

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Thomas Aveling School
Number of pupils in school	1228
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Mr W Monk Head Teacher
Pupil Premium lead	Ms R Chew
Governor / Trustee lead	Mrs W Nye (Chair of Trustees)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361'940
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	£361'940

Part A: Pupil premium strategy plan

Statement of intent

All members of Thomas Aveling staff and the governing body accept responsibility for disadvantaged children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years, those pupils who are in the care system and parents who are in the military. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from socio-economic disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is slightly higher than the national average (28%) for secondary schools. In January 2024, 29% of pupils were eligible for free school meals and a total of 34% under the pupil premium category.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers across all year groups
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Quality First Teaching remains central to our approach, with targeted support in key areas where disadvantaged pupils need the most assistance. This focus continues to gain the most significant impact on narrowing the attainment gap while also benefiting all pupils across the school.

Our strategy is underpinned in adaptive, diagnostic assessments, allowing us to respond effectively to both common challenges and unique individual needs, avoiding assumptions about the impact of disadvantage.

To maximise the effectiveness of our approach, we are committed to:

- Setting high expectations and ensuring disadvantaged pupils are engaged and challenged in their learning
- Acting promptly to address needs as soon as they are identified
- Implementing a whole-school approach, with every staff member accountable for improving outcomes for disadvantaged pupils and raising expectations for their success
- Our Pupil Premium strategy follows the Explore, Prepare, Deliver, and Sustain model provided by the Education Endowment Foundation (EEF). Strategies are selected based on a blend of practical research, successful case studies from other schools, and insights gained within our school and The Beyond Schools Trust.
- Impact will be measured as part of our ongoing Quality Assurance process, with regular monitoring and evaluation by the Senior Leadership Team and Subject Leads.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic achievement and reducing the gaps between PP and non-PP pupils</p> <p>Our assessments, both internal and external show that disadvantaged students generally make less progress from their starting point when entering the school. Outcomes can vary, and barriers to learning and external factors which may provide difficulties differ, highlighting and recognising these barriers has been a priority for the school. More details on gaps are available in Part B.</p>
2	<p>Attendance of disadvantaged pupils</p> <p>Monitoring through FFT and Arbour shows that the attendance figures fluctuated since 2019.</p> <p>During the 2023-24 academic year, attendance for disadvantaged pupils was 88.3% this is higher than the national average (87.5% FFT), however, this is lower than the school's non-disadvantaged pupils with 92.9%. The attendance of pupil premium pupils has increased from 87.7% for the previous academic year.</p>
3	<p>Social, emotional, behavioural and mental health of disadvantaged students</p> <p>Mental health significantly influences overall well-being and quality of life. Disadvantaged students may face additional triggers and challenges and addressing their mental health needs can enhance their overall life satisfaction and happiness.</p> <p>Disadvantaged students may exhibit behavioural challenges due to various factors such as home environment, cost of living, or social circumstances. Addressing these challenges through targeted interventions can create a positive school environment, reduce disruptions, and foster a more conducive learning atmosphere for all students.</p>
4	<p>Literacy and oracy skills of disadvantaged pupils</p> <p>Strong oracy skills support comprehension across all subjects, enabling students to engage actively in lessons, articulate their ideas, and better understand complex concepts. This is crucial in narrowing the attainment gap for disadvantaged students who may have less exposure to enriched language environments at home.</p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language, literacy, and comprehension difficulties than non-disadvantaged pupils in our school. This impacts their progress in all subjects and as a result is a priority for us. There is still a reading gap between PP and non-PP pupils. Year 8 average reading age for disadvantaged pupils is 10 years and 3 months, compared with 11 years and 10 months for non-disadvantaged.</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
To close the gap in achievement and progress between disadvantaged students and non- disadvantaged students	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2027. An increase in the percentage of disadvantaged pupils entered for GCSE subjects. For those that are entered, results show a reduction in the achievement gap between disadvantaged pupils and their peers. A focus for A8 for the next two years before tracking back to P8 in 2026/27.
To improve attendance of disadvantaged students	Through achievement of improved attendance. As demonstrated by termly attendance reports, FFT tracking, linked AHT and attendance officer and governor welfare reviews. Whole school targets for attendance are 96%+ and disadvantaged students figures show a current gap of 4.5%
To develop the Social, Emotional Mental Health and behaviour of disadvantaged students – with a focus on Character Development	Through observations and discussions with pupils and their families. Less CPOMs logs for emotional concerns, behaviour and achievement points monitored (via Arbor) to show character virtues. Number of fixed term exclusions analysed and gap between PP and non-PP to be minimal. Current position is 57% of all FTE are disadvantaged students
To raise standards of literacy and oracy skills of disadvantaged students across all year groups	Assessment of pupils’ language comprehension, speaking and listening in addition to reading ages. Trends to show a reduction in the disproportionate outcomes between disadvantaged pupils and their peers from 1 year to no more than 0.2 years by the end of our strategy in 2027. Increase in those reading above their age to be used as criteria also.

