

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Romsey School
Number of pupils in school	1149
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25
Date this statement was published	31st December 2024
Date on which it will be reviewed	31st December 2025
Statement authorised by	Annie Eagle
Pupil premium lead	Alison Clarke
Governor / Trustee lead	Sarah Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,410
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	£258,410

Part A: Pupil premium strategy plan

Statement of intent

Our lived experience of 'Compassionate Excellence' means that we aspire, care and include.

These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.

Aspire – to inspire confidence, ambition and a desire to go further than others might think possible

Care – to be able and willing to help, nurture and support both ourselves and each other

Include – to appreciate our similarities and differences leading to a feeling of belonging

We also aim to ensure that our young people are:

- **Healthy** - We ensure that students learn how we can respect and care for our physical and mental health, raise awareness of risk and build confidence and agency to ensure healthy and safe decisions.
- **Literate** - We include a specific focus on vocabulary development, reading (for meaning and enjoyment), speaking and writing within our lessons.
- **Learners** - We enhance our students' ability to learn through: Collaboration, Self-Management, Creativity, Curiosity, Resilience, Empathy and Reflection.
- **Numerate** - We include a specific focus on transferable skills including basic arithmetic, graphical skills, estimations, sense of proportion and problem solving. Ensure our students understand financial competence.
- **Knowledgeable and Deep Thinkers** - We provide opportunities for students to engage in deep and critical thinking, developing a mastery of knowledge and philosophical outlook for each subject.
- **Culturally Aware** - We include opportunities for all students to develop their spiritual, moral, social and cultural literacy. Including trips, concerts, galleries, plays, sports events and outdoor adventures.
- **Ethical Global Citizens** - We create a healthier and more peaceful world by engendering a respect for our planet's precarious future and a deep appreciation of the rich diversity of people living on it, their rights and responsibilities.
- **Future Leaders** - We develop informed decision making by engaging in relevant and meaningful learning and analysing some of the most complex issues of our times. As a result, influencing others positively.

“We provide excellent and ambitious learning experiences for ALL; where the school community has a sense of cohesion, belonging, positive relationships, recognition and appreciation”

1. Ensuring the attendance of our school community improves so that it is above national.
2. Empowering and enabling all colleagues to lead confidently. By:
 - a. Delivering high impact lessons with high participation and thinking ratios in which all students work and think really hard and make exceptional progress. Creating a school culture where embracing challenge, learning and high aspirations are the norm.
 - b. Using data and assessment effectively to enhance our provision and outcomes.
 - c. Reviewing and improving our curricula to ensure that it is coherent across all subjects and aligned with our values & core skills. The curriculum is challenging, enriching and diverse for all*.

- d. Leading good behaviour with certainty in their own classrooms and across the site.
- e. Creating a high-performance coaching culture across the school

This strategy aims to provide Pupil Premium students with the support and opportunities they need to thrive academically, socially, and emotionally, ensuring they are well-prepared for their future.

Challenges

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

Challenge number	Detail of challenge
1	<p>Behaviour and Relationships</p> <p><i>The 2023-24 data show an increase in negative points for PP students recorded, the gap remains the same between PP and NPP students, although there has been an increase in positive achievement points for PP students recorded, the gap between PP and non-PP receiving positive achievement points has decreased.</i></p> <p><i>High behaviour points typically indicate frequent disciplinary issues, which can disrupt learning and lead to lower academic achievement. This can create a cycle where poor behaviour leads to poor performance.</i></p> <p><i>Students who receive high behaviour points may feel disengaged or demotivated. This can be exacerbated by low achievement points, as students might feel that their efforts are not rewarded, leading to further disengagement.</i></p> <p><i>Persistent behavioural issues and low academic achievement can affect a student's self-esteem and mental health. They might feel isolated or stigmatized, which can impact their social interactions and overall well-being.</i></p> <p><i>Consistently low achievement can limit future educational and career opportunities, making it harder for these students to break out of the cycle of disadvantage.</i></p>
2	<p>Teaching and Learning - Literacy</p> <p>29% of the PP cohort started The Romsey School with En KS2 EAP below 100 (national average) vs 13% of NPP students.</p> <p>7% of the PP cohort started The Romsey School with En KS2 EAP below 90 vs 1% of the NPP cohort.</p> <p>Students with low literacy skills tend to struggle across all subjects, not just in reading and writing. This can lead to lower overall academic performance and reduced chances of achieving good grades.</p> <p>Difficulty in reading can make learning less enjoyable and more frustrating, leading to lower engagement and motivation in school activities.</p>

