Pupil premium strategy statement – Sherburn High School 2024-25

This statement details our school's use of pupil premium (and recovery 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	947
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	Interim Review Points 2024-2025: March 2025 July 2025 September 2025 November 2025
Statement authorised by	Miriam Oakley Headteacher
Pupil premium lead	Anna Kirkham Assistant Headteacher
Governor / Trustee lead	Alison Davey

Funding overview -

Detail	Amount
Pupil premium funding allocation this academic year	£173,303
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£ 0.00

Total budget for this academic year	£173,303
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan - Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum; summarised in our school mission statement "Achievement for All".

Underpinned by EEF evidence, high-quality teaching is at the heart of our approach, with a focus on reading and writing in all disciplines, where our disadvantaged students require the most support. Our strategy is also integral to wider school plans for continued strong progress in all subjects, notably in its targeted support through the use of intervention to support our disadvantaged and most vulnerable learners.

Attendance at school will also be a key driver for our strategy as we know that our disadvantaged students are disproportionately likely to be persistently absent, and that in turn their poor attendance will be compounding their disadvantage.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will focus on ensuring our disadvantaged students are in school so that they can benefit from expert and high quality teaching and learning. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Promote an ethos of attainment for all – rather than stereotyping
- Develop our teachers so that all teaching is of high quality - with a specific focus on Literacy in the forms of reading, vocabulary and writing.
- Focus on outcomes for individuals – rather than on just providing generic strategies
- Base decisions on data and in response to evidence
- Provide equitable access to the curriculum for all learners.

- Provide robust attendance strategies to enable learners to be in school.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment: It is imperative that we monitor, track, intervene and support these students to ensure the impact on this group of students is maximised.
2	Attendance and persistent absence: disadvantaged students are more frequently absent and are more likely to be categorised as persistently absent than their non-disadvantaged peers.
3	Behaviour for learning: some of our disadvantaged students have behaviour and emotional difficulties. A considerable proportion of these pupils have additional barriers linked to SEND (Special Educational Needs and Disability) or SEMH issues. (Social, Emotional and Mental Health)
4	Literacy: disadvantaged students arrive with lower literacy levels than their non disadvantaged peers.
5	Enrichment: disadvantaged students are less likely to engage in wider-curricular opportunities and experience cultural capital. Provide comprehensive careers' guidance for all and a detailed and robust personal development curriculum to encourage an ambitious and aspirational approach to enrichment. Post-16 disadvantaged students are less likely to attend university and it is important to provide opportunities for Post-16 students to access and apply for programmes and scholarships with university partners.

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
Literacy levels of all Pupil Premium students are in line with their peers. There is a relentless focus from all teachers on improving the literacy levels of our disadvantaged pupils.	Clear diagnostic testing, intervention and review cycle of literacy intervention targeted at disadvantaged students Relaunch of whole school Literacy Strategy - underpinned by high quality CPD and monitoring of its impact through MSER cycle

Disadvantaged students outcomes across school are in line with their non-disadvantaged peers.	Evidenced in annual IDSR
To achieve and sustain improved attendance for all students, with a specific focus on those who are disadvantaged	Whole school attendance data shows a narrowing of the gap between the attendance of disadvantaged students and their non-disadvantaged peers. All students have attendance of 96% and above. External data shows that our internal attendance is at least in line with national attendance figures for all groups.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged through an enrichment programme, SMSC opportunities and the school's personal development programme.	Sustained high levels of wellbeing by demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Higher percentage of disadvantaged students applying to university.

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: £93,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Improving reading and vocabulary in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](#) guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: [Improving Literacy in Secondary Schools](#) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:	1, 4
Continuous CPD for all staff (including GTAs, ECTs and ITTs) and Appraisal will identify clear strategies which must be used by all teachers in all lessons - In 2024/25 this will be: - Independent Learning - SEND focus - Adaptive teaching - Literacy Previous years foci will be embedded and a continued focus: - Reading - Writing - Independent Practice	We know that in order for students to make progress they need to have a secure foundation in their reading skills and through being able to articulate their ideas in their writing. Resilient learners are able to work independently and challenge themselves to deepen and extend their knowledge and understanding of the topics they are studying. We know that [Assessment for Learning](#) leads to progress for students - questioning, strategic seating plans and marking are all effective forms of AfL and using marking and feedback and DIRT tasks to secure strong progress and outcomes for all learners.	1, 3, 4, 5

