

For the financial year 2023/ 2024 Thomas Keble received £150,235 of Pupil Premium funding (including LAC and Service)

	<b>Number of students</b>	<b>Total Funds received</b>
<b>Year 7</b>	28	29,685
<b>Year 8</b>	32	43,530
<b>Year 9</b>	22	25,430
<b>Year 10</b>	24	34,320
<b>Year 11</b>	15	17,270
<b>Total</b>	121	150,235

In allocating the funds received under the Pupil Premium initiative, our aim has always been to direct the funds to where they will make the most impact. In 2023 – 2024, we have continued with the following initiatives which directly supported and impacted on the target students (this was year 2 of a 3-year programme):

<b>Initiative</b>	<b>Details</b>	<b>No. of Students involved from Pupil Premium Cohort</b>	<b>Approximate Cost</b>
<b>Teaching</b>			<b>Total: £8071</b>
1.	National College subscription to support teacher expertise in delivering effective quality learning.	Whole PP cohort	£1495
2.	Online CATs to inform teaching strategies and identify anomalous needs	Whole PP cohort	£3011.50
3.	Vocabulary interventions – supporting access to language relevant to each subject	Whole PP cohort	£965
4.	Reading interventions. SEND department use of TA time and resources.	LAP PP cohort in KS3.	£850
5.	Strategies to engage and support boys as learners	Whole PP cohort	£800
6.	Strategies to support lesson planning through lens that supports learning (i.e., SEND needs, disadvantage etc.) Plan for all = accessible for all.	Whole PP cohort	£950

Targeted academic support	Tutoring, one to one support and structured interventions.	No. of Students involved from Pupil Premium Cohort	Total: £74684
1.	Specialist support groups established in KS3 to offer smaller class size interventions that target literacy / numeracy recovery.	82 students LAP/PP students in KS3.	£33,729
2.	Read, Write Inc Programme. Targeted intervention for students transferring from KS2 below L4 in either reading or writing in English:  5 students in year 7 4 students in year 8 7 students year 9	<b>24 students</b> in Read Write Inc group. 1 teacher: 6 lessons per fortnight (0.28 FTE) costed at:  Total cost for Read, Write Inc resources.  'Units of Sound' programme: 1 teacher @ 2 hours per week  Dyslexia intervention group: 1 teacher @ 2 hours per week  Approx. salary costs to run 1 group	£6,160  £3,080  £14,795  £7099
3.	Dyslexia Group within SEND department.	18 students  Staff cost	£7000 Total  £5809
4.	Spelling and handwriting groups KS3 and 4.	25 students  Staff cost	£2000  £5809
5.	Math's extraction both within KS3 transition from KS2 as well as KS4 after school intervention.	30 students	£2801 Maths  £2052 Science
6.	Provision for digital devices to augment DfE scheme and ensure all PP students have access to laptops.	20 student laptops £308 per unit	£6160

7.	Appropriate flexible options programmes to reflect individual need – particular focus on PP / LPA students to support access to appropriately challenging programmes of study	36 students	£4000
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Wider strategies	Related to attendance, behaviour, wellbeing	No. of Students involved from Pupil Premium Cohort	Total: £59,606
1.	HUB and pastoral support relating to attendance. In-school mentor – employed full time (approx 0.5 of time focuses on PP students). Dedicated mentoring for students delivered 1:1 according to identified need.	<b>10 students @ £1300 per annualised year</b> average cost <b>65 students</b> - Up to 10 hours @ £27:00 p/hr	£13,000 £17,550 £8172 staff costs
2.	CEIAG / HUB – links attendance to careers advice.	40 students Unifrog	£2,205 £2,945
3.	Learning Support focused social skills interventions (i.e., animal club, fun club, adventure club)	35 students, 38 hours x2 staff (based on average cost per hour)	£8000
4.	Pupil Attitudes to Self and School Survey (PASS)	All students and parents	£600
5.	Elevate – targeted academic mentoring for identified students.	30 students inclusive of PP in Y11.	£600
6.	Individual budgets to support individualised support for PP students (ie. to ensure more equity of access to cultural activities) Eg instrument tuition, visits, uniform support and after school clubs. HLTA delivers courses in water sports, climbing and skiing as well as fun club. Run specifically for vulnerable students to foster social skills. This also includes PP+ and LAC students.	Total: Trips Uniform Music/Access/Courses: 13 students	£8403.63 £1124.50 £279.13 £7,000