	<p>Poor literacy skills can limit future educational and career opportunities, making it harder for these students to break the cycle of disadvantage.</p> <p>Struggling with literacy can affect a student's self-esteem and confidence, potentially leading to social isolation and emotional issues.</p>
3	<p>Attendance</p> <p><i>Attendance continues to be a challenge for The Romsey School and nationally. We are mindful that our PP students who are not in school cannot access their education fully, including wider curriculum activities and support.</i></p> <p><i>Students with poor attendance tend to have lower academic performance. Regular attendance is crucial for understanding and retaining the material taught in class. Missing school means missing out on important lessons and falling behind.</i></p> <p><i>Poor attendance exacerbates the attainment gap between disadvantaged students and their peers. Pupil Premium students, who are already at a disadvantage, face even greater challenges in catching up.</i></p> <p><i>Frequent absences can lead to disengagement from school. Students who are often absent may feel disconnected from their peers and teachers, which can decrease their motivation to attend and participate in school activities.</i></p> <p><i>Consistent attendance is linked to better GCSE and A-Level results, which in turn affect future educational and career opportunities. Poor attendance can limit these opportunities, making it harder for students to achieve their full potential¹.</i></p> <p><i>Social and Emotional Well-being: Regular attendance helps students build social skills and relationships. Poor attendance can lead to feelings of isolation and negatively impact a student's emotional well-being</i></p>
4	<p>Mental Health and Wellbeing</p> <p><i>Research suggests that PP students are at higher risk of experiencing a mental health condition. Compared to their wealthier counterparts, these individuals may be 1.5 to three times more likely to experience anxiety or depression.</i></p> <p><i>Students struggling with mental health issues often find it challenging to concentrate, complete assignments, and perform well in exams. This can lead to lower grades and a widening of the attainment gap between Pupil Premium students and their peers</i></p> <p><i>Mental health problems can result in increased absenteeism. Students may avoid school due to anxiety, depression, or other mental health issues, which further impacts their learning and academic progress.</i></p> <p><i>Poor mental health can manifest in behavioural problems, such as aggression, withdrawal, or disruptive behaviour in class. These behaviours can affect not only the student's own learning but also the learning environment for others.</i></p> <p><i>Mental health challenges can hinder the development of healthy social relationships. Students may struggle with peer interactions, leading to feelings of isolation and loneliness.</i></p> <p><i>Persistent mental health issues can lead to long-term emotional distress, affecting</i></p>

	<p><i>students' overall well-being and quality of life. This can create a cycle where poor mental health leads to poor academic performance, which in turn exacerbates mental health issues.</i></p> <p><i>The combination of poor academic performance, attendance issues, and behavioural problems can limit future educational and career opportunities for Pupil Premium students, making it harder for them to break out of the cycle of disadvantage</i></p>
5	<p>Cultural Capital and Extra Curricular Activities</p> <p><i>Engagement data shows that fewer PP students attend extracurricular activities, trips and engage in workshops and/or revision sessions in comparison to NPP students.</i></p> <p><i>Participation in cultural and extracurricular activities is linked to improved academic performance. These activities help develop critical thinking, creativity, and problem-solving skills, which are beneficial in the classroom.</i></p> <p><i>Engaging in extracurricular activities helps students build social skills and confidence. Without these opportunities, Pupil Premium students may struggle with social interactions and lack the confidence needed to succeed in various aspects of life.</i></p> <p><i>Cultural activities expose students to new ideas, perspectives, and experiences. This exposure is crucial for developing a well-rounded worldview. Without it, students may have a limited understanding of the world around them.</i></p> <p><i>Extracurricular activities often teach important soft skills such as teamwork, leadership, and time management. These skills are essential for future success in both higher education and the workplace.</i></p> <p><i>Mental Health and Well-being: Participation in these activities can improve mental health and well-being by providing a sense of belonging and reducing stress. Lack of engagement can lead to feelings of isolation.</i></p> <p><i>Students who participate in a variety of activities are often more attractive to colleges and employers. They demonstrate a well-rounded character and a range of skills. Pupil Premium students who miss out on these opportunities may find it harder to compete with their peers in the future.</i></p>
6	<p>Parental/carer engagement</p> <p><i>Engagement attendance data shows that fewer PP parents participate in parents' evenings, celebration events, parent voice, parental forums and workshops in comparison to NPP parents.</i></p> <p>Academic Performance: When parents and carers are actively involved in their child's education, students tend to perform better academically. Effective communication ensures that parents are aware of their child's progress and can support learning at home.</p> <p>Enhanced Attendance: Regular communication can help identify and address issues that may be causing poor attendance. Parents who are informed and engaged are more likely to ensure their children attend school regularly.</p>

	<p>Better Behaviour and Engagement: Students whose parents are involved in their education are often more motivated and exhibit better behaviour. This engagement can lead to a more positive attitude towards school and learning.</p> <p>Emotional and Social Support: Good communication helps build a support network for students. Parents and carers can work with schools to address any emotional or social issues, providing a more holistic support system for the student.</p> <p>Access to Resources and Opportunities: Effective communication ensures that parents are aware of available resources and opportunities, such as extracurricular activities, tutoring, and financial support. This can help Pupil Premium students take full advantage of the support available to them.</p> <p>Informed Decision-Making: Parents who are well-informed about their child’s education can make better decisions regarding their academic and career paths. This can lead to more tailored support and guidance for the student.</p>
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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>Behaviours:</p> <p>All PP pupils will feel a sense of belonging in school, with a greater focus on positive achievements and a reduction in negative behaviours recorded. PP students will be learning in lessons, thinking deeply. Leading to strong relationships with staff and peers and positive academic outcomes.</p>	<ul style="list-style-type: none"> – A ‘sense of belonging’ for our PP cohort measured by pupil voice. – A reduction in internal suspensions for our PP cohort meaning the students are in lessons engaging in high quality teaching and learning. – A reduction in external suspensions for our PP cohort meaning the students are in lessons engaging in high quality teaching and learning. – An increase in all positive behaviours recorded in school, with equality (shown through data) between our PP and NPP students. – An increase in PP students being part of reward activities, trips, celebration events. Measured by attendance and invite data. – An increase in PP students being recognised for positive achievements through certificates and emails/calls home. – The outcomes for our PP students are (as a minimum) in line with the national figures for English and Maths G4. – Our HPA (from their KS2 starting point) PP students achieve G7+ in English and Maths (as a minimum). – Staff feel confident in managing behaviour - staff voice survey. – Highly effective Professional learning for all staff and PD systems, measured

