

Pupil premium strategy statement – Notre Dame High School, Norwich.

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
School name	Notre Dame High School
Number of pupils in school	1069 (+549 at KS5)
Proportion (%) of pupil premium eligible pupils	15.8% (169 PP students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 (2025-26 academic year) of 3 year strategy plan 2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tom Pinnington
Pupil premium lead	Kate Freezer
Governor / Trustee lead	Brian Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Notre Dame High School, our ultimate objective for all pupils, regardless of socio-economic status or level of disadvantage is to have life to the full and to achieve their potential. We are an inclusive school, and we aim to develop all pupils to be knowledgeable, morally informed and compassionate young leaders, who are committed to the Gospel values. We have high expectations for our disadvantaged pupils and therefore it is also our aim that disadvantaged pupils will achieve progress and attainment outcomes at least in-line with their non-disadvantaged peers at school, local and national level.

They will have access to a broad and balanced curriculum which will enable them to develop the knowledge, skills and experiences to prepare them for the next stage of their education, making informed choices towards fulfilling and challenging post-16 destinations and careers. All disadvantaged pupils will access high-quality personal development opportunities to ensure they are well-rounded individuals, able to exert positive change on their own lives, the lives of others and of the wider community.

Being one of 33 schools within the EEF's Research Schools Network, we utilise evidence-informed practices in our approach. The EEF Pupil Premium guidance is clear that the most effective strategy for improving outcomes for disadvantaged pupils is access to a high-quality curriculum through high-quality teaching and learning. We make deliberate decisions to ensure disadvantaged students at Notre Dame High School develop the cultural capital, self-regulation techniques and engagement in lifelong learning that is their entitlement.

This includes (but is not limited to):

- Knowledge-rich curriculum
- Adoption of the EEF's 'Five a Day' Principles (e.g. Explicit Instruction; Cognitive and Metacognitive Strategies; Scaffolding)
- Regular retrieval practice
- Literacy and oracy development, including a focus on disciplinary literacy
- Access to high quality study booklets for most topics of work in each subject
- Next steps learning conversations

As recommended by the EEF, we use a tiered approach to supporting Pupil Premium pupils to access, and make excellent progress within, the whole-school curriculum. We use evidence-based research to select key areas of focus to deliver short, medium and long-term impacts to address the social disadvantage of pupils eligible for Pupil Premium funding. These are continuously monitored to ascertain impact and modify our approach where appropriate.

Challenges

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

Challenge number	Detail of challenge												
1	<p>Learning loss due to Covid-19. A lack of verified data (at KS2 and KS4) has made quantifying the extent of learning loss at cohort level more difficult. Early research on a national level and anecdotal evidence suggests disadvantaged students have been more negatively impacted by the 2020/2021 lockdowns and the pandemic in general.</p> <p>Using GL Assessment data and KS2 tests to baseline students English and Maths progress, we identified that the following percentage of pupil premium students scored below average in English and Maths on entry to the school.</p> <table border="1"> <thead> <tr> <th></th> <th>% of PP students below average in English</th> <th>% of PP students below average in Maths</th> </tr> </thead> <tbody> <tr> <td>Y7 2023 Entry</td> <td>29%</td> <td>22%</td> </tr> <tr> <td>Y7 2022 Entry</td> <td>32%</td> <td>26%</td> </tr> <tr> <td>Y7 2021 Entry</td> <td>15%</td> <td>25%</td> </tr> </tbody> </table> <p>Therefore, deficits in PP students' literacy and numeracy skills are a challenge to achievement for some PP students.</p>		% of PP students below average in English	% of PP students below average in Maths	Y7 2023 Entry	29%	22%	Y7 2022 Entry	32%	26%	Y7 2021 Entry	15%	25%
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Y7 2023 Entry	29%	22%											
Y7 2022 Entry	32%	26%											
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2	<p>Low reading ages is a challenge to achievement for some PP students. GL NGRT Assessments administered on entry to Y7 suggest that increasingly students are arriving at high school reading below expected standards for their chronological age. Around 20% of the 2025 Y7 cohort are reading below their chronological age, compared to 17.7% in the previous year and 14% the year before.</p>												
3	<p>2025 GCSE data demonstrated an attainment gap between SEND and Non-SEND pupils, this has been a historic trend throughout 2024 to 2022.</p> <p>In 2024, SEND students on average achieved an Attainment 8 score of 3.77 and a P8 score of -0.53. The gap between SEND and their non-SEND peers was 1.32.</p> <p>This remains a key area of focus for the school and is pertinent to the Pupil Premium strategy as many of our PP students are SEND, suggesting that they are doubly disadvantaged.</p>												
4	<p>Attendance is generally strong when compared to National figures, with NDHS being ranked in the top 20th percentile for attendance in the country. However, there still appears to be a small gap between PP and their non-PP peers when it comes to attendance (around 4%)</p> <p>In 2024-25 academic year, attendance for PP students was on average 91%, approximately 4.6% better than the National average, but closing the gap remains a priority and a challenge.</p>												

