

Pupil premium strategy statement – Glossopdale School and Sixth Form

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1213
Proportion (%) of pupil premium eligible pupils	366/1256 = 29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	October 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Debbie McGloin
Pupil premium lead	Amy Bowden
Governor / Trustee lead	Emma Kane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,300
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£342,300

Part A: Pupil premium strategy plan

Statement of intent

Our commitment to supporting all students

At the heart of our mission is a commitment to helping students of all abilities and backgrounds achieve their aspirations and reach their full potential. We proudly welcome students from diverse backgrounds and maintain a strong track record of ensuring every student thrives. Our drive for academic excellence is unwavering, regardless of a student's starting point or any challenges they may face. For disadvantaged students, these challenges can be greater, but we are resolute in providing the tailored support needed to overcome them. Through the strategic use of Pupil Premium funding, we strive to ensure that the progress and attainment of disadvantaged students match those of their peers. While academic success is fundamental to securing better life chances, we also recognise the importance of offering students a rich array of experiences beyond the classroom. Disadvantaged students may encounter additional barriers to accessing these opportunities, and we are committed to removing those obstacles to ensure equity of experience.

Principles

1. **Targeted support for disadvantaged students:** Pupil Premium funding is directed towards students identified as disadvantaged, based on their unique circumstances and needs.
2. **Quality teaching as a cornerstone:** High-quality, responsive teaching has a disproportionately positive impact on disadvantaged students. This remains the cornerstone of our strategy to close attainment gaps.
3. **Tailored provision:** Support is individualised, with strategies and interventions assessed and implemented based on specific student needs.
4. **Prioritisation of resources:** Given the limited nature of funding, additional provision is allocated to those students most in need, ensuring the greatest possible impact.

Strategic focus areas

- **Improving teaching quality:** The single most effective way to enhance outcomes for disadvantaged students is through excellent teaching in every classroom. Our whole-school strategies focus on:
- **High expectations:** Embedding consistent expectations and learning habits to support the most vulnerable learners and enhance classroom behaviour. Deliberate Practice ensures staff consistency and eradicates variability.
- **Pedagogical excellence:** Supporting teachers through Instructional Coaching and carefully chosen professional development opportunities to ensure deliberate, effective strategies in every classroom.
- **Literacy development:** Implementing consistent school-wide strategies for vocabulary instruction, reading, and writing to address literacy gaps. These are particularly critical for disadvantaged students, who often start school with less developed literacy skills.
- **Curriculum design:** Continuously refining subject content and structures to ensure ambition and long-term learning for all students. Data-driven interventions (Wave 1) allow teachers to address gaps and misconceptions promptly.

Addressing specific needs:

In 2023 and 2024, a larger proportion of disadvantaged students entering Year 7 have not met the expected progress at KS2 in Reading, Grammar, Punctuation and Spelling (GPVS), and Maths. While the gap is noticeable across all areas, the disparity is particularly significant in Maths. The average SATS scores for disadvantaged students in 2023 and 2024 are as follows:

2023:

Reading: 103.18 (disadvantaged) vs 103.18 (non-disadvantaged)
GPVS: 100.61 (disadvantaged) vs 105.19 (non-disadvantaged)
Maths: 98.28 (disadvantaged) vs 104.53 (non-disadvantaged)

2024:

Reading: 100.58 (disadvantaged) vs 105.76 (non-disadvantaged)
Maths: 96.74 (disadvantaged) vs 103.77 (non-disadvantaged)

The trend in both years indicates a continuing gap, particularly in Maths.

To address these gaps:

Targeted interventions are in place to build knowledge, address misconceptions, and strengthen skills in these key areas.

Additional resources and support are prioritised for students most in need, ensuring focused and effective intervention.

Additional interventions:

Additional Maths intervention for Year 7 students, as well as students still not working at expected levels in Years 8 and 9.

KS3 Literacy intervention to support students' progress in all subjects.

KS3 and KS4 intervention in English, Maths, and Science.

Additional English, Maths, and Science tutoring for students following Alternative Provision.

Wider opportunities:

Beyond academics, we are dedicated to providing a broad range of extracurricular and enrichment activities. These opportunities are designed to:

Remove barriers to participation for disadvantaged students.