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: £126'689

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition Regulation Strategies CPD and roll out – application of Rosenshein principles in teaching. Use of the Walk Thru programme.</p>	<p>Rationale</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year (secondary school students).</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	1,4
<p>Oral language interventions</p> <p>This refers to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p>	<p>Rationale</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The small number of studies that do study maths and science show small positive effects.</p>	1,4
<p>Reading Comprehension Strategies</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. This includes reading aloud, use of software packages (Accelerated Reader) and form time reading</p>	<p>Rationale</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1,4
<p>Feedback</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p>	<p>Rationale</p> <p>Oral feedback typically involves spoken comments from the teacher, either to an individual, group or class. It tends to be more immediate than written feedback and is usually given either during or at the end of a task or activity. The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months.</p>	1

<p>This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring below).</p>	<p>Written feedback typically involves both marks or grades and comments. It is typically given to pupils after they have completed the task and is usually intended for them to read on their own.</p> <p>The impact of written feedback is typically a little lower than the overall impact. The average months progress is 5 months.</p> <p>Given, it is not clear when feedback provided can be most effective, feedback policies should not over specify the timing of feedback.</p>	
<p>Collaborative / co-operative learning</p> <p>Pupils working together on activities or learning tasks in a group are small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome or work together on a shared task. This is distinct from unstructured group work.</p>	<p>Rationale</p> <p>Collaborative learning emphasises the development of essential skills such as communication, teamwork, and problem-solving. These skills are not only crucial for academic success but also for future career opportunities, providing disadvantaged students with a more comprehensive skill set.</p> <p>Collaborative learning creates an inclusive and dynamic educational environment that addresses the specific needs of disadvantaged students. By promoting collaboration, communication, and mutual support, educators can help bridge educational gaps and contribute to improved academic outcomes for all student</p>	1,4
<p>Frequent Low Stakes Testing</p> <p>Used to improve pupil assessment and feedback. To Improve knowledge of gaps and celebrate success, online package and apps such as Seneca, Quizlet, Tassomai and EduCake.</p>	<p>Rationale</p> <p>The report ‘Cognitive science approaches in the classroom: a review of the evidence’, produced by the EFF, states that by testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts or information. Also, the testing process makes pupils aware of weaknesses in their memory and gaps in their understanding, thereby supporting self-monitoring of learning that can lead to the development of strategies for improvement.</p>	1
<p>Knowledge organisers</p> <p>These will be produced and introduced to assist with homework and subject recall</p>	<p>Rationale</p> <p>While there is opinion to support the success of Knowledge Organisers, and studies into the importance of memory and a knowledge-based curriculum, the use of Knowledge Organisers as an effective teaching tool is unproven. At the Education Endowment Foundation (EEF), research has proven that homework can increase a pupil’s progress by five months, and meta-cognition and self-regulation can increase progress by eight months. Knowledge Organisers are therefore a way to aid pupils’ progress in these areas.</p>	1
<p>Learning Support Assistants</p> <p>LSAs are deployed to work within subjects and support disadvantaged students who also have SEND (Special Education Needs and Disability).</p> <p>The LSAs also provide 1:1 and targeted support for these students to minimise barriers to learning such as</p>	<p>Rationale</p> <p>Evidence from the EEF indicates that the use of an LSA can have on average, an impact of an additional 1 month’s progress on students across an academic year. The research varies however depending on how the teaching assistants are deployed.</p>	1,3,4