	<p>through ML monitoring and staff voice feedback survey</p> <ul style="list-style-type: none"> - Highly effective Teaching & Learning in all classrooms with a focus on PP students monitored by pupil voice, shallow dives, learning walks.
<p>Teaching and Learning Literacy</p>	<p>Standardised Assessments: Use national standardised tests like the Key Stage 3 and GCSE exams to track improvements in reading and writing skills over time.</p> <ul style="list-style-type: none"> - Improvement in Scores: Students in the PP cohort show a statistically significant improvement in their Key Stage 3 and GCSE reading and writing scores over time. - Closing the Gap: The attainment gap between PP students and their non-PP peers narrows in standardised test results. - Progression Rates: Increased percentage of PP students achieving expected or above expected progress in literacy. <p>Reading Age Tests: Regularly administer reading age assessments to monitor progress in reading comprehension and fluency.</p> <ul style="list-style-type: none"> - Reading Age Growth: Students demonstrate an increase in their reading age that is at least in line with, or exceeds, their chronological age growth. - Frequency of Testing: Reading age assessments are administered at least twice a year to monitor progress. - Target Achievement: A high percentage of PP students meet or exceed their individual reading age targets set at the beginning of the academic year. <p>Teacher Assessments: Utilise teacher assessments and observations to evaluate students' literacy skills in various subjects, not just English. This includes assessing their ability to understand and use subject-specific vocabulary.</p> <ul style="list-style-type: none"> - Consistent Improvement: Regular teacher assessments indicate consistent improvement in literacy skills across various subjects. - Vocabulary Usage: Students show increased ability to understand and use subject-specific vocabulary accurately in their written and oral work. - Feedback Implementation: Evidence that students are acting on feedback provided by teachers to improve their literacy skills.

	<p>Student Surveys and Feedback: Collect feedback from students about their confidence and enjoyment in reading and writing.</p> <ul style="list-style-type: none"> - Positive Feedback: Majority of PP students report increased confidence and enjoyment in reading and writing activities. - Engagement Levels: High levels of student engagement in literacy activities, as indicated by survey responses. - Actionable Insights: Surveys provide actionable insights that lead to targeted interventions and support for PP students. <p>Disciplinary Literacy: Focus on disciplinary literacy, which involves teaching literacy skills specific to each subject area. This approach helps students understand and use the language of different disciplines effectively</p> <ul style="list-style-type: none"> - Subject-Specific Literacy: Students demonstrate improved literacy skills specific to different subjects, such as understanding scientific terminology or historical analysis. - Staff Personal Development Sessions: Teachers across subjects receive training in disciplinary literacy strategies and implement them effectively in their teaching. - Staff INSET – Teaching and Learning briefing - Student Performance: Improved student performance in subject-specific assessments that require strong literacy skills.
<p>Attendance</p> <p>To increase the attendance of our PP cohort, therefore increasing their learning time in leading to positive impact on their wellbeing, an increased sense of belonging and academic outcomes in line with their minimum expectations at GCSE level.</p>	<ul style="list-style-type: none"> - The attendance of PP students will be in line with the national figures (as a minimum). - A reduction in long term absenteeism in our PP cohort. - Continue to close the gap between PP and NPP absenteeism. - AAHT – Attendance focus - Attendance Officer - Whole school attendance focus – stepped approach. - EBSA leads within school.
<p>Mental Health and Wellbeing</p> <p>For PP students to feel safe in school (and within the wider community) equipped with the tools to understand and manage their own mental health and support others, removing the stigma around mental health and asking for (or needing) help.</p>	<ul style="list-style-type: none"> - PP pupils feel supported and safe in school, measured through pupil voice. - Assembly, tutor and PSHE curriculum which includes mental health and well-being, observed through learning walks, book looks and curriculum mapping. - PP engagement in Y1R provision and evaluation measuring impact of the service using pupil survey. - PP engagement in Anna Froud 1:1 online counselling and impact of service using pupil survey.