5	Student and Parent/Carer surveys suggest that a number of PP students lack access to equipment, technology and resources to aid with study and revision.
6	Pastoral and Safeguarding data suggests that some PP students have experienced mental health issues that have negatively impacted on their progress and attainment.
7	Disadvantaged students often lack “cultural capital” when compared to the non-Disadvantaged peers which may present a challenge to some aspects of the curriculum or students’ broader knowledge and skillset. Enrichment via trips and clubs, can play a part in bridging these gaps.

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
Close learning gaps (due to a range of factors, including Covid 19 and those outlined below)	<p>By the end of the current plan in 2027, GCSE results will demonstrate that Pupil Premium pupils will have an attainment 8 and progress 8 score in line with non-Pupil Premium pupils. There will be a PP gap of 0.</p> <p>Pupil Premium pupils will make more progress and attain higher than national average attainment and progress.</p> <p>Progress Test Data for English and Maths will demonstrate that PP students will have closed the gap and more students will be working at expectations in line with the National Average.</p>
Improve student literacy and reading ages	Using NGRT to measure progress, results data will demonstrate that students’ reading ages improve and are in line with age expected outcomes. Pupil premium students’ will be reading at adult reading age (15+) by the time they leave school.
Improve outcomes for those PP students with SEND	<p>Pupil Premium students with an identified SEND need will make more progress and attain in line with their non-SEND peers.</p> <p>Staff surveys will suggest that staff feel confident in utilising strategies to support SEND pupils.</p>
Improve PP student attendance	Attendance data (via FFT Aspire) will show increased PP attendance in line with national. Reduction in PP vs non-PP gap in attendance to 0, aiming for PP at 96% average. Reduction in disproportionate

	representation of PP pupils as persistent absentees.
Students will have access to resources and technology to support their learning.	Student surveys/voice will indicate that PP students have all the resources they need to support their learning.
Improve pastoral/wellbeing support to reduce the impact of these barriers on young people and their progress through the curriculum	Pupil, parental and staff voice demonstrates impact of interventions. Positive impact seen on outcomes and attendance (see above)
Increase students' cultural capital knowledge and opportunities for enrichment and CEIAG	All pupil premium students will have accessed at least one enrichment opportunity per academic year, and all will have engaged with CEIAG support by the time that they leave school. Internal tracking will show that PP students will have engaged with the wider enrichment offer/community at least once per academic year.