Targeted academic support

Budgeted cost: £144'776

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject Tuition</p> <p>Disadvantaged students are tutored by teaching staff. These are one-hour sessions lasting a maximum of 8 weeks.</p>	<p>Rationale</p> <p>Evidence from the EEF indicates that tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching.</p> <p>Initially this was offered by outside tutors but was not effective. Results from the summer term pilots show significant accelerated progress when delivered by our own staff.</p>	1,4
<p>Small group Interventions</p> <p>Reducing the number of students in a class / intervention enables the teacher to adopt a range of approaches and the amount of attention each student achieves is greater, in terms of feedback and one to one support.</p>	<p>Rationale</p> <p>Evidence from the EEF indicates that a reduction in class / group size needs to be significant, e.g., below 20 students to have a positive impact. Where this is achieved the impact on students learning shows an increase of 3 months progress across an academic year</p>	1,4
<p>Peer Mentoring</p> <p>Peer tutoring happens Tues to Thurs each week in the school from 3-4pm.</p> <p>A targeted group of yr. 7, 8 and some 9 PP students are selected for tutoring by Sixth Form students in English, Math's and Science.</p> <p>An average of 70 hours of tuition per week during the allocated weeks</p>	<p>Rationale</p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</p> <p>Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p> <p>Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p>	1,4
<p>Targeted holiday catch up classes for Y10, 11 and 13</p> <p>Access for targeted students to get small group support in specific areas.</p>	<p>Rationale</p> <p>Targeted holiday settings allow staff to identify and address specific learning gaps or challenges that individual students may be facing. This targeted intervention is especially important for disadvantaged students, who may have unique educational needs that require focused attention.</p>	1,4

<p>Reading interventions</p> <p>Accelerated reader used, and class sets of reading books to further enhance Form Time Reading Interventions. Re-stocked library to allow for appropriate books to be available.</p>	<p>Rationale</p> <p>This software is cutting edge and will allow a much more detailed diagnosis of a student's reading difficulties. Class texts will allow form time reading allowed using the Greenshaw framework.</p>	<p>4</p>
<p>Additional revision support</p> <p>Purchasing revision guides for all subjects, not just core.</p> <p>Support with a revision weekend residential run by PGL to ensure as many pupil premium students attend</p>	<p>Rationale</p> <p>Revision guides empower students to engage in independent learning. They provide a structured and organised way for students to review and reinforce key concepts on their own, promoting self-directed study habits that are valuable for academic success.</p> <p>Revision guides are typically aligned with the curriculum and educational objectives. By providing these guides, you ensure that disadvantaged students have access to materials that align closely with what they are expected to learn, reinforcing the importance of curriculum mastery.</p>	<p>1,4</p>

Wider strategies

Budgeted cost: £90'475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Student Fund</p> <p>The student fund is overseen by the Pupil Premium Co-ordinator who provides students with uniform, stationery, breakfast and transport costs where needed.</p> <p>Sixth form transition is included in this to help disadvantaged students settle into the school sixth form.</p> <p>Departments can also make bids for funding for resources for disadvantaged students.</p> <p>Every PP student is eligible to support with uniform or a contribution to trip funding.</p>	<p>Rationale</p> <p>Lack of proper uniforms or essential equipment can be a barrier to school attendance for disadvantaged students. By addressing this issue, schools contribute to higher attendance rates, as students are more likely to feel a sense of belonging and pride in their school community.</p> <p>When schools provide uniforms and equipment, parents may feel more encouraged to actively engage in their child's education. This positive involvement can strengthen the school-home partnership and contribute to the overall success of the student.</p> <p>Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here.</p>	<p>1,2,3</p>
<p>Behaviour interventions</p> <p>Internal and external agencies, DOLs, ADOLs, HSSW, SEND, DSL,</p>	<p>Rationale</p> <p>Effective behaviour interventions contribute to the creation of a positive school climate. By addressing and modifying behaviour, schools</p>	<p>1,2,3</p>

