

Gartree pupil premium strategy statement 2024 - 25

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

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

School overview

| Detail | Data |
|--|--------------------------------|
| School name | Gartree High School |
| Number of pupils in school | 2024-25 909 |
| Proportion (%) of pupil premium eligible pupils | 155 students 17.1% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | December 2024-December 2027 |
| Date this statement was published | December 31 st 2024 |
| Date on which it will be reviewed | 1 st December 2025 |
| Statement authorised by | Ed Wilson |
| Pupil premium lead | Vanessa Mehta |
| Governor / Trustee lead | Kerry Francksen |

| Year group | No. of Students | Boys | Girls | FSM | PP | LAC | Post LAC |
|--------------|-----------------|------|-------|-----|-----|------|----------|
| Whole School | 909 | 491 | 418 | 122 | 155 | 6 | 19 |
| | | 54% | 46% | 13% | 17% | 0.6% | 2% |
| 7 | 185 | 94 | 91 | 30 | 34 | 1 | 1 |
| | | 51% | 49% | 16% | 18% | 0.5% | 0.5% |
| 8 | 185 | 100 | 85 | 22 | 29 | 1 | 3 |
| | | 54% | 46% | 12% | 16% | 0.5% | 1.5% |
| 9 | 185 | 102 | 83 | 26 | 36 | 1 | 6 |
| | | 55% | 45% | 14% | 19% | 0.5% | 3% |
| 10 | 184 | 94 | 90 | 20 | 25 | 1 | 4 |
| | | 51% | 49% | 11% | 14% | 0.5% | 2% |
| 11 | 185 | 101 | 69 | 24 | 31 | 2 | 5 |
| | | 59% | 41% | 14% | 18% | 1% | 3% |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 118,650 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ -19,038 |
| 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 | £99,612 |

Part A: Pupil premium strategy plan

Statement of intent

At Gartree High School, we have the highest aspirations for every student.

Our use of the Pupil Premium is underpinned by diagnostic evaluation of our students' challenges and needs and strong educational evidence informed by the EEF (Educational Endowment Foundation).

Our intent

All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Our curriculum provides a broad range of subjects with a balance of learning opportunities, both academic and vocational. We are aspirational for our students. They are encouraged to follow the English Baccalaureate. Around 85% do. This is an equality right. Those for whom the English Baccalaureate is not suitable have alternative options as well as well extra support for English and Maths.

Our students from disadvantaged backgrounds have the same access to our curriculum and opportunities as their peers, and so their attainment and progress outcomes are better than non-disadvantaged students nationally. Through high expectations, appropriate support, a strong pastoral and tutor system and effective systems and strategies we are able to break down barriers to learning so that Gartree High students from disadvantaged backgrounds achieve and succeed whilst in our care.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, is driven by making high expectations and quality first teaching strategies clear, concrete and visible for all stakeholders), is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is

proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

There are numerous opportunities to study outside the classroom through an Outlook Expedition, Duke of Edinburgh's Award, trips abroad, after school clubs, sports, arts activities and more. Students of all abilities have access to a range of enrichment activities, trips and visits.

Our principles

We ensure that teaching and learning opportunities meet the needs of all the students.

We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We also recognise that social mobility exists, with many students residing in poorer areas of the City, progressing well and securing places at University.

Our ultimate objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to perform in line with the rest of the cohort with regards to their GCSE results.

That every child has a sense of belonging.

'Belonging is a flame that needs to be continually fed by signals of connection.'