Offer meaningful experiences that enhance personal growth and confidence.

Ensure all students benefit from a holistic educational experience.

Attendance and support for families:

Attendance of disadvantaged students is significantly below that of non-PP students, and persistent absence is considerably higher. Additional PP funding will be used to support students and families with improving attendance and therefore disadvantaged students' learning.

Additional support:

Remaining funds will be used for a variety of objectives to improve disadvantaged students' learning.

Examples include:

Providing uniform.

Supplying ingredients for Food Technology.

Improving participation in extracurricular activities.

Offering learning resources.

Conclusion

Our aim is clear: to provide all students, regardless of their background, with the opportunities and support needed to succeed academically and personally. Through thoughtful use of resources, evidence-based strategies, and a commitment to equity, we endeavour to close the gap between disadvantaged students and their peers, equipping all learners with the tools they need for a successful future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students often face challenges in developing and sustaining strong learning habits, which may be influenced by lower self-regulation skills and, in some cases, by factors such as family instability, social, emotional, and mental health (SEMH) difficulties, or fewer opportunities for structured learning outside of school. These factors can contribute to lower attainment and progress, which in turn may affect motivation and engagement in learning. It is important to consider how limited financial resources and associated barriers impact learning and to address these issues with sensitivity and accuracy.</p> <p>The national average for KS2 SATs outcomes in 2023 is:</p> <p>Reading: 105 GPVS (Grammar, Punctuation, and Spelling): 105 Maths: 104</p> <p>Glossopdale data compared with the national average (2023):</p> <p>Reading:</p> <p>Disadvantaged: 103.18 Non-disadvantaged: 103.18</p> <p>GPVS:</p> <p>Disadvantaged: 100.61 Non-disadvantaged: 105.19.</p> <p>Maths:</p> <p>Disadvantaged: 98.28 Non-disadvantaged: 104.53</p> <p>Glossopdale data compared with the national average (2024):</p> <p>Reading:</p> <p>Disadvantaged: 100.58 Non-disadvantaged: 105.76</p> <p>Maths:</p> <p>Disadvantaged: 96.74 Non-disadvantaged: 103.77</p>

Comparison to national average:

- Disadvantaged students in both years are below the national average of 105 for Reading and GPVS, and significantly below the national average for Maths.

KS4 data vs national in 2023/2024

In 2024, attainment and progress have improved for disadvantaged students. Generally disadvantaged gaps have narrowed. Whilst P8 for D students is improving it is still negative.

- P8: disadvantaged students are up 0.37 on 2023, non-disadvantaged are up 0.53 on 2023.
- A8: disadvantaged students are up 4.0 on 2023, non-disadvantaged are down 1.2 on 2023.
- Basics 4+: disadvantaged students are up 8% in 2023, non-disadvantaged are as 2023.
- Basics 5+: disadvantaged students are up 6% on 2023 non-disadvantaged are down 2% on 2023.
- EBacc 5+: disadvantaged students are up 2% on 2023, non-disadvantaged down 4% on 2023.

Disadvantaged gaps 2024 vs 2023

- P8: 0.80 in favour of non-disadvantaged, 2023 was 0.64 in favour of non-disadvantaged - gap has widened.
- A8: 9.5 in favour of non-disadvantaged, 2023 was 14.7 in favour of non-disadvantaged - gap has narrowed.
- Basics 4+ = 28% in favour of non-disadvantaged, 2023 was 36% in favour of non-disadvantaged - gap has narrowed.
- Basic 5+ = 16% gap in favour of NA, 2023 was 24% in favour of boys - gap has narrowed.
- EBacc 5+ = 3% in favour of non-disadvantaged, 2023 was 9% in favour of non-disadvantaged - gap has narrowed.

