



LITTLE HEATH SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1669
Proportion (%) of pupil premium eligible pupils	16% (271 Yr7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	David Ramsden
Pupil premium lead	Samantha Chaventré
Governor / Trustee lead	Anton Laurence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,000.00 (approx.)
Recovery premium funding allocation this academic year	£69,828.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£36,812.18
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>	£386,640.18

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

Our ultimate objective for our disadvantaged (DA) pupils is to ensure that they are given the opportunity to achieve in line with other pupils at the school, to the highest potential that they possess. We are committed to delivering this through our ambitious 11-18 curriculum, such that each student is given the chance to reach that potential, and to develop the skills, knowledge and understanding required to achieve success in their future educational or career pathway.

The focus of our strategy is to support disadvantaged students to achieve that goal, including progress for high attaining disadvantaged students. Our aim is to support students to overcome any challenges that they may face in their education.

Our Pupil Premium Strategy is directly connected to our wider whole school plans for educational recovery following the Covid-19 pandemic. Specific activities, such as use of the National Tutoring Programme, are designed to have a positive impact on all students, including disadvantaged students.

High quality teaching is vital. Our broad, balanced and innovative curriculum is at the heart of our work – it provides an ideal opportunity for all learners, including disadvantaged students, to make excellent progress. Our approach to identifying specific need for individual (and groups of) students will be based on robust diagnostic assessment, rather than assumptions about the impact of disadvantage. We will review these needs regularly for each cohort, being mindful of the fact that successful strategies for one year group may not be relevant or effective for future cohorts.

The key underlying principles of our strategic plan that relate to disadvantaged students are as follows:

- a determination to ensure that no child shall suffer a limit to their ambition and achievement;
- an absolute focus on the importance of social mobility as a liberating force within society;
- a commitment to adapting the delivery of the curriculum, and teaching strategies within the classroom, in order to remove barriers to learning and to ensure that all children can achieve in line with or above expectations, regardless of background;
- a fundamental belief that children develop, grow and learn at their own individual pace and trajectory, so that a growth mindset philosophy is central to the success of any individual child.

Challenges

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

No.	Detail of challenge
1	<p>Academic challenge:</p> <p>Weaker literacy skills</p> <ul style="list-style-type: none"> - On average our disadvantaged pupils join us with weaker literacy skills. The average scaled score (SATs) for disadvantaged pupils in English is 102 in comparison to non-disadvantaged which is 106. - On average, our disadvantaged pupils in Year 7 join us with lower reading ages. The average reading age for disadvantaged pupils in our 2023 Year 7 cohort is 11.41 (11.57 in 2022), compared to 13.29 (13.02 in 2022) for non-disadvantaged. In 2023, 52% of our disadvantaged pupils have joined us with a reading age below the whole cohort's, compared to 35% of non-disadvantaged pupils. - In 2023, 58% of Year 7 disadvantaged students have a Verbal CAT score of below 100, compared to 34% of non-disadvantaged students. - In 2022, disadvantaged students were under-represented in upper sets of English, making up 15% of pupils in Year 10 and 11. - In 2023 13% of disadvantaged pupils did not borrow a library book (51% in 2022) In Year 7 the average number of books borrowed by disadvantaged pupils was 2.8 (3.6 in 2022); in comparison to 1.59 (1.83 in 2022) in Year 8; 0.87 (0.9 in 2022) in Year 9; 0.06 (0.54 in 2022) in Year 10 and 0.14 (0.25 in 2022) In Year 11. - The English Progress 8 score for disadvantaged students was -0.81 (-0.87 in 2022), in comparison to -0.58 (-0.32 in 2022) for non-disadvantaged. - In 2021 52.4% (52% in 2022) of disadvantaged pupils achieved 4+ in English; 28.6% (28% in 2022) achieved 5+. <p>Weaker numeracy skills</p> <ul style="list-style-type: none"> - On average our disadvantaged students join us with weaker numeracy skills. The average scaled score (SATs) for disadvantaged students in Maths in 2023 is 101 (100 in 2022) in comparison to non-disadvantaged which is 106. - In 2023, 60% of Year 7 disadvantaged students have a Quantitative CAT score of below 100, compared to 38% of non-disadvantaged students. - In 2022 at Key Stage 4, disadvantaged students were under-represented in upper sets of Maths, making up 9.5% of pupils in Year 10 and 11. - Disadvantaged pupils accounted for 10% (7% in 2022) of the 560 students entered for the Maths challenge. - The Maths Progress 8 score for disadvantaged pupils was -0.53 (-0.82 in 2022), in comparison to -0.04 (+0.01 in 2022) for non-disadvantaged. - In 2023 45.2% (38% in 2022) of disadvantaged pupils achieved 4+ in Maths; 28.6% (22% in 2022) achieved 5+. <p>Across the curriculum:</p> <ul style="list-style-type: none"> - From 1-1 interviews, it was clear that many of our disadvantaged students do not have access to a wide variety of academic resources to support their learning.

