

Pupil premium strategy statement – The Angmering School 2024 - 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1351
Proportion (%) of pupil premium eligible pupils	20.95%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25, 2025/26 and 2026/27
Date this statement was published	20th December 2024
Date on which it will be reviewed	Prior to 31st December 2025
Statement authorised by	Simon Liley (Headteacher)
Pupil premium lead	Julie Buckle (AHT)
Governor / Trustee lead	Nikki Hamilton-Street

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,455
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£220,455

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”; Pupil Premium students are not a homogenous group. We will ensure that all teaching staff are involved in the analysis of

data, identification and bespoke intervention of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader (JBU) who performs a termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- We understand that excellent attendance is fundamental to pupil success: we intervene early and positively when pupils are absent and ensure that any barriers to attendance are addressed.
- All staff are aware of the disadvantaged pupils they teach, tutor or champion: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- We know that excellent teaching is adaptive and meets the needs of the learner: there is a CPD programme in place to develop all teachers' knowledge and skills across the curriculum so that they can support our most disadvantaged students and close the gap.
- We have begun to offer opportunities for independent practice: through APC, an external company who are experts in metacognitive strategies, we will be explicitly teaching learning habits to students. Some students will work 1:1 with these experts throughout the rest of the academic year.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged pupil is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them. We currently have 79 of our disadvantaged students who have a dedicated 'EiE champion', a member of staff who champions them and becomes their 'voice'. The aim is to have a 'champion' for all disadvantaged students.
- Through the 'EiE champion' programme, we aim to develop disadvantaged pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We aim to build positive relationships with all the families of disadvantaged pupils. We appreciate how timely and consistent contact strengthens the bond between home and school, developing the trust needed to ensure positive communication and, ultimately, outcomes.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged pupils.
- We aim to raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered. Pupils are prioritised for careers advice and work experience.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>The progress of disadvantaged students compared with their non-disadvantaged peers.</p> <p>Educational qualifications are the key to social mobility; the capacity to move out of poverty and other forms of socioeconomic disadvantage. In 2024, this gap between our PP pupils and their non-PP peers was -0.76 (PP), we must close this gap to ensure the greatest parity for our learners.</p> <ul style="list-style-type: none"> ● The gap between PP and non-PP pupils in English Language is -0.7 (P8) ● In Maths for 2023-24, the progress gap between PP and non-PP students was -0.87 (P8). ● In EBACC subjects there was an overall difference of 12.4% (all subjects at 4+) between PP and non-PP students; PP students accounted for 17% of the cohort. ● In the Open Bucket subjects last academic year, there was a -0.86 (P8) difference in the progress between PP and non-PP pupils.
2	<p>Weaker literacy skills.</p> <p>On average, disadvantaged students have reading age below chronological age on entry causing poorer attainment and progress across the curriculum.</p> <ul style="list-style-type: none"> ● 46% of pupils who have a standardised reading score of below 85 are pupils in receipt of PP. ● Proportionally fewer pupils achieved a distinction in the spoken language endorsement last academic year with 33% of non-PP pupils achieving a distinction versus 22% of PP pupils. ● Disadvantaged students are less likely to read for pleasure compared with non-disadvantaged students; only 24% of books taken out of the library last year were from PP pupils.
3	<p>More frequent behaviour difficulties.</p> <p>More frequent behaviour difficulties. Disadvantaged pupils are more likely to receive negative ARC points, spend time in refocus/reintegration and receive a suspension. This has an effect on their academic progress. For the academic year 2023-24:</p> <ul style="list-style-type: none"> ● Number of suspensions per student: 0.26 (non-PP) versus 0.42 (PP). ● Number of permanent exclusions: 2 (non-PP) versus 1 (PP). ● Number of referrals to Refocus Room: 666 (non-PP) versus 226 (PP) <ul style="list-style-type: none"> ○ Refocus referrals per student: 0.68 (non-PP) versus 0.87 (PP)
4	<p>Attendance issues.</p> <p>Disadvantaged students are more likely to have attendance below the national average. Additionally, PP pupils are disproportionately persistently absent from school.</p> <ul style="list-style-type: none"> ● Almost half of pupils (46%) in receipt of PP were persistently absent last academic year (under 90%) ● For non-PP students this was 19.5%
5	<p>Parental engagement and contact with home.</p> <p>Relationships have been continuously highlighted as, arguably, the most important element when addressing educational disadvantages in schools. We must connect in order to reach and impact the lives of our PP families.</p> <ul style="list-style-type: none"> ● Parents evening attendance – 14% of the parents who attended parent evenings were from PP families. ● In the previous academic year, contact home by school was more likely to be negative than positive for PP students, as demonstrated through the behaviour difficulties data.