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: £42,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and learning through a high-quality, knowledge rich curriculum in line with the Pupil Premium Strategy. This is achieved through a number of approaches including (but not limited to):</p> <ul style="list-style-type: none"> • Quality first teaching based on Great Teaching Toolkit (Evidence Based Education): High Quality Curriculum, Supportive Environment, Opportunity to Learn and Hard Thinking 	<p>The EEF Guide to the Pupil Premium (Autumn 2022). Link: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>An Updated Practical Guide to The Pupil Premium and Learning Without Labels, Marc Rowland</p> <p>Great Teaching Toolkit – Evidence Based Education https://www.greatteaching.com/</p> <p>Rosenshine's Principles of Instruction:</p>	1,2,3, 7

<ul style="list-style-type: none"> • Whole school, departmental, subject specific and personalised T&L development • 'Know Thy Subject' and 'Know Thy Students' CPD programme • Curriculum development training/CPD • A CPD focus on formative assessment • Adoption of SEND 5 a day principles • Embedded approaches to disciplinary literacy • Rigorous Ethos Quality Assurance processes • Evidence-informed policy and practices 	<p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>EEF guidance report on SEND in mainstream and employing teaching assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF guidance report for effective CPD:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1668765889</p> <p>Teacher Development Trust – awarded Silver Award</p>	
<p>Use of GL Assessments to support diagnosis of disadvantaged students' individual learning needs, in order to better equip classroom teachers, support staff, and interventions with the tools to support their learners.</p> <p>KNDA 2 'Know Thy Students'</p>	<p>The EEF suggest that investment in diagnostic testing will enable schools to be more evidence informed in supporting the bespoke needs of individuals, rather than a generic approach to interventions. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3
<p>To create an 'extra set' in year 11 for English and Maths. This will allow teachers to work with slightly smaller classes allowing more opportunities for personalised feedback and teacher intervention in class. The extra group will allow for a smaller 'nurture' group to offer the most vulnerable, low prior attainers to work on a more personalised curriculum.</p>	<p>EEF Toolkit suggests that reducing class size can have additional benefit and add up to 2 months progress. However, if this is used in conjunction with other strategies such as a focus on more personalised feedback or a use of metacognitive strategies then the benefits are greater.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2,3,7
<p>Revision books and resource provision</p>	<p>Provision of books/resources to support revision and retention of knowledge to be used in conjunction with The Learning Scientists Six Strategies for Effective Learning:</p>	1, 3, 5

<https://www.learningscientists.org/downloadable-materials>

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths/ English Tuition (1:1 and small group tutoring)</p>	<p>1:1 and small group tuition has been shown to have a positive impact on attainment of pupils and is particularly recommended for disadvantaged pupils as part of the Pupil Premium Strategy. The EEF Toolkit suggests that Small Group Tuition can add up to 4 months progress and 1:1 Tuition can add up to 5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://d2tic4wvo1iusb.cloudfront.net/uploads/Tutoring_Guide_2022_V1.2.pdf</p>	<p>1,2,3</p>
<p>FFT Reading Quest Intervention</p>	<p><u>Reading Quest - FFT</u></p> <p>We will be using this in conjunction with 1:1 reading with trained partners twice-weekly. Reading partners will utilise a range of strategies to develop reading proficiency, based on research conducted by our literacy lead (who has worked alongside Alex Quigley at the EEF to write and deliver Research School Literacy training).</p> <p>Evidence base:</p> <ul style="list-style-type: none"> • Alex Quigley's blog on 'silent reading' and the work of the other reading experts referenced here: https://www.theconfidentteacher.com/2020/10/do-we-need-to-sort-out-silent-reading/ • The Book Whisperer: Awakening the Inner Reader in Every Child, Donalyn Miller • The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads, Daniel T. Willingham • Thinking Reading: What every secondary teacher needs to know about reading, James Murphy and Dianne Murphy • Reading Reconsidered, Doug Lemov 	<p>1,2</p>

	<ul style="list-style-type: none"> EEF Literacy Guidance Reports: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1668765113 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 EEF's Recommended Reading Comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	
Academic monitoring, targeted interventions and next steps learning conversations.	Using data and diagnostics to inform decision making and identifying barriers to achievement and then addressing student need via bespoke interventions. This approach is advocated via The EEF Guide to the Pupil Premium. Link: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3,4,5,6,7
Access to specialist support and bespoke learning environment via 'Provision Room' for high need learners.	Teaching Assistant Interventions and 1:1 and small group tuition has been shown to have a positive impact on attainment of pupils. The EEF Toolkit suggests that Small Group Tuition and Teaching Assistant Interventions can add up to 4 months progress and 1:1 Tuition can add up to 5 months. Flexible grouping for students with SEND is also an EEF recommended activity.	3,4,6