	<p><u>FTS data vs national 2023/24</u></p> <ul style="list-style-type: none"> ● Y7-11: 26.04% of disadvantaged students received a FTS at GS in 23-24 compared to 9.28% of non-disadvantaged students. Nationally, the suspension rate was 4.2% in 23/24. <p><u>THRIVE points [6]</u></p> <ul style="list-style-type: none"> ○ Over the academic year 23/24, on average, disadvantaged students were awarded 282 THRIVE points, and non-disadvantaged students 277 THRIVE points. This is a huge improvement from the previous year where, on average, disadvantaged students were awarded 94 THRIVE points compared to non-disadvantaged students who were awarded 153 THRIVE points.
2	<p>Lower literacy levels, characterised by vocabulary gaps and weaker reading, writing, and oracy skills, can present challenges in accessing the curriculum across all subjects. These literacy challenges, shaped by varied factors such as limited opportunities for learning outside of school and socio-economic instability, may hinder progress and engagement. It is essential to understand the nuanced impact of financial disadvantage on learning outcomes and address it in ways that support positive, inclusive educational experiences for all pupils, while being mindful not to generalise or negatively frame students' circumstances.</p> <ul style="list-style-type: none"> ● There is a noticeable gap between the reading ages of disadvantaged and their peers. However, the interventions that were put in place from the start of the academic year until the end has narrowed the gap. At the end of 2024, the NGRT results showed the following: <ul style="list-style-type: none"> ● Students who have an 'expected' reading age: 356 ● Students who have higher reading age: 177 ● Students who have much higher reading age: 139 ● 672 students overall (84% of students who sat the test) ● 121 students have improved their reading age by over 8 months since the first NGRT in October (8 months ago) and a further 151 students have stayed the same because they have maintained a reading age of 17. ● Students who have lower reading age: 68 ● Students who have much lower reading age: 53 ● (16% of students who sat the test) ● The 2024 SATS data shows that 28 disadvantaged students have a reading SATs score below 100 - 38% of the disadvantaged cohort (74 students) and 12% of the year group (228 students).

3

Low attendance resulting in gaps in learning

- Attendance for disadvantaged students in 23-24 at GS was 79% compared to 91% for non-disadvantaged students. National average attendance was 92.8%. Persistent absence of disadvantaged students at GS was 55 % at the end of 23/24, and PA for non-disadvantaged students was 24%. PA nationally for FFT national was 27% and PA at Glossopdale was 30%.
- In 2024, Glossopdale students with 90%+ attendance (138 students), achieved a P8 +0.65, however, the 82 students who had below 90% attendance had a combined P8 score of -0.73. This shows the local impact of attendance on progress. The pattern holds for disadvantaged students; those with an attendance of above 90% had a combined P8 score of +0.30, much higher than the combined P8 of -0.80 for all disadvantaged students.

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>Glossopdale school supports disadvantaged students to develop strong learning habits and self regulation skills, whilst minimising the effects of chaotic family backgrounds and/or SEMH difficulties leading to good attainment and progress</p>	<ul style="list-style-type: none"> ● P8 for disadvantaged students matches or exceeds P8 for non-disadvantaged students nationally ● A8 for disadvantaged students matches or exceeds A8 for non-disadvantaged students nationally ● Average number of THRIVE points for disadvantaged students matches or exceeds the average number for non-disadvantaged students ● Average number of FTS, C4 and C3 for disadvantaged students matches or is below the average number for non-disadvantaged students ● Learning walk reports show culture and learning routines embedded across the curriculum ● Work scrutiny reports show no, or positive difference in disadvantaged student's work when compared with their ND peers. ● Average number of negative HW points for disadvantaged students matches or is below the average number for non-disadvantaged students
<p>Disadvantaged students who enter Glossopdale school with lower literacy levels (specifically vocabulary deficit, weak reading, writing and oracy skills) are systematically supported to improve these skills resulting in all students accessing the curriculum across all subjects</p>	<ul style="list-style-type: none"> ● Reading age of disadvantaged students matches or exceeds their chronological age ● Curriculum planning explicitly identifies tier 2 and tier 3 vocabulary to be taught ● Learning walk reports show DVI and reading/writing strategies embedded across the curriculum ● Work scrutiny shows extended writing and literacy marking/response embedded across the curriculum ● QofE reviews demonstrate support for literacy in all subjects
<p>Disadvantaged students attend school regularly and those with historic poor attendance are supported by Glossopdale school to eradicate gaps in learning</p>	<ul style="list-style-type: none"> ● Attendance for disadvantaged students matches or exceeds that for non-disadvantaged students nationally ● Persistent absence for disadvantaged students matches or is below persistent absence for non-disadvantaged students nationally ● Average number of lates for disadvantaged students matches or is below the average number for non-disadvantaged students ● Average number of truancy incidents for disadvantaged students matches or is below the average number for non-disadvantaged students ● Gaps in learning are systematically identified and impactful interventions are implemented by teachers (e.g through messy marking or interim assessment and planning day work)