	<ul style="list-style-type: none"> For the first Y10/Y11/Y9 parents' information eve, 15% of parents who attended were PP
6	<p>Accumulation of skills and experiences needed to improve social capital and aspirations.</p> <p>Disadvantaged young people are almost twice as likely to drop out of their post-16 course compared with non-disadvantaged peers. Opportunities to build resilience and skills beyond the classrooms must be ensured for all PP pupils.</p> <ul style="list-style-type: none"> PP pupils account for 10% of the Student Leadership team There were no NEET pupils last year PP students do not have an opportunity in school for outdoor activities such as DofE
7	<p>Economic hardship.</p> <ul style="list-style-type: none"> 35 families (with 53 children in the school) regularly access the local Food Bank
8	<p>Challenging home life situations.</p> <ul style="list-style-type: none"> We have 23 students under Child Protection Plans There are 17 students who are PP and designated as a Child In Need There are 73 families being supported by Early Help There are 19 children in Care within our school

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
To average attainment and progress between PP pupils and their non-PP peers by 2026.	<p>50%+ of PP pupils will achieve a grade 5+ in English Language, in line with their non-PP peers by 2027.</p> <p>46%+ of PP pupils will achieve a grade 5+ in Maths, in line with their non-PP peers by 2027.</p> <p>68%+ of PP pupils will achieve a grade 4+ in English Language, in line with their non-PP peers by 2027.</p> <p>65% of PP pupils achieve a grade 4+ in Maths, in line with their non-PP peers by 2027.</p> <p>Reduce the progress gap between PP and non-PP pupils to <0.2 (P8) by 2027.</p> <p>There will be at least a proportionate number of pupils in receipt of PP undertaking EBACC subjects by 2027.</p> <p>Across the Open Bucket subjects, the DS gap will reduce to <0.2 (P8) between PP and non-PP pupils by 2027.</p>

<p>Improve oracy and literacy skills.</p>	<p>The number of pupils achieving the higher grades (distinction and merit) in the Spoken Language Endorsement will increase in line with non-PP peers.</p> <p>Book looks across the year groups will show that disadvantaged students are using academic sentence starters, or as appropriate for higher level.</p> <p>Literacy provision for PP students who need it.</p> <p>Use of sixth formers to run reading intervention sessions with Y7 - there will be an equal number of PP and non-PP students.</p> <p>There will be an increase in the number of disadvantaged pupils taking books from the library to read for pleasure.</p> <p>All pupils will read at least three books per year in the tutor reading programme.</p>
<p>Improve behaviour.</p>	<p>There will be a reduction in negative ARC points for pupils in receipt of PP. There will be a reduction in refocus/reintegration for pupils in receipt of PP.</p> <p>There will be a reduction in suspensions for pupils in receipt of PP.</p> <p>There will be a reduction in the number of PP pupils permanently excluded from school.</p>
<p>Improve attendance.</p>	<p>Persistent absence for disadvantaged students will reduce.</p> <p>Overall PP attendance will be above national (xx%)</p>
<p>Improve parental engagement and contact with home.</p>	<p>The number of parents of pupils eligible for PP attending parent/carer consultation evenings will be in line with their peers who are not in receipt of PP.</p> <p>Families of all PP students will be contacted by HoY half termly as a minimum, with close monitoring to ensure parity.</p> <p>There will be an increase in attendance at the 'Information evenings' for PP pupils, in line with non-PP families.</p>
<p>Facilitate the accumulation of skills and experiences needed to improve social capital and aspirations.</p>	<p>There will be an increase in the amount of participation in exercise for our disadvantaged pupils through extra-curricular clubs, reflective of the PP population</p> <p>Every PP pupil will attend at least 1 educational off-site visit each year, in line with non-PP students.</p> <p>Every PP student will have at least one meaningful encounter with an employer every year they are at school.</p> <p>There will be at least a proportionate number of pupils in receipt of PP in leadership positions.</p> <p>Every pupil will be given a KS4 Careers appointment, with a follow-up appointment for all PP pupils to ensure clarity and consistency of chosen pathway.</p> <p>Every PP pupil will have the opportunity to have lessons and graded examinations in a musical instrument</p>
<p>Tackling economic hardship.</p>	<p>PP pupils will be given free stationary and revision guides, with uptake monitored and highlighted to those not partaking.</p> <p>Fully funded places for the DofE Award Scheme will be allocated to PP pupils via a scholarship programme.</p>