Recruitment and retention of expert staff is fundamental to ensuring excellent progress and outcomes for learners. Using the approach of the practitioner as the intervention and ensuring that all staff are supported in their careers.	We know that staff need internal and external CPD opportunities in order to develop their own practices and approaches. Opportunities for staff to access NPQs and mentoring opportunities of ITTs and ECTs Retaining staff through flexible working opportunities and the Starmat wellbeing Charter in order to ensure staff are supported and valued in their work with learners and have the opportunity to develop their professional practices which will ultimately support learners with success	3, 4, 5
Through the use of Provision Map and Classcharts, effective, efficient and consistent targeted support is identified for our most vulnerable learners	We know that effective teaching is supported through a strong understanding of the needs of our learners and the strategies that best support them in wave 1 classroom practices. Understanding our learners ensures that we are best placed to identify what works well and how this can inform metacognitive approaches. Balancing cognitive load is fundamental in ensuring learners are not overloaded with new information and this allows us to best track learner progress and intervene where appropriate.	1, 3, 4

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop our numeracy/literacy interventions by funding appropriate CPD for GTAs and HLTAs	Reading comprehension, vocabulary and writing skills are heavily linked with attainment in Maths and English. Using targeted phonics and numeracy programmes to support the most vulnerable learners, to address gaps in learning and misconceptions to ensure future success.	1, 4

Develop our numeracy/literacy interventions using expert teaching staff to support literacy/numeracy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 4
Develop 1 to 1 support for students with SEMH	Some of our disadvantaged pupils have behaviour and emotional difficulties. A considerable proportion of these pupils have additional barriers linked to SEND (Special Educational Needs and Disability) or SEMH issues. (Social, Emotional and Mental Health)	3
The use of the learning resource centre, supported by a full time member of staff, to provide targeted literacy interventions for learners and to provide support within Key Stage literacy lessons	Having a well resourced and staff learning resource centre allows students to receive additional and bespoke support with their literacy. Lower levels of literacy results in learners not being able to access potential job opportunities in later life. Having a trained literacy and reading expert ensures learners can receive additional support with their reading and writing.	1, 3, 4
The use of GTAs and the Inclusion team supporting with after-school targeted homework interventions for our most vulnerable learners.	A potential barrier to academic success is not having access to a safe and structured home learning environment. In order to provide stability and ensure learners are successful academically, targeted and bespoke homework interventions are supported. This enable learners to seek guidance and help and to be successful in their progress in academic subjects.	1, 3, 4
CPD opportunities for Post-16 team to develop knowledge and understanding of university access programmes and application process.	A potential barrier to disadvantaged students accessing university is not having access to partnership programmes and understanding the UCAS application process. Staff have the necessary training to be support students.	1, 4, 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Widening Participation programmes are being delivered which leads to improved levels of ambition and motivation seen in PP students. PP students are prioritised with career interviews and Further Education applications and regular reviews of progress is undertaken	Student voice activities and destination data tell us that our PP/Disadvantaged students require support to understand the wider opportunities available to them. Students are less likely than their peers to be aspirational and ambitious when preparing for their future beyond Sherburn High School.	3
Attendance strategy reviewed using DfE's Improving School Attendance advice.	Attendance and persistent absence: disadvantaged pupils are more frequently absent and are more likely to be categorised as persistently absent than their non-disadvantaged peers. Using attendance and attainment data to carefully track and monitor learner progress, using proactive approaches to ensure potential barriers are identified before they become problematic.	1, 2
Students feel supported in organisational aspects of their life through the school's approach of affordable uniform and PE kit and having a uniform store and classroom equipment available.	Analysis of barriers to full attendance to school identifies that a lack of appropriate uniform and/or equipment can be a barrier for our disadvantaged students. According to the DFE, school uniform plays a valuable role in contributing to the ethos of a school: it can instil pride, support positive behaviour and discipline and encourage identity.	1, 2, 5
There are a number of experiences designed to enrich young people cultural capital: - Extra-curricular activities - Trips/Visits - Cultural experiences	Enriching pupils' cultural knowledge can empower them to try new experiences and activities, prepares pupils for employment as well as engages them in citizenship. These opportunities support with the teaching of British values and promote respect and tolerance.	5
The ongoing development of a new trauma informed behaviour policy for all learners to support with academic and extra-curricular success.	Evidence shows that early support given to families and young people enables students to access school, and to be successful.	2, 3, 5