In addition to funded activity, a number of activities take place within whole school to support students including a number of pupil premium students. These include:

- The extra- curricular programme
- Subject intervention programmes for year 11 in term 4 and 5.
- Duke of Edinburgh’s Awards Scheme
- Young Sports Leaders Awards Programme

### Profile of Pupil Premium in Y11 2023 and 2024:

Prior Attainment Group (Based on FFT Banding)	2022 Cohort (PP)		2023 Cohort (PP)		2024 Cohort (PP)	
	Number (Total cohort 24)	Percentage of cohort	Number (Total cohort 16) –decrease of one student.	Percentage of cohort	Number (Total cohort 17)	Percentage of cohort
Low (Below Average L4 KS2)	12	8.45%	7	6.03%	9	7.26%
Middle (Average of L4 KS2)	5	3.52%	6	5.17%	3	2.41%
High (Average of L5 KS2)	4	2.82%	2	1.72%	2	1.61%
No prior attainment	3	2.11%	1	0.86%	3	2.41%

### Impact on student outcomes:

Attainment:

There are still attainment and progress GAPS between PP and non-PP cohorts although the GAP has closed from 22/23 results.

2024 results:

P8 score for PP students was -0.21 compared to 0.36 for non-PP students. (GAP of 0.57)

Average total A8 for PP students was 34.81 for PP students compared to 48.45 for non-PP students (GAP of 13.64)

Both of these GAPS have closed from 2022/23 when the P8 GAP was 1.07 (now 0.57) and the Total A8 Gap was 15.88 (now 13.64).

We can also point to wider indicators to evidence some success:

Attendance: PP students’ attendance overall is in line with national data at 85.5 (National 85.4%). As, an overall figure for persistent absence the school is in line with the national figure (46% compared to 45%). This to a certain extent is supported by the embedded attendance systems in school such as the AIM meetings and the targeted work of attendance welfare officer within school. New forms of data tracking of assessments in KS3 will further benefit targeting of further support of underperforming PP students at both KS3 and going into KS4.

The school has been able to provide wide ranging support at lunch and after school in homework support and extra-curricular, as well as trips and visits that reinforce our REACH values and also enable our PP students to be actively encouraged and supported in the wider life of the school. Data on enrichment clubs for PP students continue to show a recovery of PP students participating in extra-curricular clubs; although

there is almost a 16% gap between non-PP and PP students.

### School Actions:

- This is year 3 of a three-year strategy and will use the EEF's implementation guidance to set out our next three-year plan and put in place a robust evaluation framework for the duration of our three-year plan. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.
- In planning our new pupil premium strategy, we will evaluate why certain activities that were undertaken in previous years had not had the degree of impact that we had expected.
- Provide high quality CPD that develops 'Checking for Understanding' in all classes so that teaching routinely checks students' understanding or addresses misconceptions before moving on to new learning.
- We will consider evidence-based recommendations to support pupils with Complex needs, reviewing what we do and implementing practical ideas.
- As a school always striving for improvement, our strategy will always be supplemented by additional activities not funded within the restrictions of the pupil premium or recovery premium grants. These include:
  - embedding best quality first teaching practices which will raise attainment of all pupils
  - catch-up strategies target all pupils with identified gaps in their knowledge. Much of this work takes place in normal lesson time, but can also take place outside of lessons
  - an extensive range of enrichment activities to boost attendance, engagement, and wellbeing. All children are encouraged and supported to take part in at least one activity a week.