Supporting challenging home life situations.	Mental health support will be available through more avenues: the mentoring programme, CBT referrals and anger management. Pupil Passports created for PP pupils who are CP, reviewed termly in order to remove barriers to learning.
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Specific Outcomes and Review

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	2024-25	2025-26	2026-27
To average attainment and progress between PP pupils and their non-PP peers by 2027	Ensure that 50%+ of PP pupils achieve a grade 5+ in English Language, in line with their non-PP peers by 2027.	40% at 5+ in English	45% at 5+ in English	50% at 5+ in English
	Ensure that 46%+ of PP pupils achieve a grade 5+ in Maths, in line with their non-PP peers by 2027.	35% at 5+ in Maths	40% at 5+ in Maths	46% at 5+ in Maths
	Ensure 70%+ of PP pupils achieve a grade 4+ in English Language, in line with their non-PP peers by 2027.	60% at 4+ in English	65% at 4+ in English	70% at 4+ in English
	Ensure 65% of PP pupils achieve a grade 4+ in Maths, in line with their non-PP peers by 2027.	55% at 4+ in Maths	60% at 4+ in Maths	65% at 4+ in Maths
	Reduce the progress gap between PP and non-PP pupils to <0.2 by 2027.	Gap reduced to <0.5	Gap reduced to < 0.35	Gap reduced to < 0.2
	There will be at least a proportionate number of pupils in receipt of PP students taking Ebacc subjects by 2027 (projected Ebacc uptake for 2025 GCSE starters is 32%)	20% completing full EBacc	26% completing full EBacc	32% completing full EBacc
	Across the Open Bucket subjects, the DS gap will reduce to <0.2 between PP and non-PP pupils by 2027.	Gap reduced to <0.5	Gap reduced to < 0.35	Gap reduced to < 0.2
Improve literacy skills.	The number of pupils achieving the higher grades (distinction and merit) in the Spoken Language Endorsement will increase in line with non-PP peers.	Gap of < 20% in higher pass rate	Gap of < 10% in higher pass rate	Gap of <5% in higher pass rate
	Book looks show that disadvantaged students are using academic	Seen in most	Seen in almost all	Seen in all books(100 %)

	sentence starters, or as appropriate for higher level.	books(>50%)	books (>80%)	
	Provide targeted literacy intervention (LEXONIC, LEAP, LEXIA, LITTLE WANDLE) for those PP students who need it.	Identify targeted students and build capacity to meet demand.	Identify targeted students and build capacity to meet demand.	Identify targeted students and build capacity to meet demand.
	Students who complete a reading programme with sixth formers will show a more positive attitude to reading.	10% increase in Sparx Reader engagement (from baseline)	20% increase in Sparx Reader engagement (from baseline)	30% increase in Sparx Reader engagement (from baseline)
	There will be an increase in the number of disadvantaged pupils taking books from the library to read for pleasure.	10% increase from baseline	20% increase from baseline	30% increase from baseline
	All Y7 and Y8 PP pupils will read at least 3 books per year in the tutor reading programme.	85% of students compliant	95% of students compliant	100% of students compliant

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) :

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed literacy approaches to QFP. Inset programme 23/24, work of KS3 subject leaders developing subject specific literacy. Supported by PD objectives and collaborative activities. membership of CCT and National College	Reading comprehension strategies and oral language interventions, low cost high impact in tool kit, Lexonik producing significant increases in reading ages. See results 22/23. Inset programmes of at least 6 months duration and which incorporate opportunities for autonomy and collaboration shown to have higher impact (Developing Great Teaching 2016).	1,3
Developing cultural capital through curricula: working towards becoming an arts rich school. Reviewing the Learning Outside the Classroom (LOtC)	Arts programme and LOtC the classroom curriculum provides opportunities for social and emotional learning feeding into metacognition and self regulation, both of which are proven to produce 5+ months of progress	4,3,2

curriculum and developing for inclusivity		
Performance development (PD) objectives and collaboration to develop evidence informed approaches which support disadvantaged students.	Objectives framed around 3 priorities of knowing your students, challenge and questioning give a framework for staff to focus on mastery learning, literacy, individualised instruction all which produce 6+ months of additional progress. Performance development link to performance related pay also produces a positive effect	1,2,3 and 4