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|---|-------------------|---------------|-------------------|------------------|-------------------|--|-------------|--|-------------|--|------------------|--|--|---------------|-------------------|---------------|-------------------|---------------|-------------------|------------|-------|--|-------|------|-------|------|--------------|-------|-------|-------|-------|-------|------|-------------|-----|-----|-----|-----|-----|-----|-----------|------|------|------|------|------|------|----------------------|-----|-----|-----|-----|-----|-----|
| 1 | <p>Ensuring all students make good academic progress regardless of their starting point. The attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>Summer results show there is a gap in the progress of disadvantaged students and non -disadvantaged students (Y11 outcomes P8). This remains a challenge for us.</p> <p>In particular we want our students to have the necessary grades to progress to their next stage of education, widen opportunities and increase social mobility. Therefore, targeted work is required to support students to achieve 5 passes including 9-4 in English and Maths. In 2023 40% achieved 5+ in both English and Maths but this remained the same in 2024, albeit above National.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th colspan="2">2023-24 GHS</th> <th colspan="2">2022-23 GHS</th> <th colspan="2">2022-23 National</th> </tr> <tr> <th></th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Disadvantaged</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Disadvantaged</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Disadvantaged</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Disadvantaged</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Disadvantaged</th> <th style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>-0.34</td> <td></td> <td>-0.23</td> <td>0.71</td> <td>-0.57</td> <td>0.17</td> </tr> <tr> <td>Attainment 8</td> <td>39.55</td> <td>54.59</td> <td>40.46</td> <td>56.97</td> <td>34.91</td> <td>50.2</td> </tr> <tr> <td>EBacc Entry</td> <td>88%</td> <td>89%</td> <td>72%</td> <td>87%</td> <td>28%</td> <td>43%</td> </tr> <tr> <td>EBacc APS</td> <td>3.72</td> <td>5.16</td> <td>3.74</td> <td>5.41</td> <td>2.97</td> <td>4.43</td> </tr> <tr> <td>English and Maths 5+</td> <td>40%</td> <td>66%</td> <td>40%</td> <td>71%</td> <td>25%</td> <td>52%</td> </tr> </tbody> </table> | | | | | | | 2023-24 GHS | | 2022-23 GHS | | 2022-23 National | | | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Progress 8 | -0.34 | | -0.23 | 0.71 | -0.57 | 0.17 | Attainment 8 | 39.55 | 54.59 | 40.46 | 56.97 | 34.91 | 50.2 | EBacc Entry | 88% | 89% | 72% | 87% | 28% | 43% | EBacc APS | 3.72 | 5.16 | 3.74 | 5.41 | 2.97 | 4.43 | English and Maths 5+ | 40% | 66% | 40% | 71% | 25% | 52% |
| | 2023-24 GHS | | 2022-23 GHS | | 2022-23 National | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress 8 | -0.34 | | -0.23 | 0.71 | -0.57 | 0.17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 8 | 39.55 | 54.59 | 40.46 | 56.97 | 34.91 | 50.2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EBacc Entry | 88% | 89% | 72% | 87% | 28% | 43% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EBacc APS | 3.72 | 5.16 | 3.74 | 5.41 | 2.97 | 4.43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English and Maths 5+ | 40% | 66% | 40% | 71% | 25% | 52% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Assessments on entry to year 7 indicate that our disadvantaged pupils arrive below age-related expectations compared their peers.

2 Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been approximately 4-6% lower than for non-disadvantaged pupils.
 Last academic year, 42% of disadvantaged pupils have been 'persistently absent' compared to 22.8% of their peers during that period.
 Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

| | Attendance 2022-23 | PA 2022-23 | Attendance 2023-24 | PA 2023-24 | Attendance 2024-25 | PA 2024-25 |
|------------|--------------------|------------|--------------------|------------|---|---|
| PP | 87.6 | 42.3 | 88.4 | 42.0 | 92.1 Term 1 2022-23 89.4 Term 1 2023-24 88.1 | 31.8 Term 1 2022-23 33.1 Term 1 2023-24 32.8 |
| NPP | 93.1 | 23.5 | 93.0 | 22.8 | 94.9 Term 1 2022-23 94.3 Term 1 2023-24 94.5 | 13.8 Term 1 2022-23 14.0 Term 1 2023-24 16.3 |
| Difference | 5.5 | 18.8 | 4.6 | 19.2 | 2.8 Term 1 2022-23 5.1 Term 1 2023-24 6.2 | 18.0 Term 1 2022-23 16.5 Term 1 2023-24 19.1 |

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| 3 | Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Disadvantaged students generally arrive with weaker literacy skills. The challenge is to ensure all pupil premium students achieve 'the basics' of a grade 4+ in Maths and English in year 11. |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. |
| 5 | School data shows that students in receipt of pupil premium are less likely to engage with the rich variety of co-curricular opportunities available and therefore this can reduce the variety of experiences, leading to a limitation of understanding and access to the curriculum. Engaging higher attaining students in an academically challenging curriculum that opens doors to further study, careers and aspirational life goals. |

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>Improved attainment among disadvantaged pupils, with a forensic approach to the learning of those disadvantaged students</p> <p>which steadily closes the gap with their peers, across the curriculum at the end of KS4, especially in English, Maths and Science.</p> <p>Support disadvantaged students to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths.</p> <p>Effectively use data tracking point based on high quality assessment to identify disadvantaged students for interventions.</p> | <p>The removal of the gap between disadvantaged and non-disadvantaged students.</p> <p>PP students at Gartree High do better than other students nationally in English, maths and science</p> <p>Pupils eligible for PP, identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, so that 75% meet or exceed FFT20 estimates. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD).</p> <p>The % of disadvantaged pupils entered for English Baccalaureate (EBacc) is in line with their peers.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • P8 for PP students is in the top 10% • 60% of PP students achieve 5+ in English and Maths • 100% of HPA achieve 5+ in English and Maths and go on to access Level 3 HE courses/apprenticeship. • EBacc entry for PP is ambitious 85% <p>Outcomes for pupil premium students shows a progress 8 score in line with their peers.</p> <p>Outcomes for pupil premium students are consistently good across all subjects</p> |