<p>Children’s team, DHTs, counselling services, Pupil Premium Coordinator all have a role to play in improving behaviour and therefore access to the curriculum</p>	<p>can foster an environment where students feel safe, respected, and supported, which is essential for academic success and personal growth.</p> <p>Disadvantaged students may experience a range of challenges outside of the classroom, such as economic stress, family issues, or community hardships.</p> <p>Behaviour interventions provide a framework for identifying and addressing the underlying issues that may contribute to disruptive behaviour, allowing for a more holistic approach to student well-being.</p> <p>Disadvantaged pupils may face disproportionate disciplinary actions, contributing to a cycle of disadvantage. Effective behaviour interventions aim to reduce disciplinary disparities by implementing fair and consistent approaches that consider the individual needs and circumstances of each student</p>	
<p>Mental health provisions</p> <p>Range of interventions and support to improve pupils’ wellbeing and reduce barriers to learning. The school employs two counsellors and one full time bereavement and welfare specialist</p>	<p>Rationale</p> <p>Trauma and wellbeing support is a compassionate and holistic approach that recognises and addresses the unique needs of disadvantaged pupils who may have experienced trauma.</p> <p>By creating a safe, supportive, and understanding learning environment, staff can help these students overcome challenges and thrive academically and emotionally.</p>	<p>2,3</p>
<p>Homework / Breakfast Club</p> <p>Breakfast Club provides breakfast for vulnerable students as well as preparing them for the day ahead.</p> <p>Students are given the opportunity to study in the assembly hall before school and after school they can attend homework club to complete homework tasks and to work on coursework.</p> <p>The clubs are supervised by TA’s and our HSSW (Home School Support Worker) who offer support to students completing their work as well as emotional support where needed.</p>	<p>Rationale</p> <p>Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year; however, the homework needs to be short and focused.</p> <p>Regular homework that is more routinely set can also can an impact of 2 to 3 months progress. These interventions will lead to a reduction in detentions for missing homework and improve attendance to school.</p>	<p>2,3</p>

Total budgeted cost: £361’940

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 2023 to 2024 academic year.

GCSE

Disadvantaged students had a progress 8 score of -0.13 compared to non-disadvantaged with a score of +0.28. The gap has significantly reduced from -1.0 to now -0.42. National averages for progress 8 are not available from the government due to insufficient data during the pandemic. However, attainment 8 has been used instead. Attainment 8 gap nationally was 3.92. Thomas Aveling A8 gap was 10.37.

Subject	Pupil premium	Non-Pupil Premium
English Language	-0.45 APS English combination: 3.79	+0.19 ASP- 4.7
English Literature	-0.48	+0.17
Maths	+0.13 APS 3.45	+0.17 APS 4.51
Science combined **	-0.14 APS 3.52	+0.04 APS 4.45

Year 10

Using Attainment 8 as success criteria to replace Progress8; Disadvantaged students had an A8 of 40.15 at the end of July. This is compared with non-disadvantaged with an A8 of 45.46. Therefore, the gap starting year 11 will be 5.31. 66% of pupils who are non-disadvantages are projected to achieve 5 GCSEs grade 4+ including maths and English. This is 52% for disadvantaged.

Subject	Pupil premium	Non-Pupil Premium
English Language	4.3	4.76
English Literature	4.17	4.83
Maths	4.2	4.5
Science combined **	3.26	3.57

** 20 students for each year group take triple science which are not included in these figures

Year 7

Through analysis of assessments throughout the year and end of year tests, the gap between PP and non PP for making good or expected progress was 7%, this has reduced increased from 22/23 year which was 1%. Students making below expected progress was a gap of 6%. Data from these assessments' grades inform the provision of targeted support via peer tutoring.