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coordination, implementation and evaluation of Pupil Premium Strategy through AHT i/c Pupil Premium. Activities includes (but not limited to): <ul style="list-style-type: none"> Monitoring Pupil Progress, tracking attendance, behaviour and ATL 	<p>A three-tiered approach to the school's Pupil Premium Strategy is based on the guidance below. The AHT i/c Pupil Premium acts as the key contact and champion for Pupil Premium pupils and their families and their development towards our wider aims.</p> <p>The EEF Guide to the Pupil Premium. Link: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1, 2, 3, 4, 5, 6, 7

<ul style="list-style-type: none"> • Coordinating interventions • Provision of resources to increase access to curriculum • Monitoring engagement in CEIAG and enrichment activities • Engaging with parents and families • Supporting transition 	<p>Improving Outcomes for Disadvantaged Learners (Rosendale Research School). Link: https://documents.hants.gov.uk/governors/ImprovingOutcomesforDisadvantagedLearners2017-18.pdf</p> <p>EEF Working with Parents to Support Children's Learning. Link: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
<p>Norfolk Steps, 'Trauma Informed' approaches to promoting positive behaviour</p>	<p>The EEF promotes behaviour interventions which seek to improve attainment by reducing challenging behaviour in school and developing a positive school ethos. This can have up to 3 months positive impact on progress</p>	<p>4,6</p>
<p>Ensure PP students are not excluded from cultural capital-raising events e.g. Peripatetic music lessons, trips and materials – to increase cultural capital and enable disadvantaged students to take part.</p>	<p>Arts participation is shown to add 3 months in EEF toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>An Updated Practical Guide to The Pupil Premium and Learning Without Labels, Marc Rowland – references ensuring an inclusive approach to enrichment.</p>	<p>7</p>
<p>Attendance Monitoring and intervention</p>	<p>An Updated Practical Guide to The Pupil Premium and Learning Without Labels, Marc Rowland – references attendance monitoring.</p> <p>The EEF Guide to the Pupil Premium (Autumn 2022) references diagnosing pupils' needs and advocates this as a wider strategy. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>4, 6</p>
<p>Lead ESMH Practitioner interventions/support</p>	<p>The EEF Guide to the Pupil Premium (Autumn 2022) references diagnosing pupils' needs and advocates supporting students' social, emotional and behavioural needs as a wider strategy. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>4, 6</p>
<p>Access to Careers Advisor</p>	<p>The EEF Careers Review suggests that Careers Education works best when it is personalised and targeted to individuals' needs. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_Education_summary_infograph.pdf?v=1702994215</p>	<p>7</p>

Support with Technology for Home Learning	The EEF suggests that homework can have a positive impact on average (+5 months) particularly with pupils in secondary schools. Providing students with equipment for home learning will facilitate this.	1, 2, 3, 5
'Inspire Through Music' – Behaviour and SEL intervention .	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, which can add up to 4 months progress for those targeted. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4, 6, 7

Total budgeted cost: £180,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Tier 1 - Quality First Teaching

Year 11 outcomes indicate that QFT is having a positive impact on disadvantaged pupils. See below:

Disadvantaged Pupils - Year 11 Results 2025

	2025 NDHS Disadvantaged Pupils	2025 NDHS All Pupils	2025 National Data PP Pupils	2025 National Data All Pupils
Average Attainment 8	4.91	6.12	3.59	4.59
4+ in English/Maths	63%	88.8%	43.5%	64.5%
5+ in English/Maths	48.1%	69.3%	25.6%	45.2%
Ebacc Entered %	59.3%	69.8%	29%	40.5%
Ebacc Standard Pass %	40.7%	62.3%	13.6%	25.7%

The attainment 8 score for disadvantaged pupils is above outcomes for all pupils nationally and is significantly higher than their national peers, by almost 1 ½ grades.