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: £119452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment & a curriculum which responds to the needs of students via ensuring classroom and whole school practice that <u>maximises productivity, and minimises wasted time</u>; specifically line up, do now, non verbal signals, warm/strict, positive framing, classroom expectations via On Tour, subject QA, SLT QA and curriculum review</p>	<p>The <u>Sutton Trust report</u> explains that high quality teaching will have the biggest effect on students' outcomes. The <u>social mobility report of 2014</u> states that schools must have an "incessant focus on the quality of teaching and learning".</p> <p>David Didau states that if schools clearly specify their curriculum related expectations, "getting this right will disproportionately benefit the most disadvantaged students".</p> <p>The behaviour curriculum at Glossopdale draws on the <u>EEF Improving behaviour in schools guidance</u> which recommends teaching learning behaviours alongside managing misbehaviour (recommendation 2), teaching classroom management strategies to support good behaviour (recommendation 3) using simple approaches as part of regular routine (recommendation 4) and states that consistency is key (recommendation 6).</p>	<p>1</p>

<p>Developing high quality teaching, assessment & a curriculum which responds to the needs of students via ensuring staff apply the Glossopdale <u>T&L framework</u> clearly, explicitly and consistently; via On Tour, subject QA, SLT QA and curriculum review</p>	<p>Our T&L draws on the EEF review of evidence in <u>Cognitive Science in the classroom</u>. At Glossopdale we are embedding many of the cognitive science based strategies into our curriculum, for example spaced learning, interleaving, retrieval practice, managing cognitive load, working with schemas, multimedia learning including dual coding. These approaches are also endorsed by the <u>Great Teaching Toolkit Evidence Review</u>.</p> <p>Our T&L framework has developed through the mindset of teaching all students, not some (<u>Tom Sherrington</u>) and is structured with six themes: securing attention, checking prior learning, questioning, practice & rehearsal, formative assessment, scaffolds.</p> <p>The next stage of our curriculum development is to ensure knowledge is connected vertically, horizontally and diagonally to ensure clear schema are built up in students' memory.</p>	<p>1</p>
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<p>Developing high quality teaching, assessment & a curriculum which responds to the needs of students via <u>reducing class size</u> for the most disadvantaged</p>	<p>The DfE report of 2015 cites the strategy used in schools that has been the most successful in addressing disadvantaged underachievement is small group teaching. At Glossopdale we provide <u>small group tuition</u> targeted at pupils' specific needs. To do this we employ a KS2 English specialist and over staff ('double staffing') in English lessons. Diagnostic assessment is used to assess the best way to target support within these groups.</p>	<p>1 and 2</p>
<p>Providing professional development on evidence-based approaches via <u>internal T&L CPD</u> on a weekly basis</p>	<p>"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." <u>EEF Guidance report</u>.</p> <p>The <u>EEF Effective Professional Development guidance</u> clearly states that professional development needs to focus on mechanisms such as revisiting prior learning, goal setting, providing feedback, and action planning. Our weekly CPD sessions combined with annual appraisal allows these mechanisms to be enacted. Annual appraisal sets motivating goals linked to the SIP. Weekly briefings, deliberate practice and meetings build knowledge, develop techniques & embed practice (recommendation 2). These mechanisms are carefully built into the school routine (recommendation 3).</p>	<p>1</p>