	<ul style="list-style-type: none"> - In 2023, 60% (54% in 2022) of our disadvantaged pupils in Year 7 achieved the expected standard score in their Key Stage 2 assessments compared to 84% (78% in 2022) of non-disadvantaged. - In 2023, the overall progress 8 score for disadvantaged students was -0.8 (-0.97 in 2022) in comparison to -0.12 (+0.05 in 2022) for non-disadvantaged. The overall Progress 8 gap was -0.68 (-1.02 in 2022). - The average A8 score for disadvantaged pupils was 33.48 (31.5 in 2022) compared to 48.8 (54.32 in 2022) for non-disadvantaged. The overall attainment gap was 15.53 (22.82 in 2022). On average, disadvantaged pupils achieved 1.9 grades lower than their peers (2.9 in 2022). - In 2022 19.6% of disadvantaged pupils are entered for EBACC. - In 2023, 24% (25% in 2022) of our disadvantaged students in Year 11 this year have an SEND need in comparison to 4% of our overall disadvantaged cohort.
2	<p>Lower levels of attendance for some disadvantaged pupils</p> <ul style="list-style-type: none"> - In 2022-23, the attendance percentage for Year 7-11 disadvantaged pupils was 87.9% (86.8% in 21-22), in comparison to 94.4% (92.15% in 21-22 (for non-disadvantaged pupils. - In 2022-23, disadvantaged students had a 12.1% absence rate compared to 5.6% for non-disadvantaged. - 38.8% (37% in 2022) of persistently absent pupils are disadvantaged compared to 12.9% of non-disadvantaged pupils. -
3	<p>Lower levels of engagement for some students and families, which sometimes leads to more frequent behaviour difficulties.</p> <ul style="list-style-type: none"> - The average engagement to learning score for disadvantaged pupils in Years 7-11 was 3.79 in 2022-23 (3.94 in 2021-22) in comparison to 4.13 in 2022-23 (4.27 in 2021-22) for non-disadvantaged pupils. - In 2022-23 the average number of behaviour points issued for disadvantaged pupils is 24 in comparison to 14 for non-disadvantaged pupils. - 38% of families of our disadvantaged pupils attended Year 11 parents' evening
4	<p>Engagement with digital learning</p> <ul style="list-style-type: none"> - From 1-1 interviews, it was clear that many of our disadvantaged pupils do not have access to a wide variety of digital resources to support their learning. - In 2022 70% of our disadvantaged families responded to our survey about accessing digital learning in September. - In 2023 only 1 disadvantaged student (0.04%) had not logged into Satchel One during Term 2, compared to 9.7% in 2022.
5	<p>More difficulties when trying to achieve good mental health and well-being</p> <ul style="list-style-type: none"> - From 1-1 interviews, it is clear that many of our disadvantaged pupils experience low self-confidence, resilience and motivation and are not equipped with strategies to overcome this. - From conversations with our disadvantaged families, it is clear that many of our disadvantaged families are not always able to provide new uniform, resources or materials.
6	<p>Opportunities to build skills and experiences to improve social and cultural capital and life aspirations</p>

	<ul style="list-style-type: none"> - From 1-1 interviews, it is clear that many of our disadvantaged pupils have not had the opportunities to experience a range of cultural capital experiences and do not always have some of the core knowledge known implicitly by their peers within school. - Disadvantaged pupils are under-represented in extra-curricular opportunities, except in Sports. - 33% of disadvantaged pupils join Little Heath Sixth Form. - In 2023, there were 5 post-16 NEET students, 4 of whom are disadvantaged.
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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
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of Key Stage 4.	<p>By the end of our current plan in 2025:</p> <ul style="list-style-type: none"> • the Progress 8 gap will decrease annually, working towards 0. • the Attainment 8 score for disadvantaged pupils will be above national figures and demonstrate an annual phased increase. • The number of disadvantaged pupils achieving English and Maths at grade 4+ will show an annual phased increase, working towards 50%. • The number of disadvantaged pupils in higher sets will demonstrate an annual phased increase. • Teacher reports and class observations will demonstrate disadvantaged pupils are more able to monitor, regulate and take pride in their own learning.
Improved literacy skills	<p>By the end of our current plan in 2025:</p> <ul style="list-style-type: none"> • Disadvantaged pupils in all year groups will make progress in reading and literacy so their scores are closer to being within 5-7% of other pupils. • Book looks will show disadvantaged students are using the writing frames and sentence structures as part of the wider whole school literacy strategy. • The attainment and progress gap in English between disadvantaged and non-disadvantaged pupils will decrease annually, working towards 0.
Improved numeracy skills	<p>By the end of our current plan in 2025:</p> <ul style="list-style-type: none"> • The attainment and progress gap in Maths between disadvantaged and non-disadvantaged pupils will decrease annually, working towards 0.