	<ul style="list-style-type: none"> - The number of PP students becoming Mental Health Ambassadors or being supported by a Mental Health Ambassador - Attendance of PP parents at parental workshops, including a survey of impact. - The number of referrals to outside agencies as a means of support. - Number of PP students as part of Leadership opportunities in school (20% in line with PP numbers across school).
<p>Cultural Capital and Extra Curricular Activities</p> <p>For PP students to have equal opportunities to their peers (NPP), removing the financial and social barriers preventing engagement in clubs, trips and opportunities. Building on the lifelong learning skills gained from extracurricular activities including the sense of being part of a 'team', pride and belonging. From this an increase in whole school attendance and a reduction in negative behaviours, positive mental health and forming positive relationships with peers and staff.</p>	<p>Record of funding provided to attend paid clubs Increase in PP funding used to pay for (towards) trips (compared to previous year)</p> <ul style="list-style-type: none"> - Increase in PP attendance at clubs measured by registers of attendance. - Increase in PP attendance on trips measured by registers of attendance. - Pupil voice attendance of clubs' survey at the end of the year. - Pupil voice attendance of trips survey at the end of the year. - Pupil voice clubs' pupils would like to attend. - Yr 11 exit survey results
<p>Parental/carer engagement</p> <p>For PP parents to feel part of the school community, building positive relationships with staff in order to work together, with mutual understanding, to support their child's emotional health, learning and outcomes both at home and in school.</p>	<ul style="list-style-type: none"> - Increase the quantity of parental workshops available, compared to previous year. - Increased attendance of PP parents at parental workshops/events (minimum of 20% of total attendees at each event/workshop). - Increased amount of parental forum events held giving parents an opportunity to engage, compared to previous year. - PP parent attendance at parental forums in line with NPP (minimum of 20% PP parents of total attendees at each event/workshop). - Increased PP parental attendance at Parents Evenings, monitored by comparing data from previous years for the same cohort.

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: £ 129,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop shared expectations that students work really hard for the whole lesson ('every minute counts')	<p>EEF Behaviour Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>DfE Behaviour Guidance https://www.gov.uk/government/publications/behaviour-in-schools--2</p> <p>EEF Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,2,3, 5
Review Teaching & Learning and plan high impact Professional Learning https://www.theromsey.school.org/teaching-and-learning	<p>EEF Guide on effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,5
Leadership, Management and Administration costs	<p>https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings</p> <p>School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address.</p> <p>There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.</p>	1-5
Assistant Head Teacher - Behaviour and Attendance, Attendance Officer and Assistant Progress Leaders for all Year Groups	Use EEF and DfE 1 & DfE 2 reports on attendance (et al.) to build strategies to enhance attendance for all cohorts including SEND & PP	1-5
Assistant Head Teacher - Teaching and Learning	Feedback - Very high impact for very low cost based on extensive evidence	1, 2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Metacognition and self-regulation Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Improving Literacy in Schools	Improving Literacy in Secondary Schools EEF	

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

Budgeted cost: £ 64,602.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review & enhance all students' literacy in every subject with a focus firstly on reading, then oracy and then writing	Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2,3
LSAs and Teacher/Manager for Student Support Centre 'The Nest'.	To ensure the most vulnerable students who find it difficult to cope with the mainstream classroom environment will benefit from this specialist provision suited to their needs. Students have the opportunity to access the curriculum at their own pace, concentrate on core curriculum topics and build their confidence.	1-5
SEND Senior Staff Salary Contribution	Ensure PP pupils with SEND are supported and home-school partnerships developed quickly	1-6
One to one tutor in Maths and English (online and face to face).	EEF Toolkit – high impact on pupil attainment (+5 months) The 1:1 tutoring will ensure that LAC and PLAC pupils across all year groups maximise their progress in Maths and English.	1,2,3

	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120	
PEP mentoring programme	<p>EEF Toolkit – low impact on pupil attainment (+2 months)</p> <p>Increase behaviour, attendance and attitude to learning for pupil premium children in KS4. Particularly targeting our students that feel like they do not have a sense of purpose to help them find a sense of direction and raise their aspirations for their lives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1-5
Student Support Centre Expenses	<p>Vulnerable students who find it difficult to cope with the mainstream classroom environment will benefit from this specialist provision suited to their needs. Students have the opportunity to access the curriculum at their own pace, concentrate on core curriculum topics and build their confidence.</p> <p>Bespoke curriculum opportunities are given to the pupils who attend our student support centre, through the team that run the centre. These include individual learning resources, day visits, work mobility, college courses and time to independently study using digital resources.</p>	1,2,3,4
PLAC Designated Leader	Having a member of staff champion our PLAC enables them to thrive within their learning and take part in many extra-curricular opportunities. They also work closely with the adoptive parents to ensure the individual needs of their child are listened to by staff and bespoke curriculum plans are created for these individuals so that they can achieve just as well as their non-disadvantaged peers.	1-5
Attendance Officer	Attendance and attainment are closely linked. Most PP students don't have an aspirational attendance/punctuality record. By ensuring that these students attend regularly and on time, their chance of making expected progress is maximised. This is the key role of the student support workers, to ensure pupils are supported in their basic needs (Maslow's Hierarchy) so that they can succeed at school.	1-5