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| | <p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most.</p> <p>Intervention sessions will be quality assured to and progress tracked. This will result in the progress of disadvantaged students.</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Students and families are supported to re-establish the routines, expectations and structure of school.</p> | <p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 15% or below. Overall attendance among pupils eligible for PP improves from 88% to 95% in line with NPP pupils, so that the % sessions missed is broadly in line with the National average of 5%. Target of 95%.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%, from 5%. • the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 15% lower than their peers. |
| <p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>More rapid progress in literacy for Year 7 and 8 pupils eligible for PP funding to enable them to access the KS4 curriculum.</p> <p>Support disadvantaged to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths.</p> <p>Increase the percentage of students achieving grades 5-9 in Ebacc subjects.</p> <p>PP students not reaching the expected standard in KS2 reading, EGPS and maths, is less.</p> | <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Reading ages, generated and retested to monitor progress.</p> <p>Progress grades based on P8 used for the Years 7, 8 and 9 and target setting for KS4, will indicate pupils eligible for PP funding will make progress at a faster rate than NPP students. This will be evidenced using data captured chronologically through the year, so the gap closes.</p> |

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| <p>Reading needs to remain a high priority.</p> | |
| <p>Improve engagement with disadvantaged parents in the community 'kill parents with kindness' and to humanize schools so that parents can carers feel less alienated (PiXL 2023).</p> | <p>Greater contact with disadvantaged student's parents through phone calls, academic mentoring, parental support evenings and attendance to parents evening will result in improved progress, attendance and behaviour for disadvantaged students. Through greater contact with the community the number of disadvantaged students on role will increase.</p> |
| <p>Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum. Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships. Support with D of E and work experience where applicable.</p> | <p>Enrichment activities will result in better student wellbeing as well as success out of the classroom (such as sporting success) and build cultural capital. Sustained high levels of wellbeing from 2024/25 demonstrated by: A significant increase in participation in enrichment activities, particularly among disadvantaged students. Entries for the E-Bacc suite in line with the national average HA students access post 16 study or apprenticeships at level 3 All disadvantaged students take part in at least one educational visit. Same proportion on PP and NPP participate in work experience weeks (Y10).</p> |

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](#).

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

1. **High quality teaching** Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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 a top priority for pupil premium spending. Coaching programme.

2. **Targeted academic support** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

3. **Wider strategies** Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Teaching

Budgeted cost: £ 40,000

| Activity | Action taken | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improve the progress of disadvantaged students through high quality teaching and learning.</p> <p>QA of teaching and learning to ensure it responds to the needs of pupils (main focus on developing literacy, meeting SEND needs, retrieval practice)</p> <p>CPD to embed reading strategies</p> <p>Peer-led CPD</p> <p>Raise levels of challenge for all disadvantaged students.</p> | <p>Ensure PP students have target grades set to FFT5</p> <p>All staff have CPD on challenge and learning objectives</p> <p>PP students will be represented in the higher sets.</p> <p>Ensure all staff have access to FFT5 target to effectively plan lessons</p> | <p>1,3</p> |
| <p>Gartree has ensured there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>+6 months impact – feedback</p> | <p>1,3</p> |

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| <p>This has been monitored by HoD. As well as reinforced by PP email updates</p> | | |
| <p>The effective use of homework</p> <p>Through the use of knowledge organisers and quizzes based around retrieval practice strategies</p> | <p>Promotion of homework club with parents, with additional staffing specifically for PP students</p> <p>PP students will have their HW monitored to make sure it is both challenging and aspirational.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. The use of TEAMS enables all students to access homework and class materials. There is particularly strong evidence that it can have a positive impact on attainment:</p> <p>+7 months impact – meta-cognition and self-regulation +5 months impact - homework</p> | <p>4</p> |
| <p>Focus on Literacy</p> <p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Eg: Targeted students in KS4 have been provided with a bespoke 'improving writing workshop'. These sessions target higher ability students who are under-performing, as well as those who show potential but are less able to ensure we increase their</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools Reading Comprehension Strategies – EEF</p> | <p>3</p> |

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| <p>confidence, as well as providing them strategies for their GCSE exams.</p> <p>Phonics, reading in tutor time, reading buddies, Gartree big read.</p> <p>Debating club and Up for debating activities.</p> <p>Reading CPD 2024-25</p> | | |
| <p>Department led interventions PP students prioritised.</p> <p>To raise awareness of the PP cohort to ensure effective planning, differentiation and in class inceptive support.</p> <p>To improve the quality of feedback for the PP cohort.</p> <p>All PP marked in Bromcom.</p> <p>PP CPD 2024-25</p> | <p>Feedback has strong evidence for improving the learning and progress.</p> <p>If teachers know who the PP students are they can ensure they are targeting them with verbal and written feedback, AFL, questioning, grouped for collaborative learning, and provided individualised instructions more frequently.</p> <p>For PP students the difference between a good teacher and a bad teacher is a whole year's learning.'</p> <p>PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate</p> <p>First wave intervention.</p> <p>MINT class seating plan package, Pride in presentation, Use of purple pen for progress</p> <p>+6 months impact – feedback</p> <p>+5 months impact – collaborative learning</p> | <p>1, 4 & 5</p> |
| <p>Department led interventions Walking talking mocks</p> <p>To hold walking talking mocks for Yr 11 students. This will be used to bolster marks in the summer exams and promote meta-cognition.</p> | <p>Research shows that feedback and meta-cognition and self-regulation has significant impact. This will be used to support PP students with examinations by helping them to understand exactly what they will be face. The teacher will demonstrate the process and show how to answer exam papers to maximise marks.</p> | <p>4</p> |