Outcomes at 4+ in English and Maths is only slightly lower than figures for all pupils nationally and is significantly greater than their disadvantaged peers Nationally. Outcomes at 5+ in English and Maths, and the Ebacc Standard Pass measure are greater than all pupils Nationally.

Disadvantaged pupils achieved strong outcomes in 2025 which is indicative of the positive impact of approaches to Quality First Teaching.

We have an ambitious curriculum offer for our disadvantaged pupils too, as you can see from those entered for the Ebacc in 2025, which is above the figure for all pupils Nationally, and significantly higher than their non-disadvantaged peers elsewhere in the country.

Quality Assurance in the form of ‘student voice’ conducted suggests that pupils recognise recommended teaching strategies are utilised by the majority of teachers in the majority of lessons (such as regular retrieval practice, explicit instruction and scaffolding); students also felt that they were seated within easy access of teachers/staff in classrooms, which is a focus of our strategy for Quality First Teaching.

Book looks also conducted as part of Quality Assurance suggested that there is parity between the quality and quantity of work produced between disadvantaged pupils and their non-disadvantaged peers. Student voice demonstrated high quality oracy and retention of knowledge.

Tier 2 – Targeted Intervention

School Led Tutoring and In-House Tutoring

We have had a successful model on in-house tutoring in English and Maths for the past 12 or more years

English and Maths outcomes at GCSE are good: Disadvantaged Students achieving 4+ in English = 77.8%; 5+ in English: 66.7%; Disadvantaged Students achieving 4+ in Maths = 70.4%; 5+ in Maths: 51.9%

65 KS4 students received English or Maths tuition last academic year. Those who regularly attended tuition demonstrated the following outcomes:

Met or Exceeded FFT Grades in Mocks or GCSE	74%
Showed improvement between Pre and Post- Tests	92%
Showed improvement between Mock (as baseline) and Final Grade	81%

Student Voice

Highlights from the Student Survey conducted:

To what extent has additional tuition...	Results: Agree/Strongly Agree
improved your knowledge in the subject?	94%
improved your exam skills in the subject?	89%
Improved your confidence in the subject?	90%
Improved your grades/marks in the subject?	72%

Tier 3 – Wider Strategies

Attendance Monitoring

In 2024-25, attendance figures for disadvantaged pupils showed +4.6% difference between National and NDHS, suggesting that our Attendance Improvement Strategy is having a positive

impact (90.7% attendance for disadvantaged NDHS pupils vs 86.2% Nationally for disadvantaged pupils).

Y11 attendance in the previous year was slightly below other year groups and therefore was a focus for the school attendance team in 2024-25. The figure of 90.5% is up by almost 5% on the previous year and is greater than the National average for Y11 disadvantage pupils by almost 7%.

Going forward, maintaining strong attendance for Y11 will remain a key focus in such a crucial stage of the students' academic journey.

2024-25 Academic Year Attendance Figures for Disadvantaged Pupils						
	% All	% Year 7	% Year 8	% Year 9	% Year 10	% Year 11
School FSM6 Attendance	90.7	94.3	89.6	90.0	89.4	90.5
FFT National FSM6 Attendance	86.2	89.8	87.0	85.2	84.2	83.6
Difference	+4.6	+4.5	+2.6	+4.8	+5.2	+6.9
All Pupils National (comparison)	91.3	93.6	91.8	90.8	90.3	89.6

Destinations

100% of disadvantage pupils went on to secure suitable further education, training or employment after Y11, demonstrating the success of our careers education, information, advice and guidance for disadvantaged pupils.