An increased focus on rewards and celebrations linked to ambition, respect and community. Students who are struggling with behaviour, learning or mental health have direct access to support through the referrals to external agencies: Wellbeing in Mind Team, Early Help, SEND Hub, Inclusion Hub.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Behaviour for learning: some of our disadvantaged students have behaviour and emotional difficulties. A considerable proportion of these students have additional barriers linked to SEND (Special Educational Needs and Disability) or SEMH issues. (Social, Emotional and Mental Health)	
Support is given to help students manage their mental health/wellbeing - NHS Wellbeing team - NHS team's remit of work extended to include group work - Resources provided for staff, students, parents/carers to develop our understanding of mental health - Internal and external support e.g. Inclusion support. - Development of SEND provision for SEMH - WIMT at key events - Use of the Period 1 personal development curriculum - Assemblies - Careers' guidance - External speakers and organisations	There is evidence to suggest that CBT (which is run by the NHS Wellbeing Team) can have a high impact on mental health issues which can lead some young people to harm themselves or avoid school. Cognitive Behavioural Therapy - Youth Endowment Fund Feedback from students, parents/carers and external agencies have praised the support that has been provided by the NHS team, which supports the EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression Adolescent mental health: A systematic review on the effectiveness of school-based interventions Through providing a range of opportunities and support, learners are able to access advice and guidance and are able to enhance their life skills as they prepare for life in Post-16. Our most disadvantaged and vulnerable learners are more likely to have barriers to opportunities through situations beyond their control and the school will provide the necessary tools and skills to overcome these.	2, 3, 5

Strategic use of HOY and admin support to increase parent/carer engagement at key events - e.g. Progress Evenings. Supported by - a further review of technology support (chromebooks) for identified families, with a particular focus on new Year 7 students such as the Year 7 Maths mornings. HOY to target disadvantaged students for HOY appointments at Progress Evenings.	Analysis shows that since the introduction of virtual school events including Progress consultation evenings, the participation of our disadvantaged families has decreased. The format of progress consultations has now returned to face to face meetings. EEF students show that parental involvement has an average of 2-3 months positive impact on student outcomes The parents/carers of disadvantaged students are less likely to have positive communications with school. Attendance at progress consultation evenings, whilst improving, is still lower than for their non-disadvantaged peers.	2, 3, 5
Review transition arrangements with a specific focus on our disadvantaged families and offering bespoke transition arrangements for SEND and disadvantaged learners with the Inclusion team. Early contact made with families to evaluate uniform and technology needs to reduce barriers to smooth transition - face to face meeting with SENCO and/or HOY 7 and/or Disadvantaged Lead on SLT.	Early links with families are seen to be more effective Identification of needs to support intervention is always proven to be more effective the earlier it takes place	2, 3, 5
Use of UCAS funding for disadvantaged students applications for 2025 entry.	Higher proportion of disadvantaged students are able to apply to university and have support with accessing financial services and access requirements for living costs.	5
Study support for disadvantaged students at Post-16 who do not have study space at home	Students from disadvantaged backgrounds are less likely to have access to a quiet study area at home. Study support areas will enable students to be able to complete work and meet	1, 4, 5

	deadlines, with particular focus on mock exam preparation.	

Total budgeted cost: £173,000 (plus £14,057 contingency)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

*2024 - The number of disadvantaged students included in the Progress 8 score is 18. The progress 8 score for disadvantaged students is **-0.39 in 2023 and was -0.41 in 2024.** This is below the school progress 8 score of **+0.51** and indicated the gap has widened since 2023. (Gap 2022 was 0.56 and 2023 the gap is 0.58 and **2024 it is 0.92**). The national gap is 0.64*

*The 2024 progress 8 score for disadvantaged in the Maths element is **+0.02** against an overall progress 8 score of +0.89. **A gap of 0.87***

*The progress 8 score for disadvantaged in the English element is **-0.93** against an overall English progress 8 score of +0.35. **A gap of 1.28.***

*The progress 8 score for disadvantaged in the Ebacc element is **-0.34** against an overall progress 8 score of +0.68. **A gap of 1.02.***

*The progress 8 score for disadvantaged in the Open element is **-0.51** against an overall progress 8 of +0.62. **A gap of 1.13.***

*Average Attainment 8 score per disadvantaged pupil **35.94** against whole school Average attainment 8 score per pupil **53.72***

*% of disadvantaged pupils achieving grade 5 or above in English and maths is **22.2%.** Whole school % achieving grade 5 or above in English and maths **65.2%***

*% of disadvantaged pupils achieving grade 5 or above in the English Baccalaureate is **5.6%.** Whole school % achieving grade 5 or above in the English Baccalaureate **7.8%***

Attendance data for 2023-2024 shows an improving trend. All students' attendance improved by +0.6% from previous year and remains +1.5% above average. Attendance data for disadvantaged (FSM6) students has improved by +2.3% from last year and this cohorts' attendance was above national average by +0.1%.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils