventions that contribute to the attainment of pupils from disadvantaged backgrounds

We will use other assessment information carefully to ensure that wider academic needs of our disadvantaged pupils are addressed consistently, including through vocabulary, reading and wider literacy.

We will work with families to identify any barriers to pupil and parent/carer engagement and provide appropriate support to improve attendance and/or behaviour and well-being. Our pastoral care includes a bespoke 'Be Well' offer where pupils can access support for mental health above what is provided in house through our strong pastoral team.

To ensure our Pupil Premium strategy is effective, our monitoring and evaluation processes are cyclical and an integral part of our School Improvement Plan

Challenges

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

Challenge number	Detail of challenge																																		
1	<p>Pupils need to be able to access a high quality, challenging curriculum and appropriately scaffolded. This should be delivered by teachers with secure subject knowledge, who are trained and skilled in effective strategies for teaching, assessment and feedback and who are continually supported to keep improving.</p> <p>This is especially important for disadvantaged pupils (including those who have a multitude of vulnerabilities e.g. in year admissions) who may have significant gaps in knowledge to overcome.</p>																																		
2	<p>Disadvantaged pupils have higher rates of absence than their non-disadvantaged peers, and they make up a large proportion of our persistent absentees. See table below for 2024-5</p> <table><tr><th>Year</th><th>PP Attendance % (no. of pupils)</th><th>Non-PP Attendance % (no. of pupils)</th><th>Persistently absent PP % (no. of pupils)</th><th>Persistently absent Non- PP % (no. of pupils)</th></tr><tr><td>7</td><td>91.6</td><td>96.0</td><td>23.3</td><td>6.3</td></tr><tr><td>8</td><td>87.1</td><td>93.5</td><td>37</td><td>17.6</td></tr><tr><td>9</td><td>84.6</td><td>94.4</td><td>25.8</td><td>13.0</td></tr><tr><td>10</td><td>90.2</td><td>94.4</td><td>23.3</td><td>12.9</td></tr><tr><td>11</td><td>89.3</td><td>93.8</td><td>23.5</td><td>11.8</td></tr></table>					Year	PP Attendance % (no. of pupils)	Non-PP Attendance % (no. of pupils)	Persistently absent PP % (no. of pupils)	Persistently absent Non- PP % (no. of pupils)	7	91.6	96.0	23.3	6.3	8	87.1	93.5	37	17.6	9	84.6	94.4	25.8	13.0	10	90.2	94.4	23.3	12.9	11	89.3	93.8	23.5	11.8
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3	<p>Low literacy, particularly reading comprehension and limited vocabulary has an impact on pupils’ ability to fully access the curriculum.</p> <p>These are a barrier to learning for a high proportion of disadvantaged pupils.</p>																																		
4	<p>Low prior attainment means that some pupils have significant gaps in their knowledge when joining the school. If these gaps are not addressed early, the gaps can widen as pupils progress through school.</p> <p>Disadvantaged pupils have lower average KS2 scores compared to non-disadvantaged pupils.</p>																																		
5	Disadvantaged pupils perform less well than other pupils nationally.																																		
6	<p>Poor behaviour choices, lack of engagement or suspension means pupils are missing learning, with exclusion potentially leading to pupils and parents becoming disenfranchised with education.</p> <p>These can also exacerbate challenges 1, 2, 3, 4 and 7.</p>																																		
7	<p>Increased levels of social, emotional and mental health issues, such as anxiety, low mood and low self-esteem, particularly in relation to reduced social interactions, and concerns about exams can be significant barrier to learning for some pupils. Safeguarding and welfare issues are more prevalent for disadvantaged pupils.</p>																																		
8	<p>Socio economic disadvantage –with the cost-of-living crisis continuing, an increasing number of families are under significant financial pressure. This means less pupils may be able to access/ engage with the full school offer, for example trips, visits, music lessons etc</p> <p>18.5% of pupils are PP, but the percentage of pupils experiencing hardship is likely to be significantly higher.</p>																																		
9	<p>Lack of parental engagement can influence attendance, aspirations, attitude to school and limit academic progress. It can make it more challenging to implement effective intervention for these pupils and can also lead to a higher likelihood of these pupils becoming NEET.</p>																																		

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve progress & outcomes (addressing challenges 1, 3, 4, 5)	The progress gap between disadvantaged and non-disadvantaged pupils decreases by more disadvantaged pupils achieving in line with all pupils nationally. % of pupils achieving 4+ / 5+ and 7+ in English and Maths is above national average.
Increase attendance for pupils so they are safe in school, learning and participating in the wider school life (addressing challenges 2 and 7)	Attendance for disadvantaged pupils is in line with the national average and increasing towards the school target of 96% and fewer disadvantaged pupils being persistently absent
Improve reading comprehension among disadvantaged pupils (addressing challenge 3)	Reading support demonstrates an improvement in skills among disadvantaged pupils
Successful destinations achieved (addressing challenges 5 and 9)	Ambitious destinations are sustained at Post 16 and there are the % figure for NEET in line with other pupils – 99% +
Improve engagement in learning activities and reduction in behaviours that lead to sanctions that remove pupils from the classroom (addressing challenge 6)	Pupils are keen to learn and remain in the classroom Number of suspensions for disadvantaged pupils is reduced and working towards below national and local averages for all pupils.
Improved pupil well-being (addressing challenges 7 and 8)	Pupils demonstrate an improvement in their well-being by demonstrating: <ul style="list-style-type: none"> • Improved school attendance • Positive take up and engagement in supportive activities offered e.g. • Positive feedback through pupil voice • Increased resilience within their learning • Increased participation in extra-curricular activities
Improved engagement from parents/carers (addressing challenge 9)	Parents/carers are aware of what their child is learning in school. There is an increase in the percentage of PP parents/carers attending a face-to-face event.

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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of all pupils:</p> <p>Raise achievement of disadvantaged pupils through an ever-evolving, inclusive curriculum that is ambitious, well designed and sequenced across both key stages and subjects.</p> <p>Implement purposeful and well-designed use of assessment (including a PP sub cohort) to drive adaptive teaching, provide opportunity for timely feedback and inform future planning and interventions.</p> <p>Ensure that PP pupils are given appropriate and, if needed, support and advice when choosing next qualification steps at the end of Y9 and Y11.</p>	<p>Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment. We can support this through teacher knowledge, curriculum development and purposeful use of assessment.</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1, 4, 5
<p>Improve Quality First Teaching through strategic implementation of pupil profiling that allows evidence driven teaching strategies to be delivered, underpinned by weekly staff briefings and high-quality teacher CPD sessions.</p>	<p>The EEF Guide to the Pupil Premium EEF</p> <p>EEF-Effective-PD-Recommendations-Poster.pdf</p>	1, 4, 5
<p>Develop the literacy improvement plan, linking directly to our trust reading blueprint. This plan will focus on supporting struggling readers, developing reading in English lessons & across the curriculum and developing reading culture across the school. The vision of this plan is to ensure that all pupils can read and write fluently and is supported by a consistent approach to specific, evidence-based teaching of literacy strategies with a focus on vocabulary, reciprocal reading and extended writing. All subjects will review their provision of literacy through the lens of those pupils who are disadvantaged.</p> <p>The ongoing development of TAs will allow them to provide higher quality support for those PP pupils who need some support</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Oxford University Press - Word Gap - Oxford Language Report</p>	3, 4

<p>Ensure that homework is an integral part of learning and that any barriers to completing homework are removed, such as continuation of homework club and a half-termly summary of homework from each subject is shared with parents/carers.</p> <p>Pupils who are unable to access the internet at home are provided with a dongle, and we also issue a device to those who do not have access to one at home.</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, research suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.</p> <p>Homework EEF</p>	<p>1, 4, 8</p>
<p>Deliver a Key Stage 4 Foundation Learning pathway taught by subject specialists, where pupils have the opportunity to complete AQA Unit Award Scheme certificates in English and Maths to boost confidence, engagement and motivation.</p>	<p>Small group tuition EEF</p> <p>The EEF Guide to the Pupil Premium EEF</p>	<p>1, 4, 5</p>
<p>Provide flexible and dynamic groupings in English and maths at Key Stage 3 based on current level of pupil mastery.</p>	<p>Small group tuition EEF</p> <p>Tutoring Guide 2022 V1.2.pdf</p>	<p>1, 4, 5</p>
<p>Professional development to support implementation of approaches:</p> <p>Consistent and effective use of high-impact strategies from our trust teaching blueprints and charters.</p> <p>Personal Quality Improvement (PQI) support teachers in fulfilling their professional commitment to becoming the best teachers they can be. This involves selecting a specific focus (taken directly from our trust's Teaching Blueprint) and working collaboratively to develop that area, using evidence-informed approaches.</p> <p>Effective CPD that is designed and delivered to ensure quality first teaching so that we meet the needs of all our pupils.</p> <p>Ensure that enough time is given for effective whole school and departmental CPD through different means including internal CPD sessions, trust-wide CPD sessions and externally delivered CPD sessions.</p> <p>Ensure Subject Leaders are trained in what makes effective CPD that matches the needs of their department and whole school priorities.</p>	<p>Effective Professional Development EEF</p> <p>Cognitive science approaches in the classroom EEF</p>	<p>1, 4, 5</p>

<p>Mentoring & coaching:</p> <p>Our TEAL core induction programme enables our ECTs to build on and extend the knowledge and skills developed during initial teacher training and provide the foundation for continuing professional and career development. The programme assists ECTs to perform well against the Teachers' Standards and our trusts' teaching blueprint, as well as giving ECTs the opportunity to explore the evidence base which underpins the new entitlement for early career teachers' professional development (Early Career Framework). Expert training, mentoring and support is the key to the success of this initiative.</p> <p>Our Teacher Development Framework outlines the evidenced-informed mechanisms for effective CPD and underpins an entitlement (regardless of career stage) to high-quality CPD that supports all our teachers in their professional commitment to be the best teacher that they can be. A key mechanism of effective CPD is high-quality, actionable feedback. The feedback model that will be used is evidence-informed (drawing on principles of coaching) and is designed to be clear, supportive and effective.</p>	<p>Effective Professional Development EEF</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p>	1
<p>Supporting the recruitment and retention of staff:</p> <p>The trust is dedicated to developing, growing and retaining talented leaders and staff across the trust and invests heavily in staff development. The trust workload and ethical leadership charters support these aims.</p> <p>We support staff to take part in training and continued professional development opportunities such as providing cover for staff to take part in National Professional Qualifications (NPQs)</p>	<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils.</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1
<p>Technology and other resources that support high quality teaching:</p> <p>Use appropriate and well-planned diagnostic assessments to inform adaptations to the curriculum and assessment and ensure that interventions are provided where needed to enable all pupils to access the whole curriculum.</p> <p>Ensure training is provided for new technologies in classrooms, including the use of AI, to enable effective use to support learning.</p> <p>Support and develop a centralised system to share high quality resources across the trust.</p>	<p>The EEF Guide to the Pupil Premium EEF</p> <p>Using Digital Technology to Improve Learning EEF</p>	1, 4, 5

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

Budgeted cost: £54,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition: Ensure that interventions complement and are aligned to the curriculum, with the content set by teachers, targeting the specific needs and gaps in learning.	The EEF Guide to the Pupil Premium EEF Making a Difference with Effective Tutoring EEF	4, 5
Targeted interventions to support literacy and numeracy: Improve the achievement of disadvantaged pupils in Maths & English through targeted academic support tailored to their specific needs. Use KS2 SATS, Cognitive ability tests (CATs), New Group Reading Test (NGRT) and New Group Spelling Test (NGST) to inform literacy, maths and reading interventions at KS3, prioritising disadvantaged pupils. Plan and deliver additional tutoring in English and Maths to address gaps in learning for disadvantaged pupils, keeping parents/carers informed of progress and promoting parental/carer engagement.	Improving Literacy in Secondary Schools EEF Improving Mathematics in Key Stages 2 and 3 EEF Small group tuition EEF Tutoring Guide 2022 V1.2.pdf	3, 4, 5, 9
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND: Improve outcomes by delivering small group teacher-led targeted literacy interventions across KS3 for identified disadvantaged pupils with SEND. Introduce targeted interventions to meet the specific needs of disadvantaged pupils with send to: <ul style="list-style-type: none"> • Develop reading fluency and comprehension through interventions such as thinking reading and reciprocal reading • Develop basic numeracy skills • Develop co-operative behaviour and articulate their ideas and understanding • Spell and write with confidence 	Special Educational Needs in Mainstream Schools EEF Improving Literacy in Secondary Schools EEF Improving Mathematics in Key Stages 2 and 3 EEF	3, 4, 5