	<p>A rigorous monitoring system tracking non-attendance and lates to lesson, by the student support team, and use of the new MIS system Bromcom (with parental App) will aim to reduce the attendance gap this year in comparison to last year.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/producti on/documents/pages/Attendance-REA-report.pdf?v=1695121414</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64,602.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4
Character Education Enhance meaningful learning and cultural capital for all students with a particular focus on PP	<p>Character Education Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#evaluating-the-quality-of-education-1</p>	1-5
Salary for one of the Student Support Workers	<p>The key role of the student support workers, to ensure pupils are supported in their basic needs (Maslow's Hierarchy) so that they can succeed at school.</p> <p>https://www.simplypsychology.org/maslow.html</p>	1,2,3
Counselling - Youth in Romsey	<p>Pupils need support for their mental wellbeing. This will be offered in the form of a counsellor to our most vulnerable disadvantaged students, free of charge from a local provider, Youth in Romsey.</p>	1,2,4,5

Romsey Young Carers	Deliver well-being sessions at lunch to small groups to ensure PP pupils are supported in all aspects of their life whilst in school	1,2,4,5
Examination Support from SEND department	To ensure all PP pupils are screened for potential exam support and SEND exam requirements	1,2,3
Breakfast club	Improve attainment outcomes by increasing the number of children who eat a healthy breakfast. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1-5
Miscellaneous (Buses, equipment, uniform, music lessons, trips, library, internal mentoring, ICT equipment etc)	By funding PP pupils with these items, PP pupils are able to attend educational visits and receive music lessons at a discounted cost. PP pupils also receive curriculum requirements, such as food ingredients, revision guides and calculators via these funds. We also provide uniform to PP pupils, as the costs of this can be difficult for some families https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1-5

Total budgeted cost: £258,410

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.

Our Pupil Premium (PP) cohort has grown from 17% in 2021/22 to 21% in 2024, with 65% of these students coming from Romsey. Reflecting the national trend, we have observed an increased need for financial support due to the rising cost of living.

We base our whole school PP strategy on the Education Endowment Foundation (EEF) framework. We allocate 50% of our funding towards high-quality teaching and learning, and 25% towards enhancing wider school opportunities. This approach aims to foster a sense of belonging among students, build positive relationships with staff and peers, and bridge the financial and social gaps

that might otherwise limit PP students' access to the broader school curriculum. By doing so, we also aim to improve attendance and achieve positive academic outcomes that align with both expected and national standards.

GCSE Outcomes of 2023-24

Key Findings:

1. **Basics Measure (4+ in English and Maths):**
 - a. **50% of disadvantaged students** attained the Basics measure, compared to the Hampshire average of 39.1% for all students.
2. **Attainment 8 (A8) Scores:**
 - a. **Average A8 grade for disadvantaged students:** 3.27
 - b. **Average A8 grade for non-disadvantaged students:** 4.84
 - c. The attainment gap has increased by 1.57 points from the previous year.
3. **Maths Performance:**
 - a. **15% of the cohort** (34 students) scored below Grade 4 in Maths.
 - b. **35% of these students** were PP (12 out of 34).
 - c. **65% were non-PP** (22 out of 34).
 - d. **32% of the PP population** (12 out of 37) scored below Grade 4, compared to **12% of the non-PP population** (22 out of 187), indicating a 20% gap.
4. **English Performance:**
 - a. **18% of the cohort** (41 students) scored below Grade 4 in English.
 - b. **38% of these students** were PP (15 out of 40).
 - c. **65% were non-PP** (26 out of 40).
 - d. **41% of the PP population** (15 out of 37) scored below Grade 4, compared to **14% of the non-PP population** (26 out of 187), indicating a 27% gap.
5. **Overall Achievement (Grade 4+):**
 - a. **83% of the cohort** (184 students) achieved Grade 4 or above.
 - b. **12.5% of PP students** (23 out of 37) achieved Grade 4 or above.
 - c. **88% of non-PP students** (162 out of 187) achieved Grade 4 or above.

Analysis:

- **Disparities in Performance:** There is a notable gap between PP and non-PP students in both Maths and English, with PP students performing significantly lower.
- **Increased Attainment Gap:** The increase in the attainment gap suggests that additional support and targeted interventions may be needed to help PP students catch up.
- **Positive Basics Measure:** The fact that 50% of PP students attained the Basics measure is a positive outcome, exceeding the Hampshire average for all students.

Next Steps:

1. **Targeted Interventions:** Implement specific support programs for PP students, particularly in Maths and English, to address the performance gaps.
2. **Mentoring and Tutoring:** Provide additional mentoring and tutoring opportunities to help PP students improve their academic outcomes.
3. **Parental Engagement:** Increase efforts to engage parents of PP students in their children's education to support learning at home.
4. **Regular Monitoring:** Continuously monitor the progress of PP students and adjust interventions as needed to ensure they are effective.
5. **Holistic Support:** Address non-academic barriers to learning, such as socio-emotional support and access to resources, to create a more supportive learning environment.

Behaviour and Learning Behaviours

Key Findings:

1. **Achievement Points:**
 - a. **Positive Achievement Points:**
 - i. **Average for PP students:** 125.10
 - ii. **Average for non-PP students:** 148.67
 - iii. **Gap:** 23.57 points (a decrease of 11.43 points from the previous year)
 - b. **Negative Achievement Points:**
 - i. **Average for PP students:** -57.92
 - ii. **Average for non-PP students:** -32.62
 - iii. **Gap:** 25.3 points (an increase of 5.3% from the previous year)
2. **Events Per Pupil:**
 - a. **Autumn 2022:**
 - i. **Per pupil:** 27.85
 - ii. **Per PP pupil:** 23.09
 - b. **Autumn 2023:**
 - i. **Per pupil:** 43.24 ↑
 - ii. **Per PP pupil:** 38.27 ↑
 - c. **Spring 2024 (01/01/24 - 25/02/24):**
 - i. **Per pupil:** 14.65
 - ii. **Per PP pupil:** 12.81
 - d. **Spring 2024 (26/02/24 - 14/06/24):**
 - i. **Per pupil:** 17.82
 - ii. **Per PP pupil:** 15.53
 - e. **Summer 2024:**
 - i. **Per pupil:** 23.31 ↑
 - ii. **Per PP pupil:** 21.07 ↑

Analysis:

- **Positive Achievement Points:** There has been an increase in positive achievement points for PP students, and the gap between PP and non-PP students has reduced. This suggests that the realignment of achievement points with core values and skills has positively impacted PP students' recognition and motivation.
- **Negative Achievement Points:** Despite the increase in positive points, there has also been an increase in negative achievement points for PP students, widening the gap with non-PP students. This indicates that while recognition has improved, there are still challenges in behaviour that need to be addressed.
- **Events Per Pupil:** The increase in events per pupil, particularly for PP students, indicates higher engagement and participation. However, the fluctuations across terms suggest that continuous monitoring and support are necessary to maintain and build on this engagement.

Impact:

1. **Increased Recognition:** More achievement points are being awarded, making students more aware of their accomplishments.
2. **Awareness and Tracking:** Students and parents can track achievements through an app, increasing transparency and involvement.
3. **Positive Points Increase:** The increase in positive achievement points for PP students and the reduced gap with non-PP students highlight improved recognition and motivation.
4. **Negative Points Increase:** The rise in negative points for PP students and the widened gap indicate ongoing behavioural challenges that need targeted interventions.

Next Steps:

1. **Targeted Behavioural Interventions:** Implement specific programs to address the behavioural challenges faced by PP students.
2. **Continuous Monitoring:** Regularly track both positive and negative achievement points to identify trends and intervene early.
3. **Parental Engagement:** Enhance communication with parents to support positive behaviour and learning at home.
4. **Supportive Environment:** Create a supportive environment that reinforces positive behaviours and addresses negative ones constructively.

Attendance

Key Findings:

1. **Average Attendance:**
 - a. **Pupil Premium (PP) Students:** 78.3% (an increase from 80.3% in 2022-23, a 1.7% increase)
 - b. **Non-Disadvantaged Students:** 87.2%
 - c. **Gap:** 8.9%
2. **Comparison with National Data:**
 - a. **The Romsey School:**
 - i. PP: 78.3%
 - ii. Non-Disadvantaged: 87.2%
 - b. **Hampshire:** 91.0% (90.3% in 2022-23)
 - c. **National:** 91.2% (90.8% in 2022-23)
 - d. **FFT:** 90.8%
3. **Persistent Absenteeism (Below 90%):**
 - a. **Disadvantaged Students:** 55.2%
 - b. **Non-Disadvantaged Students:** 35.5% (53% in 2023-24)
 - c. **Gap:** 46.8% (compared to 6.2% for non-PP)
4. **Severe Absenteeism (Below 50%):**
 - a. **Disadvantaged Students:** 16.2%
 - b. **Non-Disadvantaged Students:** 7.4%
 - c. **Gap:** 8.8%
5. **Overall Absenteeism:**
 - a. **PP Students:** 54.7%
 - b. **Non-PP Students:** 12.8%
 - c. **Gap:** 41.9%

Analysis:

- **Attendance Rates:** The average attendance rate for PP students is significantly lower than that of non-disadvantaged students, with an 8.9% gap. This is also below the Hampshire and national averages.
- **Persistent Absenteeism:** Over half of the PP students are persistently absent, which is a major concern. The gap between PP and non-PP students in persistent absenteeism is substantial at 46.8%.
- **Severe Absenteeism:** The rate of severe absenteeism among PP students is more than double that of non-PP students, indicating a critical area needing attention.

Impact:

- **Educational Access:** Lower attendance rates mean that PP students are missing out on significant portions of their education, including wider curriculum activities and support.
- **Widening Gaps:** The persistent and severe absenteeism rates highlight the growing gap between PP and non-PP students, which can lead to long-term educational disadvantages.

Next Steps:

1. **Strategic Plan for Attendance:**
 - a. Develop and implement a comprehensive strategic plan focused on improving attendance rates for PP students.
 - b. Include specific targets and timelines to monitor progress.
2. **Employment of Attendance Officer:**
 - a. Dedicated to working with PP students and their families to address barriers to regular attendance.
 - b. Provide personalised support and interventions to improve attendance.
3. **Enhanced Monitoring and Support:**
 - a. Regularly monitor attendance data to identify at-risk students early.
 - b. Implement targeted interventions, such as mentoring, counselling, and parental engagement programs.
4. **Incentive Programs:**
 - a. Introduce incentive programs to encourage regular attendance, such as rewards for improved attendance and recognition for consistent attendance.
5. **Community and Parental Engagement:**
 - a. Strengthen engagement with parents and the community to address external factors affecting attendance.

Mental Health and Wellbeing

Key Findings:

1. **Tiered Approach to Wellbeing:**
 - a. Implemented in June 2024 to ensure students receive the appropriate level of support.
2. **Realigned School Attitude Levels:**
 - a. **5-Point Scale (1-5):** Encourages aspiration, celebrates student attitudes, and supports growth.
 - b. **Criteria for Success:** Clearly communicates why students are recognised and how they can improve.
 - c. **Parental and Student Engagement:** Encourages conversations with specific examples.
3. **Counselling and Support:**
 - a. **Full-Time YIR Counselling:** 148 students benefited, with 24% (37) being disadvantaged.
 - b. **ELSA Support:** 96 students received 1:1 or small group sessions, with 31% (30) being PP students.
 - c. **Mental Health First Aid (MHFA):** 12 staff members trained.
 - d. **Pupil Mental Health Ambassadors:** 23 ambassadors, with 9% being PP students.
 - e. **Anti-Bullying Ambassadors:** 9 ambassadors, none of whom are PP students.
 - f. **Pupil Mentoring:**
 - i. Year 11: 40 students, with 15% being PP students.
 - ii. Year 10: 5 students, all of whom are PP students.
4. **FSM Uptake and Support Services:**
 - a. **FSM Uptake:** 34% increase from 2023-24 to 2024-25.
 - b. **Food Packages:** 39% in 2024-25 (up from 35% in 2023-24).
 - c. **Uniform Support:** 23% in 2023-24 (same as 2022-23).
 - d. **Food Tech Support:** 69% in 2023-24 (down slightly from 70% in 2022-23).
 - e. **Breakfast Provision:** Porridge provided for all students.
 - f. **Equipment Support:** 9% in 2023-24 (same as 2022-23).
5. **Increased Mental Health Provision:**

- a. **Full-Time YIR Counselling:** 14% increase in sessions from 2022-23, with 24% PP and 31% SEND students.
- b. **Mental Health First Aiders:** 13 staff members trained.
- c. **Anna Freud Online Counselling:** 100% PP students in 2023-24.
- d. **Parental Workshops:** 147 parents attended online workshops in 2023-24.
- e. **ELSA Support:** 98 students in 2023-24 (up from 48 in 2022-23), with 31% PP and 61% SEND students.
- f. **Trauma-Informed School:** Staff INSET training and implementation of trauma-informed practices.
- g. **Student Leadership:** 25 Mental Health Ambassadors (2 PP students).

Analysis:

- **Mental Health and Wellbeing:** The tiered approach ensures that students receive the right level of support, which is crucial for addressing mental health and wellbeing issues.
- **Attitude Levels:** The realignment of attitude levels with the school's ethos and core skills promotes a positive school culture and encourages students to aspire and improve.
- **Counselling and Support Services:** The availability of full-time counselling and ELSA support has provided significant benefits to PP students, helping them cope with various challenges.
- **Training and Ambassadors:** Training staff as Mental Health First Aiders and appointing pupil mental health ambassadors helps create a supportive environment. However, the lack of PP students among anti-bullying ambassadors suggests a need for more inclusive representation.
- **Pupil Mentoring:** The mentoring program, especially in Year 10, shows a strong focus on supporting PP students, which can help improve their academic and personal development.

Impact:

1. **Improved Mental Health Support:** The tiered approach and increased counselling services have likely contributed to better mental health and wellbeing among PP students.
2. **Positive School Culture:** The realigned attitude levels and recognition system encourage positive behaviour and aspirations among students.
3. **Increased Engagement:** The involvement of PP students in mentoring and ambassador roles indicates increased engagement and leadership opportunities.
4. **Parental Involvement:** Encouraging conversations with parents helps create a supportive home environment, which is crucial for student success.
5. **Increased Access to Resources:** The rise in FSM uptake and support services like food packages, uniform, and equipment provision ensures that PP students have the necessary resources to succeed.

Recommendations:

1. **Expand Anti-Bullying Ambassador Program:** Include more PP students to ensure diverse representation and support.
2. **Continuous Monitoring:** Regularly assess the effectiveness of the tiered wellbeing approach and make adjustments as needed.
3. **Parental Workshops:** Offer workshops for parents to help them support their children's education and wellbeing.
4. **Enhanced Training:** Provide ongoing training for staff and students to address emerging mental health and wellbeing issues.
5. **Inclusive Mentoring Programs:** Ensure mentoring programs are inclusive and accessible to all PP students, providing them with the necessary support and guidance.