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| <p>Developing metacognitive and self-regulation skills in all pupils. Eg: GCSE Pods 2024-25</p> | <p>+6 months impact – feedback +7 months impact – meta-cognition and self-regulation</p> | |
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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 |
|--|---|-------------------------------|
| <p>Implementation of Y11 Assertive Mentoring Programme.</p> <p>All identified students in need of assertive mentoring including ALL PP will receive assertive mentoring every few weeks. This will be tailored to the needs of the individual.</p> | <p>Research available to demonstrate how mentoring can impact positively on attitude to learning, progress and attendance.</p> <p>The mentoring programme will be rigorous and driven by the latest data.</p> <p>Mentors will challenge and support in terms of organisation, liaise with teachers, parents and the pastoral team.</p> <p>Provide targeted students with 1:1 tuition to boost performance. Revision packs</p> <p>EEF toolkit states that the: ‘evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.’</p> <p>Providing high quality resources for the PP students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their exams.</p> <p>+6 months impact – feedback</p> | <p>1, 2 and 4</p> |

| | | |
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| | <p>+5 months impact – one to one tuition One to one tuition EEF (educationendowmentfoundation.org.uk) School led tutoring - DfE</p> | |
| <p>Develop an enriching curriculum</p> <p>Ensuring disadvantaged students are represented in all cross curricular activities at Gartree.</p> | <p>Reviewed the choices of subjects taken by year 9 students for their options. Ensuring disadvantaged students are represented in all cross curricular activities at Gartree.</p> | 1 & 5 |
| <p>To provide all pupils at the Gartree High School with an engaging and varied enrichment programme.</p> <p>PP students are to automatically be enrolled on all curriculum trips. As well as heavily subsidising International Trips such as Iceland and Normandy.</p> <p>Ensuring and encouraging participation in school productions such as GGT. Music tuition and graded examinations. Dance and Drama Leaders</p> <p>Opportunity for all PP students to access funded music tuition</p> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months impact – Arts participation</p> | 5 |

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| through our network of peripatetic music teachers | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,612

| Activity | Action taken | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>The effective use of behaviour and attendance data</p> <p>Effectively use data tracking point based on high quality assessment to identify disadvantaged students for interventions.</p> <p>Improved attendance of PP students, further closing the gap relative to other students in school.</p> <p>Attendance certificates, ASPs, assemblies, home visits, target group.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>HMs primarily, and other staff will get training and release time to develop and implement new procedures, where necessary. HMs</p> | <ul style="list-style-type: none"> • Tracked weekly for all PP students. • Intervention to be put in place for any PP students with poor behaviour or attendance. • Use of rewards • Emotional logic training for PP students struggling to control their behaviours <p>Use of tutor report system.</p> <p>Parental involvement shows moderate impact for moderate cost.</p> <p>The support ensures that they are able to get to school. The NFER briefing on raising performance of PP students states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.' Attendance Officers per House who monitor pupils and follow up quickly on truancies. First day response provision.</p> | 1, 2 & 4 |

| | | |
|--|--|--------------------|
| <p>in their capacity as Attendance support officers will be appointed to improve attendance.</p> | <p>Support for paying for school bus. Attendance Manager focuses on PP students to contact on first day of absence Meetings with PP parents and students who have low attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>+3 months impact – parental involvement</p> | |
| <p>Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem, anxiety and confidence.</p> <p>Safeguarding CPD for all staff and master classes for the DSLs, to enhance the provision around safeguarding the most vulnerable.</p> | <p>John Dunford speaks about the need for ‘Forensic Personalisation’. This is especially true for PP students. Middle Leaders, Teachers, Tutors and Behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>HOD, Pastoral, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions.</p> <p>Close monitoring of progress. Regular feedback for targeted students.</p> <p>Counsellor available when necessary, including bereavement counselling.</p> <p>Members of safeguarding networks to ensure all resources are gained where safeguarding is an issue/barrier.</p> <p>RESET programme</p> <p>Young Minds January 2021</p> <p>The Recovery Curriculum Professor Barry Carpenter 2020</p> | <p>1,2 & 4</p> |

| | | |
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| | <p>School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students.</p> <p>+4 months impact – social and emotional learning</p> <p>+4 months impact – small group tuition</p> <p>+4 months impact – behaviour interventions</p> <p>+7 months impact – meta-cognition and self-regulation</p> <p>+3 months impact – parental involvement</p> | |
| <p>Ensure PP students are supported during their education at the Gartree High</p> | <p>The creation of increased capacity with PP mentor and PP champions allowing for close monitoring of PP students</p> <p>Close monitoring of all interventions through a detailed provision map.</p> <p>The targeting of Academic Mentoring towards PP students.</p> <p>PP student progress to be discussed at every accountability meeting.</p> <p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts.</p> <p>Careers education programme.</p> <p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so they can attain as well.</p> <p>PP and disadvantaged to access additional support from our Careers Advisor.</p> <p>To explore the input of Humanutopia.</p> <p>Alternative provision.</p> <p>Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative</p> | <p>1 & 5</p> |