<p>Teaching assistant deployment/intervention delivery:</p> <p>Offer small group and one to one targeted academic literacy support via teaching assistant tuition.</p> <p>Maintain a nurturing ethos and improve access to the mainstream curriculum through the offer of small group intervention, supporting the academic, social and emotional needs of pupils, prioritising disadvantaged pupils.</p>	<p>Teaching Assistant Interventions EEF</p> <p>Improving Literacy in Secondary Schools EEF</p>	<p>3, 4, 5, 7</p>
<p>Targeted interventions to support pupils in KS4 (including extending school time):</p> <p>Allocate each disadvantaged pupil in year 11 with a mentor to support their studies through their GCSE year and help remove any barriers to learning/revision</p> <p>Revision resources for core subjects provided to support pupils with effective revision at home</p> <p>‘How to revise’ programme delivered by teachers during form time to give all pupils the opportunity to trial different revision techniques</p> <p>‘Steps to Success’ evening for year 11 pupils and parents/carers to meet with all subject leaders and discuss revision techniques. Core subjects to deliver workshop sessions on key revision techniques</p> <p>‘Welcome to GCSE’ evening for year 10 pupils and parents/carers to meet with form tutors & subject leaders and attend a revision workshop to provide tools for how to revise</p> <p>Plan effective after school intervention sessions for year 11 to support pupils towards their aspirational targets, led by subject specialists</p> <p>Plan effective before school sessions to support year 11 pupils on the morning of their examinations, with subject specialists delivering key concepts for that paper, and breakfast is provided</p> <p>Ensure all pupils in year 11 can access after school sessions if needed by utilising the school mini-bus</p> <p>Plan holiday revision for key topics to help year 11 pupils best prepare for their summer examinations</p> <p>Plan and deliver additional tutoring in English and Maths to address gaps in learning for disadvantaged pupils in year 10 and year 11</p>	<p>The EEF Guide to the Pupil Premium EEF</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Small group tuition EEF</p> <p>Extending school time EEF</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>8</p>

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

Budgeted cost: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behaviour needs:</p> <p>Provide opportunities for pupils to develop social and emotional skills and improve resilience through a range of SEMH interventions</p> <p>Identify pupils and give priority access to interventions (e.g. resilience) provided through the Be Well Programme (a whole school mental health programme)</p> <p>Identify additional external agencies who can support the educating of pupils in relation to staying safe, healthy and develop strong relationship</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life</p> <p>The EEF Guide to the Pupil Premium EEF</p> <p>The Good Childhood Report 2025 The Children's Society</p>	6, 7
<p>Training for staff through the Be Well Programme (how to have a conversation about mental health, Youth Mental Health First Aid).</p> <p>Provide parental support through one-to-one intervention or parental workshops with the support of Mind</p>		7, 9
<p>Embed the 6 recommendations of the EEF behaviour review.</p> <p>Continue to clearly articulate expectations and strong school routines by:</p> <ul style="list-style-type: none"> • Explicitly teaching school routines in which behavioural routines are embedded positively and with consistency, via form time, assemblies and in the classroom • Including time for teachers, within CPD sessions, to practice explicit explanations about what pupils needs to do at key points throughout a lesson • Rebooting school routines following each school holiday • Developing layers of support as a graduated response to behaviour intervention, adapting to individual pupils' needs 	<p>Improving Behaviour in Schools EEF</p>	6
<p>Introduce work on 'Character' to develop knowledge and understanding of character traits and how to apply these to different aspects of life</p> <p>Implement Uni-Frog across stakeholders for pupils to record their experiences and learning to add to their character development</p>		6