Cultural Capital and Extra-Curricular Activities

Key Findings:

1. **Clubs and Activities:**
 - a. **58 clubs** offered across the school; this remains the same as 2022-23.
 - b. **77% of PP students** who completed the pupil voice survey have attended a club.
2. **Trips and Visits:**
 - a. **62 trips** ran across the school, including 4 overseas trips to Iceland, Paris, Italy, and Spain.
 - b. **86% of PP students** who completed the pupil voice survey attended a trip in 2022-23.
 - c. **26% of PP students** benefited from trip funding in 2022-23.
 - d. **55% increase** in PP trip engagement compared to 2021-22.
 - e. Specific trips:
 - i. **Year 7 Avon Tyrrell:** 100% of PP students attended, fully funded.
 - ii. **Year 10/11 London Art Trip:** 20% PP students, fully funded.
 - iii. **Year 10/11 Sorrento:** 11% PP students, partially funded.
3. **Consistency Across Departments:**
 - a. Extra-curricular opportunities are inconsistent across departments, with PE and the Arts offering the highest number of activities.
 - b. This inconsistency limits the engagement opportunities for PP students.
4. **Student Leadership Opportunities:**
 - a. **14 leadership opportunities** offered in 2023-24, a 15% increase from 2022-23.
 - b. Roles include Wellbeing Ambassadors, Anti-Bullying Ambassadors, Peer Supporters, Diversity and Culture Reps, Charity Reps, DofE participants, Y8 Tour Guides, Environment Club members, Paired Reading mentors, Pupil Voice participants, Primary Ambassadors, Sports Leaders, Speak Out Challenge participants, Prefects, and Varied Ethnic Voices representatives.

Analysis:

- **High Engagement in Clubs and Trips:** A significant majority of PP students are participating in clubs and trips, indicating strong engagement in extra-curricular activities.
- **Funding Support:** The provision of funding for trips has enabled higher participation rates among PP students, particularly for fully funded trips.
- **Inconsistency in Opportunities:** The uneven distribution of extra-curricular activities across departments suggests a need for a more balanced approach to ensure all students have equal access to opportunities.
- **Leadership Roles:** While there are extensive leadership opportunities, the engagement gap between PP and non-PP students remains, highlighting the need for targeted efforts to involve more PP students.

Impact:

1. **Enhanced Cultural Capital:** Participation in clubs and trips has likely enriched the

cultural capital of PP students, providing them with valuable experiences and learning opportunities.

2. **Increased Engagement:** The high participation rates in extra-curricular activities and trips suggest that PP students are more engaged in school life.
3. **Leadership Development:** The variety of leadership roles available helps develop essential skills such as communication, teamwork, and problem-solving among PP students.
4. **Supportive Environment:** The funding and support for trips and activities create a more inclusive and supportive environment for PP students.
5. *The gap in engagement between PP and NPP remains. The aim is that all Pupil Leadership opportunities mirror our school population (21% PP).*

Recommendations:

1. **Expand and Balance Extra-Curricular Offerings:**
 - a. Ensure a more consistent distribution of extra-curricular activities across all departments to provide equal opportunities for all students.
 - b. Use pupil voice surveys to identify and implement activities that interest PP students.
 - c. **Enhanced Cultural Capital:** Increased participation in clubs and trips to enrich the cultural capital of PP students, providing them with valuable experiences and learning opportunities.
2. **Increase Funding and Support:**
 - a. Continue and expand funding support for trips and activities to ensure all PP students can participate.
 - b. Explore additional funding sources to support a wider range of activities.
3. **Targeted Leadership Programs:**
 - a. Develop targeted programs to encourage more PP students to take on leadership roles.
 - b. Provide mentorship and support to PP students in leadership positions to help them succeed.
4. **Monitor and Evaluate Impact:**
 - a. Regularly monitor the participation and impact of extra-curricular activities and leadership roles on PP students.
 - b. Use this data to make informed decisions and adjustments to programs as needed.

Parental/carer engagement

The attendance data was not fully recorded therefore an accurate measure of impact is not available, opinion suggests that although parental workshops ran, the attendance of PP parents was lower than NPP.

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
1:1 Online Tuition	My Tutor
Counselling and support for youth and their families within Romsey	Youth in Romsey
1:1 Online Counselling	Anna Freud
Young Carer meetings and support	Romsey Young Carers
Speak Out Challenge	Speakers Trust
Revision Guides	CGP/Pearsons/Collins
Read and Write Gold	Text Help
Bronze and Silver Programmes	Duke of Edinburgh Award
Legacy Project	Yellow Brick Road Project
Pupil Leadership	Unifrog
Mental Health Ambassador Programme	Young Enterprise
Antibullying Ambassador Programme	SUN University
	Diana Award

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We spent this with the PP funds. We count Service Children as PP children and provide them the same opportunities using the PP funding
What was the impact of that spending on service pupil premium eligible pupils?	Please see above, measuring impact for PP strategy outcomes

Further information (optional)

<p>KS3 - Summer 2023 Results:</p> <p>KS3 - Working towards English and Maths at Grade 4 or above:</p> <p>Y8 - PP 49% (Minimum expected 55%)</p>
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Y9 - PP 42% (Minimum expected 33%)

Y10 - PP 42% (Minimum expected 36%)

Information based on FFT (KS2 data).

Key of acronyms:

PP- Pupil Premium

NPP- Non-Pupil Premium

FFT - Fisher Family Trust

KS2 - Key stage two (primary examinations)

HPA - High Prior Attainment (at KS2 level)

ML - Middle Leaders in school

APL - Assistant Progress leader

PL - Progress Leader

PD - Professional Development

G4 - Grade 4 at GCSE level

G7 - Grade 7 at GCSE level