| | | |
|---|---|------------|
| | <p>learning, D of E, Arts participation have measurable impact. PP students will engage in all aspects of life. All PP to engage in at least 1 CEIAG experience per year and extra-curricular experiences. Taking the PP students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects.</p> <p>+3 months impact – Arts participation +3 months impact – parental involvement</p> | |
| <p>The use of funding to address needs</p> | <p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts. As and when possible to consider supporting families – cooking lessons etc Continuation of hardship fund to subsidise 50% towards uniform, equipment and PE kits for PP students. Also small educational visits deemed essential to the well-being or aspirations of the child will be fully funded.</p> <p>Gartree High School is committed to using the funding in innovative and deliberate ways.</p> <p>Funding may be used for needs such as; uniform, coaching, equipment, outside of school extra-curricular opportunities. To ensure that every child has access to opportunities that benefit them.</p> | <p>1-4</p> |

| | | |
|--|---|----------|
| | <p>As well as breakfast club and breaktime food</p> <p>Research shows parental involvement shows moderate impact. Some funding is protected so that we can support our PP FSMs students in ensuring that they have the correct uniform and that they can take part in Educational school visits.</p> <p>+3 months impact – parental involvement</p> | |
| <p>Access to councillor and mentoring through enhanced pastoral teams (aHoY)</p> | <p>Adolescent mental health (who.int)</p> | <p>4</p> |

Total budgeted cost: £99,612

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

A belief that all students must participate in the culture and ethos of the school

As a school community we work on the principle of “no child left behind”.

At Gartree High School we have high aspirations of all students. This means that we want and expect all of our students to participate in a wide range of activities, both within the normal school day and outside of it.

We recognise that aspiration and achievement are personal goals for each of our students. Success can and will mean different things for different students, but the key to allowing everyone to reach their potential is the removal of barriers to success. In order to do this, students will need support.

Those students who are disadvantaged or have special educational needs may require financial or educational barriers to be removed for them to participate fully. The school will always strive to identify and remove these barriers.

We push our students to strive for excellence.

Participation is much more than simply “joining in” and we want all of our students to be enthusiastic, engaged participants who feel they can be the best at whatever they choose to do. Sometimes this may mean encouraging or even insisting students take part in opportunities they might otherwise reject.

As a school community we work on the principle of “no child left behind”. Wherever possible we want opportunities to be inclusive, open and reflective of our school’s diverse and supportive community. We want our school to reach out to all – both within the school and with our wider local community.

How:

- Being known by the staff – SLT, HoD, HoY, AHoYs, Teachers, Office staff, Catering staff, Premises.
- Opt out policy rather than opt in on all educational visits.
- Unconditional positive regard – By all – Reset each and every day
- Try, and then try it again. – By all – Reset each and every day
- First in line, in thought, in need.

Review 2023/24

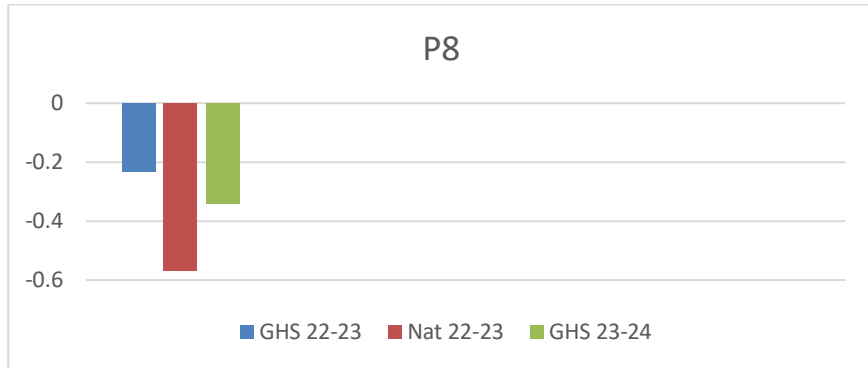
In particular we want our students to have the necessary grades to progress to their next stage of education, widen opportunities and increase social mobility. Therefore, targeted work is required to support students to achieve 5 passes including 9-4 in English and Maths. In 2023 40% achieved 5+ in both English and Maths but this remained the same in 2024, albeit above National.

| | 2023-24 GHS | | 2022-23 GHS | | 2022-23 National | |
|----------------------|---------------|-------------------|---------------|-------------------|------------------|-------------------|
| | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged | Disadvantaged | Non-Disadvantaged |
| Progress 8 | -0.34 | | -0.23 | 0.71 | -0.57 | 0.17 |
| Attainment 8 | 39.55 | 54.59 | 40.46 | 56.97 | 34.91 | 50.2 |
| EBacc Entry | 88% | 89% | 72% | 87% | 28% | 43% |
| EBacc APS | 3.72 | 5.16 | 3.74 | 5.41 | 2.97 | 4.43 |
| English and Maths 5+ | 40% | 66% | 40% | 71% | 25% | 52% |