<p>Expand the Character Education “Being Brilliant” programme into Y9, focussing on skills of resilience, empathy, and employability identified and developed in Y7 and Y8.</p> <p>CPD for all staff on character development and wellbeing to ensure a consistent approach and shared understanding.</p>		
<p>Supporting Attendance:</p> <p>Raise the attendance of disadvantaged pupils to at least 94% by:</p> <ul style="list-style-type: none"> • Highlighting whole school attendance as a priority on the school improvement plan and implementing a new 3-year attendance strategy with particular attention given to reducing lost learning for our most vulnerable pupils through the lens of inclusion • Embedding the principles of good practice set out on the DfE’s Improving School Attendance • Establish spaces in school for pupils who struggle to attend to be reintegrated back into school routines and support them to access the curriculum • Further develop the role of the form tutor in weekly attendance conversations where patterns of attendance and punctuality are identified • Continue to develop the new role of pastoral support officer in supporting the attendance and reintegration of severely absent pupils • Creating celebration & reward programmes for pupils with high attendance/improved attendance <p>Our school attendance officer will prioritise disadvantaged pupils by:</p> <ul style="list-style-type: none"> • Tracking and monitoring attendance via A star attendance, identifying any patterns • Working with the Inclusion Officer to support our most vulnerable pupils and their families with attendance issues • Communicating with parents/carers regarding their child’s attendance • Carrying out phone calls and home visits • Engaging hard to reach parents • Ensuring intervention is quickly targeted • Utilising the skills of others such as the pastoral team, SEND team or multi-agency partners to develop robust attendance plans and promote engagement & aspirations 	<p>Working together to improve school attendance - GOV.UK</p>	<p>2, 6</p>

<p>Extra-curricular activities:</p> <p>Access to extra-curricular and enrichment activities (after school clubs, sports clubs, music lessons, trips and visits) which increase engagement in learning.</p> <p>Track participation in activities which take place outside the classroom to monitor opportunities for improving engagement</p> <p>Ensure that access to the curriculum, curriculum enrichment and wider school life are not reliant on family resources or income</p>	<p>The EEF Guide to the Pupil Premium EEF</p>	<p>6, 7, 8</p>
<p>Breakfast clubs and meal provision:</p> <p>A pod will be created for pupils, from all backgrounds, to be offered a breakfast in school. This service will be free for disadvantaged pupils. A free breakfast is provided for all pupils on the morning of their Summer examinations</p>	<p>Magic Breakfast - trial EEF</p>	<p>5, 8</p>
<p>Communicating with parents/carers:</p> <p>Develop effective approaches to support parental/carer engagement to mitigate some of the causes of educational disadvantage by:</p> <ul style="list-style-type: none"> • Improving school communications to encourage a positive dialogue about learning • Improving school communications and support for parents/carers to promote and assist home learning • Offering parents/carers opportunity to attend in person events to support pupil engagement and learning 	<p>Parental engagement EEF</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>9</p>
<p>Supporting next steps including colleges, careers and future employers:</p> <p>We are committed to providing pupils with a comprehensive range of career-related experiences and support to enhance their future aspirations. Our onsite careers coordinator ensures pupils will benefit from:</p> <ul style="list-style-type: none"> • Inspiring Activities: A variety of engaging activities such as employer talks, careers fairs, motivational speakers, college and university visits, and opportunities to connect with coaches and mentors. • Local Employer Connections: Strong partnerships with local employers to help pupils develop key attitudes and employability skills, and to explore the wide range of job roles and career opportunities available in the local community. 	<p>Careers guidance and access for education and training providers - GOV.UK</p>	<p>9</p>