	Number	Progress grade	July 2024	February 24
PP	17	% Below	15%	17%
	54	% Expected	61%	65%
	25	% Good	20%	12%
	4	% Above	5%	6%
NON PP	9	% Below	9%	12%
	51	% Expected	53%	55%
	32	% Good	35%	29%
	8	% Above	4%	5%

Year 8

	Number	Progress grade	July 2024	February 24
PP	12	% Below	9%	12%
	55	% Expected	63%	60%
	29	% Good	23%	27%
	4	% Above	5%	1%
NON PP	6	% Below	3%	6%
	50	% Expected	50%	58%
	34	% Good	37%	29%
	10	% Above	10%	6%

Through analysis of assessments throughout the year and end of year tests, the gap between PP and non PP for making good or expectations expected progress -1% which is stable form the previous year -1%). Students making below expected progress is -6% for disadvantaged students. Data from these assessments grades inform the provision of targeted academic support via peer tutoring.

Year 9

	July 24	Feb 24	Nov 23
PP	2.08	1.96	2.04
Non PP	1.95	1.90	1.94
GAP	0.12	0.06	0.10

Year 9 have begun their foundation year with their GCSE options. However, as these are foundation years; assessments are attitude to learning only.

- 1- Outstanding
- 2- Good
- 3- Requires Improvement
- 4- Poor

Disadvantaged pupils has a slightly higher score indicating a lower ATL than non-disadvantaged pupils. The gap between has fluctuated but negligible.

Targeted Academic Intervention

Peer Tutoring

Peer Tutoring is provided for Yr. 7 and 8 Pupil Premium (PP) students who were identified as underperforming (BELOW) in English and Maths, Science, History and Geography. Over 30 High achieving 6th form students were selected and paid using PP funding to tutor the students after school.

PP students were identified & selected for Peer Tutoring, following a data drop, by Subject Leaders.

Resources were provided by the Class Teachers and PP students were individually matched with 6th form Peer Tutors who had strengths in the identified subject area.

Peer Tutors met with students on a weekly basis (afterschool), to tutor students addressing the knowledge gap identified by the class teacher.

Peer Tutors completed an academic progress report which was fed back to the PP Interventions Coordinator and class teacher on a weekly basis.

The PP interventions officer was in regular correspondence with parents/carers at the beginning and end of throughout the Peer Tutoring sessions and feedback has been very positive. The PP interventions officer sent regular emails messages to Peer Tutors and Tutees.

INTERVENTION SUBJECT	YEAR 7	YEAR 8
MATHS	83% of pupils working in line or above	71% making inline progress or above
ENGLISH	30% of pupils making in line or above for reading, 23% in writing.	66% of all students that are now In Line and above for writing and 57% for reading
SCIENCE	100% of pupils making good or exceptional progress	80% of all students making good or exceptional progress

Reading Interventions and accelerated reader

One of the key SIP priorities continues to be improving Reading Age and Speed of our students in 2023/2024. The actions to achieve this were as follows.

- A Reading Co-ordinator role was established with clear targets.
- A full cycle of Lexplore completed.
- Reading age and speed assessment outcomes to be shared with all staff.
- Embedded into SIMS on registers.
- Staff training to be provided on how to support students with lower-than-average reading ages / speed.
- Each department has a reading lead to address subject specific reading/literacy challenges, whole school staff CPD.
- Monitoring that staff are working to improve reading in lessons (observations) and following literacy marking expectations
- Vocabulary displays, challenging students to read out aloud, testing spellings.
- Advice to be provided to parents of students with lower-than-average reading age and speed
- Improve image of reading across school through publicity and rewards

- Student Voice groups to be set up to provide input.
- Utilise peer mentors to support with reading age / speed.
- Full trust training day on improving literacy.
- Full programme of form time guided reading
- Trust training and working with the trust lead in literacy.
- LSAs assigned to struggling readers once a week
- Language and Literacy small teaching groups

Wider Strategies

Welfare Interventions

Whilst the confidential nature of the intense pastoral support that is undertaken at Thomas Aveling will not be disclosed, a number of staff are tasked with aiding improvement in attendance and behaviour and achievement data including:

- AHT Designated Safeguarding Lead (DSL)
- AHT Inclusion Lead
- DHT Behaviour and Attitudes
- Designated Lead Teacher with PP responsibilities
- Attendance Officer and Children's team lead
- Home School Support Workers (HSSW) and Child Protection Leads (DDSLs)
- Directors of Learning
- Assistant Directors of Learning
- PP Intervention Officer
- Private counselling
- In house bereavement support and specialist