<p>Providing professional development on evidence-based approaches via <u>internal literacy CPD</u> on selected strategies for improving vocabulary, reading comprehension and extended writing</p>	<p>Literacy is key to learning across all subjects in secondary school” <u>EEF KS4 Literacy guidance</u>. To ensure good literacy for all students, <u>disciplinary literacy</u> is being built into curriculum plans for every subject (recommendation 1) and explicit vocabulary instruction (DVI) is part of tutorials and lessons (recommendation 2). Complex academic text reading (recommendation 3), strategies for breaking down writing tasks (recommendation 4) and combining writing with reading in all subjects (recommendation 5) are the next steps in literacy CPD and curriculum development.</p>	<p>2</p>
<p>Providing professional development on evidence-based approaches via <u>internal subject specific CPD</u> in Maths focused on consistency of Mathematical pedagogy</p>	<p>A consistent, evidence-based approach to Maths pedagogy is needed to enable students in every group to succeed. Weekly Maths CPD drawing on the <u>EEF Improving Maths in KS2 & 3 guidance report</u> will ensure this consistency. The CPD draws o four recommendations within this report: use assessment to build upon pupils existing knowledge & understanding (1), use manipulatives & representations (2), teach strategies for solving problems (3) and use tasks & resources to challenge and support (6)</p>	<p>1</p>

<p>Mentoring & Coaching on a weekly basis for every member of teaching staff through StepLab</p>	<p>A meta-analysis by <u>Kraft et al. (2018)</u> found an overall positive effect of teacher coaching programmes - an effect that potentially out-performs other forms of teacher development or school-based interventions. As such we employ instructional coaching as one method of teacher development.</p> <p>As the <u>EEF Effective Professional Development guidance</u> recommends focussing on the mechanisms, our instructional coaching (in the Paul Bambrick-Santoyo approach) has been built into the weekly cycle at Glossopdale, supported by the online platform StepLab. All staff are coached and have a coachee and these relationships build, motivate, develop & embed the professional learning (recommendation 2).</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 143854.5

Activity	Evidence that supports this approach	Challenge number addressed
<p>1:1 and small group tuition in Maths within the classroom and in English both in the classroom and as extraction</p>	<p>In Maths, well structured interventions to provide additional support (recommendation 7 of the EEF Improving Maths in KS2 & 3 guidance report) is recognised as effective in improving progress. To enact the details of this recommendation, we use TAs to add value to teachers and help pupils develop independent learning skills (recommendations from the EEF Making Best use of TAs Guidance). This guidance is also utilised in the in class English tuition.</p> <p>The in-class aspect of this targeted intervention is ensures all pupils have access to high quality teaching (EEF SEND in mainstream schools guidance) whilst also gaining the benefits from effective tutoring as outlined in Making a difference with effective tutoring guidance</p> <p>The extraction element of this targeted intervention is provided for those students who are assessed as needing additional support, and is focussed on individual needs (as per EEF KS4 Literacy guidance recommendation 7)</p>	<p>1 and 2</p>
<p>Small group tuition via after school intervention across the curriculum and via internal AP in the THRIVE centre</p>	<p>Targeted small group activities in areas of need to complement our high quality teaching for both SEND and non-SEND students is organised on a needs basis and staffed appropriately to ensure success (EEF SEND in mainstream schools guidance recommendation 4)</p> <p>In addition, the THRIVE centre provides tailored approaches to meet the needs of individuals who have behaviour has been a barrier to good progress (recommendation 5 of EEF Improving behaviour in schools guidance)</p>	<p>1, 2 and 3</p>
<p>1:1 and small group tuition for selected students forming the RPG groups</p>	<p>Students are selected to become part of the RPG group based on their internal assessment and A2L. The RPG group is then supported on a small group and 1 to 1 basis by an AAHT; This support focuses on metacognition and self regulation(high impact strategies according to the EEF). Students are monitored weekly and met fortnightly to discuss aspects of their learning and supported to improve.</p>	<p>1</p>