<ul style="list-style-type: none"> • Work Experience: A two-week work experience programme offered where it is appropriate and beneficial, to provide real-world insights into various industries. • Meaningful Employer Engagement: Regular, meaningful interactions with employers to help pupils understand what it takes to succeed in the workplace and learn about the expectations and opportunities within different sectors. • Post-16 Pathways Advice: Clear and accessible guidance on the range of post-16 options, including apprenticeships, further education, entrepreneurial ventures, and other opportunities from various post-16 providers. • Personalised Guidance and Support: One-on-one support to boost confidence, build motivation, and aid decision-making, helping pupils to navigate their future paths with clarity, prioritising disadvantaged pupils first. • Coordinated External Support: Tailored support from external agencies, including local authority services, for pupils who may be vulnerable, have special educational needs, or are at risk of becoming NEET (Not in Education, Employment, or Training). • Labour Market Insights: Access to valuable information, including local Labour Market Information, to support pupils in making informed career decisions and transitions. • Career Guidance Appointments: The opportunity for all pupils to book one-on-one appointments with a Level 6 qualified careers advisor, available to all year groups. • Form Time Career Learning: Career-focused activities during form time for all year groups, fostering awareness of a broad spectrum of careers and educational pathways. • Tailored Support for SEND and EHCP Pupils: Customised careers support for pupils with Special Educational Needs and Disabilities (SEND) and Education, Health, and Care Plans (EHCP), including individual reviews, parental engagement, tailored career events, and transition programmes. <p>Through these initiatives, we aim to provide every pupil with the knowledge, skills, and confidence to succeed in their future careers, ensuring that all have the opportunity to thrive beyond their time in school</p>		
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Total budgeted cost: £126,850

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Key Stage 4

Attainment	2019	2023	2024	2025	East Riding Av 2025	Nat Av 2025
% Basics 5+ (all)	44%	46%	39%	41%	42%	45%
% Basics 5+ (Disadvantaged)	17%	16%	22%	23%	21%	26%
Gap	-27%	-30%	-17%	-18%	-21%	-39%
% Basics 4+ (all)	65%	62%	68%	63%	64%	65%
% Basics 4+ (Disadvantaged)	30%	40%	39%	49%	41%	44%
Gap	-35%	-22%	-29%	-14%	-23%	-21%

Although the ability profiles of cohorts of disadvantaged pupils vary from year to year, the basics gap between disadvantaged and non-disadvantaged pupils remains relatively stable over the last two sets of comparable exam results for % Basics 5+ and the gap has significantly decreased for % Basics 4+. Disadvantaged pupils in our school performed significantly higher than both disadvantaged local and national averages. There is no Progress 8 score data for 2024-5.

KS3 Literacy Interventions

- a. Thinking Reading
- b. IDL

a. Thinking Reading – Summary

Entrance criteria:

- NGRT and CAT verbal standardised scores < 85.
- Probe test score: > 2 age gap between chronological and assessed outcome

Thinking Reading is a structured, evidence-based literacy intervention designed for pupils whose reading age is significantly below their chronological age. It provides intensive, one-to-one teaching to rapidly improve decoding, fluency, vocabulary, and comprehension so pupils can access the wider curriculum.

Pupils are identified through assessment data, teacher/SENCO referral, and evidence of limited progress despite previous support. A comprehensive diagnostic assessment is completed before starting the programme to determine precise reading gaps and tailor instruction accordingly.

Sessions follow a consistent lesson structure, including precision teaching, controlled text reading with error correction, vocabulary development, and comprehension activities. Lessons typically run for 20–40 minutes, with a minimum of 3–4 sessions per week.

The programme is delivered by trained staff who follow the Thinking Reading methodology with fidelity. Intervention logs, progress checks, and standardised assessments are used to monitor impact. Regular reviews ensure alignment with classroom practice and whole-school literacy strategies.

Expected outcomes include accelerated gains in reading accuracy and fluency, improved comprehension, increased confidence, and better access to the curriculum. Pupils exit the programme once they reach age-appropriate reading skills or when alternative provision is deemed more suitable. Oversight and quality assurance are provided by the SENCO or Literacy Lead.

Outcomes 24-25

Total number of pupils attending	11
% disadvantage	27
% EAL	N/A
% achieving chronological age - PP	100
% achieving chronological age - EAL	N/A
% achieving chronological age - SEND	100

Thinking Reading is a very successful intervention which enables all pupils to make progress in line with their chronological age.

b. IDL (Indirect Dyslexia Learning) Dyslexia Intervention – Summary

Entrance criteria:

- NGST <85
- Dyslexia diagnosis

IDL is a structured, computer-based literacy programme designed to support pupils with dyslexia or significant literacy difficulties. It provides highly personalised reading and spelling practice through a multi-sensory, overlearning approach that builds accuracy, fluency, confidence, and independence.