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

Budgeted cost: £29,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching groups in English and Science	Facilitates small group teaching scenarios shown to produce 4 + months of additional progress	1,2,3
Lexonic	Internal evidence from preceding years show significant increase in reading score. See Actual Outcomes	1,2, 3
Additional capacity 1:1 in Eng, maths and science	Toolkit shows 5+ months additional progress. Internal data from 22/23 shows that all students who had 1:1 6th form tuition in Maths improved by 1 grade.	1 and 3
Ks 5 student support for reading and in class support	Toolkit shows 5+ months additional progress. Internal data from 22/23 shows that students who had KS5 support improved their attendance, resilience and outcomes.	1 and 3
Additional backup group	Facilitates small group teaching scenarios shown to produce 4 + months of additional progress, in this case for students with complex needs	1,2,3
Small holding and land based qualification	Provides opportunities for self regulation, metacognition and general social and emotional learning which produce significant monthly gains	2 and 5
Alternative Provision for selected students at KS4	Proven historically to significantly to be a very effective behaviour intervention and prevention of permanent exclusion	2 and 5

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

Budgeted cost: £190,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support 2 Learn key workers	Behaviour interventions proven in terms of additional progress and use a range of levers including self regulation, metacognition and general social and emotional learning.	2 and 5

Attachment /Trauma and family support coordinator	Provides significant opportunity for parental engagement which also adds significant value	
Increased staffing into LSA SEMH provision	Providing a range of behavioural intervention and learning which evidence base and internal data support in terms of improved progress but also reducing exclusion and boosting attendance. Opportunities within S2L for small group and 1:1 interventions	2 and 5
Attendance strategy : nudge	To use nudge theory language in communication with parents and carers with a view to pilot in communication with students if appropriate. Improved attendance percentages for FSM in Autumn 1 for Yr 11 are 2.3% above national.	5
Attendance strategy : attendance plans	To use EBSA resources to create clearer attendance reintegration plans.	3 and 5
To improve disadvantaged student engagement in the STEAM subjects in years 7 & 8. Enhancing and creating a climate for oracy; increasing knowledge and skills; improving problem solving techniques and awareness of the Ecosystem. Improving the outcomes of Disadvantaged Students at KS4 particularly in the Science, Mathematics and Arts & Technology subjects.	STEAM Festival at KS3 in the Summer term Supportive evidence of the Festival from 2023 Evaluation Framework: Increased engagement in the STEAM subjects at KS3, increasing uptake by disadvantaged students in Triple Science and Computer Science Improve student oracy by increasing tier 2 & 3 speaking opportunities Improved attendance and well-being through creating a feeling of belonging by developing student active opportunities Improving 'seldom here families' contact through student centric opportunities.	1, 2, 3 ,4 & 5
Careers : Bath Scholars for Yr10 Bath be ready for Yr12 Dare to Dream for Yr9 Careers Fair for all year groups	KS4 and 5 Students linked with the University Student Ambassador/Angmering Scholar programme gain experience of higher education provision. KS3 Students linked with work based professionals gain improved motivation and self-confidence Evidence: No NEETS in 2022, 2 students 2023 and 0 students in 2024.	3,4, 5

Total budgeted costs to date: £ 220,455

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged students in the 2024 Key Stage 4 exams were weaker than those from 2019. The gaps in attainment and progress grew slightly, especially in English GCSE. The table below shows the attainment and progress outcomes for disadvantaged and non-disadvantaged students in 2024:

Metric	Disadvantaged	Others	Gap
4+ English	36.3%	68.1%	31.8%
5+ English	27.3%	46.5%	19.2%
4+ Maths	36.4%	69.1%	32.7%
5+ Maths	15.2%	43.3%	28.1%
4+ EM	30.3%	58.9%	28.6%
5+ EM	9.1%	34.6%	25.5%
4+ EBacc (full)	0	12.5%	12.5%
P8	-1.10	-0.31	-0.79
A8	28.0	41.3	13.3
Attendance (whole school)	84.6%	92.0%	7.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexonic and Leap	Sound Training Ltd
Secondary School Respite and Alternative Provision	The Russell Martin Foundation
Activate Your Potential	Dare 2 Dream
PiXL	