<p>Interventions to support language development, literacy & numeracy via Fresh Start literacy, Accelerated reader and buddy reading</p>	<p><u>EEF KS4 Literacy guidance</u> states that high quality literacy interventions need to be proactively planned and timed in line with need (recommendation 7). Accelerated reader has a +3 months impact under best condition with Y7 students (<u>AR efficacy trial</u>) and we use this programme for all Y7's.</p> <p>For students who need to practise reading we use buddy reading. This is a peer tutoring system where younger readers are paired with trained older buddies based on <u>peer tutoring</u> impact evidence (+5 months).</p> <p>For those with greater need, <u>Fresh Start</u> literacy has been shown to have a +3 months impact (<u>FS efficacy trial</u>) and this is implemented with great care to Y7 to avoid the pitfalls found in the <u>second trial</u>.</p>	<p>1 and 2</p>
<p>Activity and resources to meet the specific needs of disadvantaged students with SEND via internal AP using AQA Units, ASDAN and entry level qualifications</p>	<p>For some students who are disadvantaged with SEND we complement their normal teaching with carefully selected 1:1 and small group activities leading towards alternate qualifications (based on (recommendation 4 of <u>EEF SEND in mainstream schools guidance</u>))</p>	<p>1 and 2</p>
<p>TA deployment & interventions in small groups or 1-2-1 to support SEMH needs and develop self regulation</p>	<p>High quality structured interventions based on good evidence where explicit connections between intervention & classroom teaching delivered by TAs are beneficial in supporting progress (<u>EEF Making Best use of TAs Guidance</u>). Interventions that meet this criteria are implemented for students with SEMH needs. These include art therapy for students with ACES (<u>EEF/Manchester University</u>), and social and emotional learning approaches (<u>EEF</u>) like emotional literacy, anger gremlins and anxiety gremlins.</p>	<p>1</p>

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

Budgeted cost: £ 162461.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting students' social, emotional and behavioural needs through YM support, Inclusion Manager and FSW</p>	<p>Staff who have in depth knowledge of the context of each student is a proactive element of securing good conditions for learning (EEF Improving behaviour in schools guidance, recommendation 1). To this end the school invests in non-teaching members of staff who, alongside teachers, provide the supportive pastoral relationships, both developing and sharing depth knowledge of each pupil in order to secure the good behaviour that is "central to a good education " (DfE)</p> <p>Students (and their families) who require more intensive support gain it through our FSW as recommendation 4 of Working with parents to support children's Learning guidance)</p>	1
<p>Supporting attendance through Attendance officers and AHT attendance</p>	<p>The DfE report of 2015 states that "schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour)". The EEF's Rapid Evidence Assessment - Attendance interventions recognises that the quality of evidence for attendance improvements but that there is some promising evidence for strategies that include parental engagement and targeting individual causes. To this end, the school invests in an attendance team to support student attendance.</p>	3
<p>Extracurricular activities through funding for visits, discretionary fund for high cost trips, music lessons and transition events</p>	<p>The DfE report of 2018 cites that removal of financial barriers is one of four key principles in the leadership and infrastructure of addressing social disadvantage. We use some funding to secure student places in Arts Participation and Physical Activity.</p>	1
<p>Breakfast clubs & meal provision by providing breakfast</p>	<p>The DfE report of 2018 cites that removal of financial barriers is one of 4 key principles in the leadership and infrastructure of addressing social disadvantage. Providing free breakfast helps alleviate financial pressure and can have a positive impact on learning (Magic Breakfast)</p>	1

Total budgeted cost: £ 342,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Improve P8 for disadvantaged students	<p>Gap between PP and non-PP narrows to below the national average.</p> <p>Outcome 23/24: 2024 P8 for disadvantaged students was -0.42 at Glossopdale compared to 0.38 for non-disadvantaged students. P8 for disadvantaged students nationally was -0.57.</p> <p>P8: disadvantaged students are up 0.37 on 2023, non-disadvantaged are up 0.53 on 2023.</p>
Improve A8 for disadvantaged students	<p>A8 for disadvantaged students increases to at least 40.</p> <p>Outcome 23/24: 2024 A8 for disadvantaged students was at 35.7% compared to 45.2% for non-disadvantaged students. A8 for disadvantaged students nationally was 34.5%.</p> <p>A8: disadvantaged students are up 4.0 on 2023, non-disadvantaged students are down 1.2 on 2023.</p>
Increase the number of rewards disadvantaged students earn	<p>Reduce the gap between the average rewards achieved by PP and non-PP students to 0</p> <p>Outcome 23/24: During the academic year 23/24, disadvantaged students were awarded an average of 210 THRIVE points, in comparison to 243 for non-disadvantaged students. This is a difference of 15%, a marked improvement on the difference in 22-23 (47%).</p>
Improve disadvantaged students' attendance	<p>Increase PP attendance to at least 93%</p> <p>Outcome 23/24: Attendance for disadvantaged students in 23-24 at GS was 79% compared to 91% for non-disadvantaged students. National average attendance was 92.8%. Persistent absence of disadvantaged students at GS was 55 % at the end of 23/24, and PA for non-disadvantaged students was 24%. PA nationally for FFT national was 27% and PA at Glossopdale was 30%.</p>
Decrease FTSs for disadvantaged students	<p>% of disadvantaged students receiving FTSs reduces to below 10%.</p> <p>Outcome 23/24: In Y7-11, 26% of disadvantaged students received a FTS at GS in 22-23 compared to 9.2% of non-disadvantaged students. This is a marked rise for both groups. Nationally, the suspension rate was 9.3% in 22/23, up from 6.9% in 21/22. The suspension rate for disadvantaged students was 115% in school, compared to:</p> <p>19% for non-disadvantaged students in school 9.4% Nationally (approximate – based on the FMS suspension data for the 22-23 academic year) 10.5% for disadvantaged students in the North West (approximate –</p>