Purpose

The programme aims to:

- Improve reading and spelling skills through consistent, structured practice.
- Support pupils with dyslexia using a method that reinforces memory and retention.
- Offer a fully accessible platform for pupils who require an alternative to traditional, text-heavy instruction.

Key Features

1. Computer-Based, Individualised Programme

- Automatically assesses a pupil's baseline reading and spelling levels.
- Generates a personalised programme tailored to each pupil's needs.
- Adapts continuously based on performance, ensuring pupils progress at an appropriate pace.

2. Multi-Sensory Approach

IDL uses visual, auditory, and kinaesthetic reinforcement, supporting the way many dyslexic learners process and retain information.

3. Incremental Overlearning

- Skills are reinforced through repeated exposure and structured practice.
- Common dyslexic errors (phonological and orthographic) are gradually reduced.

4. Accessible and Inclusive Design

- Clear fonts, uncluttered screens, and high-contrast colours.
- Speech-to-text and text-to-speech features to support access.
- Pupils can work independently with minimal adult support.

5. Flexible Delivery

- Short, regular sessions (20–30 minutes) recommended **3–5 times per week**.
- Can be delivered in school, at home (if authorised), or as part of blended support.

Outcomes:

Year 7 2024-25

	Disadvantaged	EAL	SEN status
%	76	0	100
Reading Percent made +ve progress	41.67	n/a	33.33
Spelling Percent made +ve progress	16.67	n/a	26.67

Year 8 2024-25

	Disadvantaged	EAL	SEN status
Totals	4	0	5
%	80	0	100
Reading Percent made +ve progress	75.00	n/a	80.00
Spelling Percent made +ve progress	0.00	n/a	0.00

Year 9 2024-25

	Disadvantaged	EAL	SEN status
Totals	4	0	4
%	80	0	80
Reading Percent made +ve progress	0.00		25.00
Spelling Percent made +ve progress	33.33		25.00

IDL has a lower % progress across both reading and spelling when compared to other interventions, however we continue to monitor its effectiveness over the year

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance & Suspensions

There remains a shift in culture towards attendance since the pandemic and it is a key strand in our school improvement plan. Disadvantaged pupils in our school do have a higher attendance than disadvantaged nationally although not yet in line with our school attendance targets. Disadvantaged pupils continue to be a priority for additional support in school and bespoke plans are in place to support pupils.

Suspensions from school for all pupils and disadvantaged pupils remain significantly below national averages (where compared to other secondary schools). There were less suspensions in KS4 indicating that the interventions in place during KS3 continue to have the desired impact. Although the data shows that disadvantaged pupils are more likely to be suspended, the suspension rate for this group has decreased more than all pupils, falling by 37% from 2023-4 to 2024-5. This reflects the work of the intervention team, who prioritise disadvantaged pupils.

Wellbeing

During the academic year 2024-25, our pupils were supported through the activities offered by Mind. This has increased significantly with all pupils in Year 6 (Transition) to Year 11 being offered access to an age-appropriate workshop:

Year 6 – Transition and self-care- Delivered as part of our transition days- How to cope with change – primary to secondary school.

Year 7 – Ways to wellbeing

Year 8 – How to cope with change

Year 9 – Self-esteem and confidence

Year 10 – Resilience and adult life

Year 11- Managing exam stress

35 pupils attended 1-1 wellbeing drop-in sessions across last academic year.
We have reviewed our strategy plan and made any necessary changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Programme Provider
Various programmes in small groups and individual sessions	Humber and East Yorkshire MIND
Listen Loud (Be Well Programme) individual sessions & small groups	The Hub
Alternative Provision	Phoenix/Focus/Balance/The Hub School
Online Provision	Academy 21
Early College Transfer	Selby College

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Funding for pastoral support and ELSA training</p> <p>Service pupils are prioritised for pastoral and emotional support and interventions. Where service pupils are struggling with anxiety and/or loss when a family member is deployed, a member of staff is available to offer and plan support.</p> <p>In Y10 and 11, service pupils are also given support with careers and college choices.</p>
The impact of that spending on service pupil premium eligible pupils
All pupils were supported with well-being and inclusion support.