57% of disadvantaged students went on to study A-Level or equivalent Level 3 courses at Sixth Form Institutions. 43% went on to appropriate Level 1, 2 and 3 qualifications at College or other Technical Training Institutions.

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	Provider

Further information (optional)

Our involvement in the Research School Network has enabled us to benefit from insight into the most effective evidence-informed approaches in supporting disadvantaged pupils. Our School Pupil Premium Lead has been involved in working closely with the EEF over the past four years and has previously been involved in the delivery of Research School Training; which outlines how best to identify priorities and develop an effective Pupil Premium strategy. They have also contributed to an EEF planning guide for schools 'Moving forwards, making a difference' https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867

Extensive research has proven that what works best for raising attainment for disadvantaged students is Quality First Teaching, and this is why we have always invested in CPD at Notre Dame. We continually strive to improve practice through a range of professional development methods such as curriculum development, subject instructional coaching and this year we are focusing on two particular strands of CPD: "Know Thy Students" and "Know Thy Subject" to ensure adaptive teaching of a high quality curriculum. Staff have access to specialist teacher training via affiliation with Research School and we also have a weekly menu of elective training sessions. Our Professional Development programme has been externally evaluated by the TDT and we currently hold a Silver Award.

Over the past 7 years we have been developing our knowledge of, and embedding into regular teaching practice, methods which improve students' memory and knowledge retention, metacognition and self-regulation habits and strategies to develop students' literacy skills.

This year our CPD focus is on developing best practice for formative assessment and we are continuing to embed strategies for working with students with SEND and deploying TAs effectively; utilising guidance reports and recommended strategies by the EEF. Staff have benefitted from some up-front training by Gary Aubin (the EEF's Content Specialist for Special Educational Needs and Disabilities). All classrooms are equipped with visualisers to support with the EEF's 'SEND Five A Day' principles; strategies which are also proven to support all disadvantaged pupils.

We have high expectations of all our learners and our disadvantaged students are no exception. Staff know who their disadvantaged students are; they know their strengths and their weaknesses and they adjust their teaching practice accordingly. Staff seat disadvantaged students strategically in their classrooms and they check in regularly with them to ensure that learning tasks are understood, and to personalise feedback.

The progress of disadvantaged students is carefully monitored by the Assistant Headteacher via termly reporting methods. Attendance, attitude to learning and behaviour are also carefully monitored and any disadvantaged students in need of further support will be identified and a personalised package of support will be offered. Support may be given in the form of wellbeing, attendance/punctuality, mentoring, tuition.

We have a well-established team of Progress Tutors who deliver small group and 1:1 tuition in English and Maths. These tutors will support both KS3 and KS4 pupils, regardless of their prior attainment, who have been identified as underachieving or needing some additional support with a specific area of English and Maths. Tutors also support with homework and revision sessions.

We have used the EEF's guide to implementation to carefully explore, plan, deliver and monitor our reading intervention programme. The implementation plan is regularly revisited and

adjusted to ensure fidelity to the programme so that it has maximum impact for our students. We utilise our Sixth Form students to form 'reading partners' with KS3 students who are identified as having a low reading age, in addition to our library lessons and English teachers who closely monitor and utilise strategies to improve students' reading. This is used in conjunction with the Accelerated Reader programme.

All Pupil Premium students have an entitlement to subject revision guides and workbooks. We also support students with resources to support learning for specialist subjects and technology for home learning for any students who do not have access to digital equipment at home. Additionally, one of our whole school key aims is to produce bespoke topic workbooks which closely align to our curriculum. These booklets contain core learning, worked answers and typical assessment practice questions, as well as useful supplementary material such as secondary reading to develop students' wider literacy and cultural capital. These are designed with our disadvantaged students in mind, so that 'no child is left behind'.

We monitor disadvantaged students' engagement in extra-curricular activities, and enrichment, and our aim is for every disadvantaged student to experience at least one enrichment activity per academic year, to broaden their cultural capital knowledge. We also support disadvantaged students and their parents with access to CEIAG.