Although many of the roles above will be common, there is some worth in outlining the key roles of 2 of these staff:

Home School Support Worker (HSSW)

Our home school Support Workers support the aims and objectives of the school and the engagement, learning and achievement of children and young people by working with students, and with parents, individually, in groups, as a community or a sub community. Strategic priorities are usually assessed at locality or school level and, as a result, a wide variety of local needs may affect the responsibilities of the HSSW. The range of issues addressed through home school support work may span:

- The common barriers to student learning and achievement, including, for example, attendance, punctuality, poor behaviour and school induction and transition.
- Parenting skills and understanding, and parent and family education.
- Parent and community engagement.
- Outreach with hard-to-reach groups or for specialist groups.
- Parental advice, information and representation.

Pupil Premium Interventions Officer

Thomas Aveling appointed an Intervention officer to support the school's priority to reduce the amount of PP students with low attendance / persistent absence / high levels of inclusion / exclusion.

- Role of Intervention Officer;
- Daily focus on the monitoring of the Pupil Premium Cohort attendance with a particular focus on those persistent absentees. First day courtesy calls home and or home visit by HSSW arranged. Daily liaison with House teams for attendance purposes by PP Intervention Officer.
- Close monitoring of logs for PP students with a focus on those that are on the closer radar of the PP Intervention Officer.
- Proactive management of the Peer Tutoring Scheme with PP Intervention Officer acting as the first point of contact for all 6th Form Tutors and the Pupil Premium KS3 students (and their families) for those identified as underperforming by Subject Leaders.
- Weekly monitoring of Positive logs with individualised messages of recognition handwritten on post-it notes and delivered by PP Intervention Officer to a varying selection of Pupil Premium students each Friday.
- Open access for PP students to equipment/water/sanitary products and supplies/loan of shoes & uniform/healthy snacks/fruit and cups of tea at break time in the Pupil Premium Office.
- Regular audits of Free School Meal uptake with follow up for all those not taking their meals regularly to identify & remove any barriers and increase take up of FSM entitlement
- Timely support for the Pupil Premium students and their families to book parents' evening appointments with the aim to ensure attendance is achieved. Interventions individualised to support families as necessary.
- In liaison with House teams, PP Intervention Officer ensures that those students requiring support with provision of revision guides and resources are supported financially to do so. Individual support offered once it has been identified by the Children's' Team.
- Working with the Brilliant Club lead to ensure Pupil Premium students receive support during the programme.
- Daily visits to the inclusion zone at the start of the day to check students have water, had breakfast and if not, breakfast and food provided with encouragement to access breakfast club.

Behaviour & Attendance

The targeted use of Pupil Premium funding to subsidise lead teachers has had a beneficial impact upon the reinforcement of high behavioural expectations throughout the school as well as positively impacting upon the teaching and learning within departments.

Analysis of behaviour points shows that those PP students receive a slightly disproportionate number of logs compared to non-PP, but that they also receive a disproportionate number of positive logs as well.

The school maintains the target of 96% attendance on a whole school basis. As indicated in each year group the gap between PP and Non-PP students last year was 4.5%. The overall attendance for whole school pupil premium was 88.4% which is slightly higher than the national average of 87.5%.

Comparative attendance figures for 2023-2024 between PP and Non-PP students was as follows:

Year group	7	8	9	10	11
% Present (PP Students)	94%	88.6%	87.6%	85.3%	86.2%
% Present (Non PP Students)	95.6%	93.4%	93.1%	90.4%	92.1%
Attendance GAP	-1.6%	-4.8%	-5.5%	-5.1%	-5.9%

Exclusions

Year group	% of exclusions that were PP students 22/23	% of exclusions that were PP students 23/24
7	70%	63%
8	81%	74%
9	50%	52%
10	44%	46%
11	79%	36%

On going support to try and minimise further exclusions includes Horizon Programme, Character Education, Strengthening Minds, and whole school Trauma Informed Response. Continued focus on positive noticing will be a focus for 2023/24. Overall, the total amount of exclusions was made up of 57% disadvantaged students, which has decreased from the previous year by 6%.

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