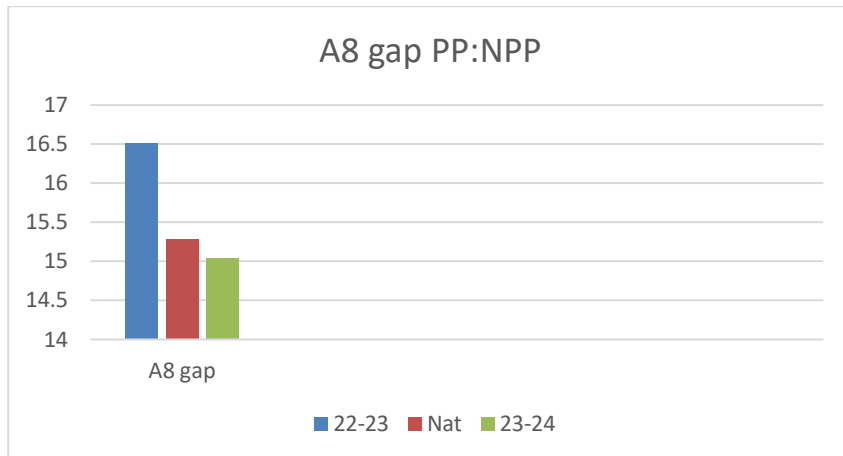
Our PP students out-performed LA and National, with regards to English and maths 5+, EBacc APS, EBacc entry, A8 and P8. Although our P8 has dropped slightly, it remains above National.

In 2023, 25% of disadvantaged pupils achieved grades of 5= in English and maths. This is half the proportion of non-disadvantaged at 52%. (Closing the gap 2024).

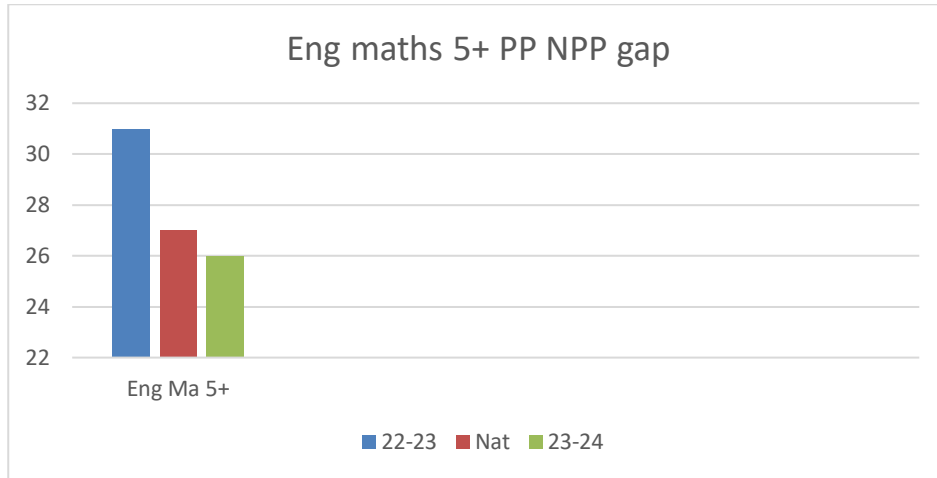
At 40%, our PP pupils do much better, although so do the NPP, although the gap is less than the National gap.



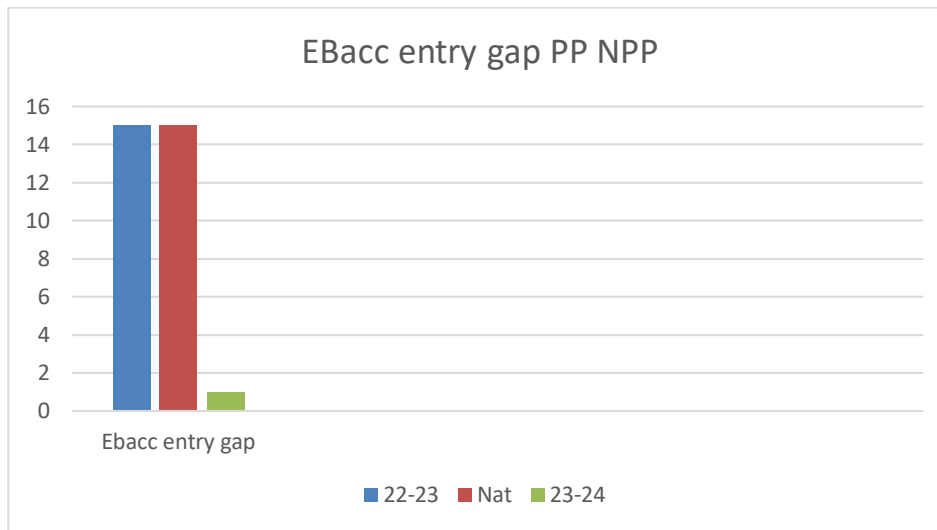
The A8 gap between PP and NPP has improved slightly, from 16.51 in 2022-23 to 15.04 in 2023-24. National was 15.29 in 2022-23. The KS4 disadvantage gap index widened in 2023 compared to 2022 from 3.84 to 3.94. The average A8 gap widened from 13.6 in 2019 and 15.2 points in 2022 to 15.29 points in 2023 (Sutton Trust).