	<p>based on the FMS suspension data for the 22-23 academic year). 10.5% for disadvantaged students in the East Midlands (approximate – based on the FMS suspension data for the 22-23 academic year) 11% for disadvantaged students in Derbyshire LA (approximate – based on the FMS suspension data for the 22-23 academic year)</p>
<p>Improve participation in extra-curricular and rewards trips for disadvantaged students</p>	<p>% of students attending rewards trips and attending extra-curricular activities is at least 30% PP.</p> <p>Outcome: Of the students attending rewards trips and attending extra-curricular activities at GS, 25% were disadvantaged students in 23/24.</p>
<p>Develop curriculum plans to more precisely and effectively support disadvantaged students' needs</p>	<p>Student Progress Plans and Curriculum Reviews indicate that teachers identify, plans and deliver precise Wave 1 interventions to support the progress of disadvantaged students</p> <p>Outcome: Met. Quality of Education reviews indicate that subject teachers are more skilled in using evidence-informed strategies and</p>

	<p>in-class interventions. Teachers analyse class data, using class analysis forms, regularly throughout the year and specifically on planning days. The class analysis forms show the identified wave 1 interventions. Teachers focus on re-teaching strategies such as modelling and use of the visualiser are used more confidently. Whole school learning routines: Do Now, non-verbal signals and questioning have been developed and are used effectively in most subjects.</p>
<p>Improve the Alternative Provision curriculum to support the academic needs of the most vulnerable disadvantaged learners</p>	<p>PP students in Alternative Provision follow a range of courses, including GCSE English, Maths and Science, to provide skills and qualifications to enable the students to pursue suitable education and employment.</p> <p>Outcome 23/24: Partially met. Students who has access to Alternative Provision had access to GCSE English, Maths & Science (Physics only) and were extensively tutored through a tailored tutoring program. Despite this, two students (40%) failed to attend, and therefore grade, in their exams. The other three students all achieved at least a grade one in all subjects, with all three gaining a grade 2 in English Language and two of them achieving a grade two in Maths. Extensive support was provided to support these students in applying for Level 2 courses/apprenticeships for Post-16.</p>
<p>Improve the social and emotional resilience of disadvantaged students, developing more robust and effective meta-cognition and self-regulation</p>	<p>Teachers and pastoral staff develop greater expertise in using evidence-based strategies and systems so that all students are capable and keen to learn, act on feedback and work independently at home and at school.</p> <p>Outcome: Partially met. EBSA training for pastoral staff, THRIVE/YM MH First Aid (Youth) training. Referrals to newly-established COMPASS Team focusing on vulnerable/disadvantaged students with need for SEMH support. Student Mentor Team have disadvantaged focus to provide aspirational and supportive adult role-models by 1:1 work over extended time period. Case studies show impact on individuals but not on all students.</p>

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
MathsPad	https://www.mathspad.co.uk/
Google Classroom revision site for Key Stage 4	Glossopdale Maths department
NGRT Reading Assessment	https://www.gl-assessment.co.uk/assessments/new-group-reading-test/
Fresh Start	https://www.ruthmiskin.com/programmes/fresh-start/