English and maths 5+, gap between PP and NPP has improved slightly. 2022-23 it was 31%, (National 2022-24 was 27%), 2023-24 it improved to 26%.



The gap between PP and NPP EBacc entry has improved. The % of PP students entered for EBacc is much higher than National, which was 27.7% in 2022-23 (Sutton trust).



100% post 16 places.

Attendance

Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been approximately 4-6% lower than for non-disadvantaged pupils.

Last academic year, 42% of disadvantaged pupils have been 'persistently absent' compared to 22.8% of their peers during that period. We are working to reduce this gap.

Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

The overall absence rate for disadvantaged pupils was almost double the rate of their peers, with 11.3% of pupils on FSM missing school in the last term of 2023, compared to 5.9% for non-disadvantaged.

In 2023-24 our PP students had an absence rate of 11.6%, compared to NPP which was 7%. This is in line with National and has improved from 2022-23.

| | Attendance 2022-23 | PA 2022-23 | Attendance 2023-24 | PA 2023-24 | Attendance 2024-25 | PA 2024-25 |
|------------|--------------------|------------|--------------------|------------|--|--|
| PP | 87.6 | 42.3 | 88.4 | 42.0 | 92.1 Term 1 2022-23 89.4 Term 1 2023-24 88.1 | 31.8 Term 1 2022-23 33.1 Term 1 2023-24 32.8 |
| NPP | 93.1 | 23.5 | 93.0 | 22.8 | 94.9 Term 1 2022-23 94.3 Term 1 2023-24 94.5 | 13.8 Term 1 2022-23 14.0 Term 1 2023-24 16.3 |
| Difference | 5.5 | 18.8 | 4.6 | 19.2 | 2.8 Term 1 2022-23 5.1 Term 1 2023-24 6.2 | 18.0 Term 1 2022-23 16.5 Term 1 2023-24 19.1 |

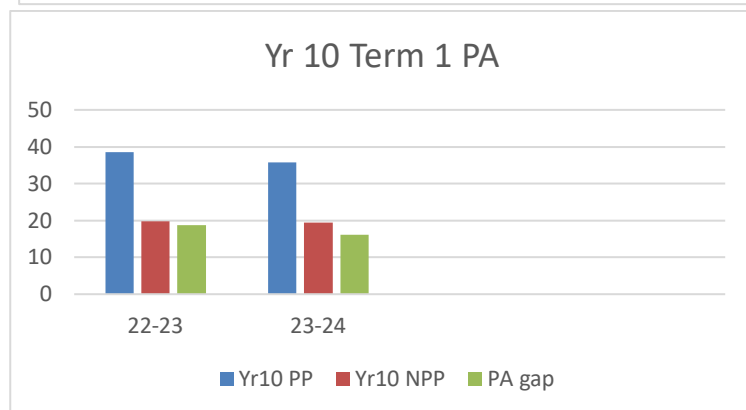
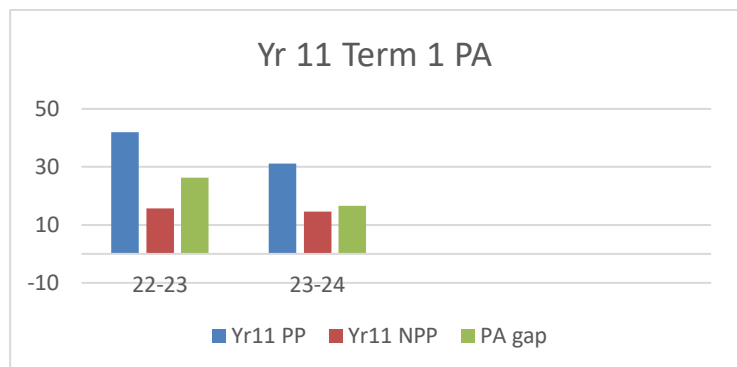
Year 11 Term 1:

| | Attendance % PP | Attendance % NPP | Attendance % gap | PA % PP | PA % NPP | PA % gap |
|----------------|-----------------|------------------|------------------|---------|----------|----------|
| 2022-23 (Yr9) | 86.9 | 93.8 | 6.9 | 41.9 | 15.7 | 26.2 |
| 2023-24 (Yr10) | 86.3 | 94.1 | 7.8 | 31.2 | 14.6 | 16.6 |

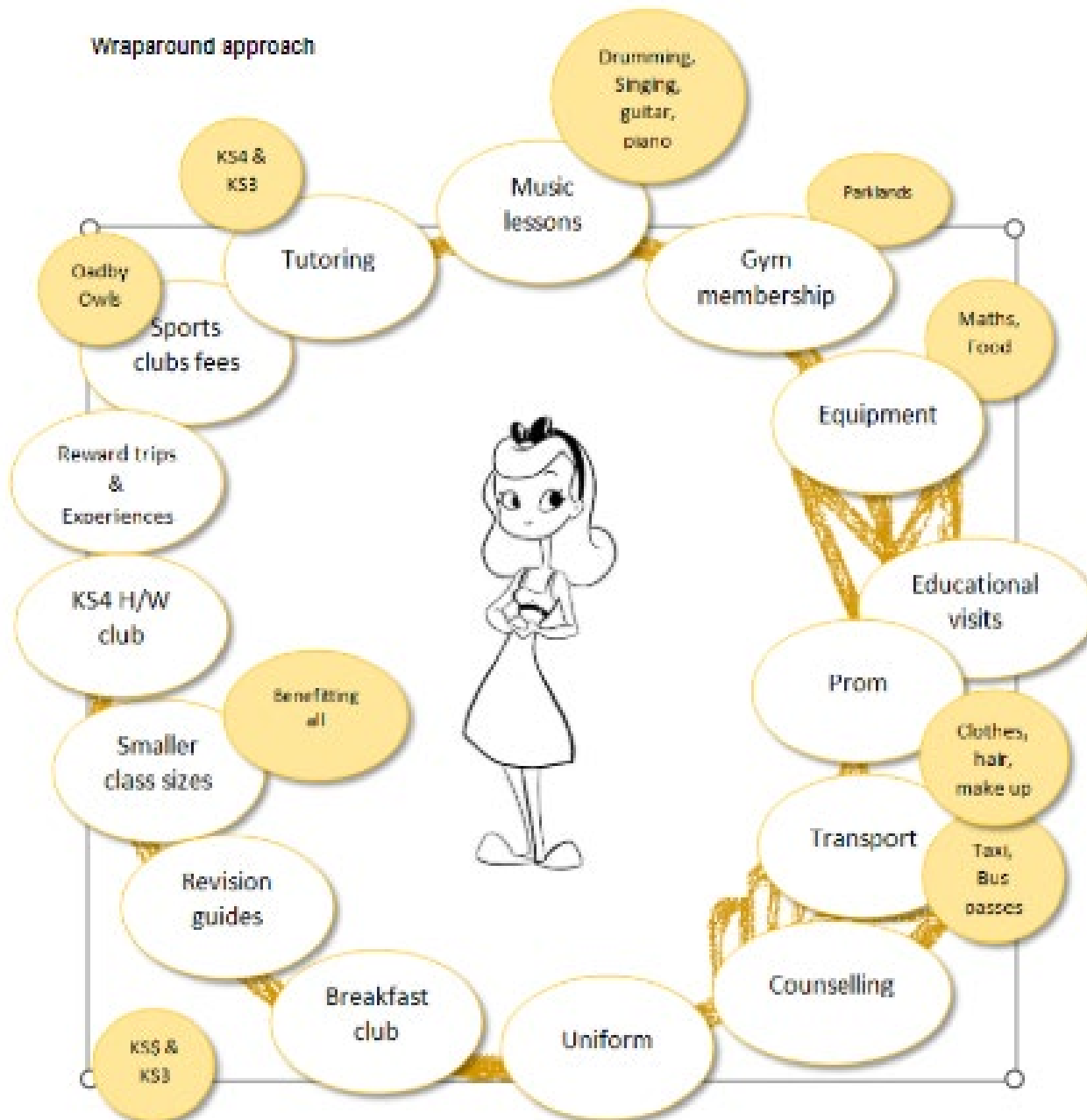
Year 10 Term 1:

| | Attendance % PP | Attendance % NPP | Attendance % gap | PA % PP | PA % NPP | PA % gap |
|---------------|-----------------|------------------|------------------|---------|----------|----------|
| 2022-23 (Yr8) | 91.0 | 93.6 | 2.6 | 38.5 | 19.7 | 18.8 |
| 2023-24 (Yr9) | 89.0 | 94.0 | 5.0 | 35.7 | 19.5 | 16.2 |

The gap between PP and NPP attendance remains.
 Although the PA gap remains, it has reduced slightly (Term 1 as a comparison).



Wraparound approach



Over the year we have systematically developed a wraparound approach to PP spending. Using it dynamically to address needs highlighted by parents, teachers and the pastoral team. Each PP student's needs are different and require different interventions. The result of this approach was recognised in the review that took place in December of 2022, and this has continued:

Whichever member of staff I spoke to during my visit, the same message was clear; Gartree staff genuinely care, particularly for their PP eligible pupils; 'Why shouldn't they have branded trainers?!'. Gartree staff know their pupils extremely well; all staff spoke at length about specific pupils, their needs, how they are being supported and the impact it is having. This has led to the hardship fund being set up to support those not eligible but in need. PP eligible pupils know to speak to their form tutor/AHOY/HOY/JL if they require anything or support.

Extra curricular

There are substantial socio-economic gaps in access to extra-curricular activities, with pupils from disadvantaged backgrounds less likely to take up activities than non-disadvantaged, (46% compared to 66% Life lessons). 65% of PP students participated in at least one trip throughout the academic year.

Next steps

Consolidate the tracking that has been established this year, including attendance, club participation as well as post 16 destinations of PP students.

Improve the PA of PP students.

Consolidate the progress that has been made in closing the gap between PP and Non-PP.

Ensure we identify highly able pupils from socio-economic backgrounds.

Take steps to ensure proportional representation on all trips.