	<ul style="list-style-type: none"> Disadvantaged pupils in all year groups will make progress in numeracy so their scores are closer to being within 5-7% of other pupils. Pupils in years 7 and 8 will be able to fluently recall their times tables and number bonds.
To achieve and sustain improved attendance for all pupils, particularly for disadvantaged pupils.	<p>Sustain high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> An annual phased reduction in absence of all pupils, working towards a target of no more than 5%, including disadvantaged pupils. An annual phased reduction in the number of pupils who are persistently absent, working towards a target that is in line with or better than national percentages, including for disadvantaged pupils.
Increased parental engagement and support from home.	<p>By the end of our current plan in 2025:</p> <ul style="list-style-type: none"> The number of parents of disadvantaged pupils attending parents' evening and whole school information evenings will show an annual phased increase. The number of parents of disadvantaged pupils accessing Satchel One will be monitored half termly, to enable targeted interventions. The average engagement with learning score for disadvantaged students will show a phased increase, working towards at least 4. The average number of behaviour points issued for disadvantaged pupils will show a phased reduction and be more closely in line with their peers. Parent voice will be captured termly to further understand and address barriers to educational success.
Fewer barriers to learning due to digital access.	<p>By the end of our current plan in 2025:</p> <ul style="list-style-type: none"> The number and pattern of our disadvantaged pupils' use of our online platforms (Satchel One, GCSEPod, etc.) will be tracked half termly to better inform interventions, and demonstrate a phased increase. Any disadvantaged pupil who starts at Little Heath School will have the option to be provided with a digital device to support their learning.
Pupils will have knowledge of and access to a range of resources and strategies to help achieve healthy mental health and well-being.	<p>By the end of our current plan in 2025:</p> <ul style="list-style-type: none"> Families and pupils will feel better informed about accessing a range of resources and support about achieving healthy wellbeing. This will be measured through parental and student voice feedback. Pupils will report healthier well-being, particularly disadvantaged pupils, demonstrated through well-being surveys and student voice feedback. Termly student well-being surveys will demonstrate an increase in the number of disadvantaged pupils taking part in extra-curricular and enrichment opportunities.

	<ul style="list-style-type: none"> • An increased number of disadvantaged pupils to access post 16 provision, either within our Sixth Form or another provider. • Every disadvantaged pupil will take part in at least one school trip each year, where possible. • Every disadvantaged pupil will have at least one careers interview at Key Stage 4 and Key Stage 5.
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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: £166,255.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided to staff to ensure assessments are interpreted correctly.	Our Annual Report found that, by the end of secondary school, disadvantaged pupils are on average, 19 months behind their more affluent peers. Standardised tests give teachers the ability to identify, diagnose and intervene. Improvement and performance must therefore be measurable so that where underperformance is identified, it can be addressed early on. (Testing times - what is the impact of standardised testing? - The Education Policy Institute (epi.org.uk) and Diagnostic Assessment Tool.pdf (d2tic4wvo1iusb.cloudfront.net))	1
Overstaffing to provide interventions in English and Maths.	‘Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives... Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class.’ (Literacy EEF educationendowmentfoundation.org.uk) and Improving literacy: moving English forward - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:	1,3,5,6

	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	
Improving literacy in all subject areas in line with recommendations in the EEF.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. 'Schools should proactively plan to support students with the weakest levels of literacy, particularly in Year 7.' Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) and EEF KS3 KS4 LITERACY POSTER.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,5
DEAR time provision	The positive impacts of reading for enjoyment on children, young people, and adults have been demonstrated extensively. Reading Outcomes Framework National Literacy Trust Increased reading engagement can have a positive impact on intellectual outcomes as well we health and well-being. Outcomes Framework Reading Outcomes Framework Toolkit (readingagency.org.uk)	1,5,6
Professional development on adaptive teaching in each teacher's subject area to raise standards of teaching and learning.	'A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned' Thinking about curriculum impact — Mary Myatt Learning Providing high-quality feedback to pupils is integral to effective teaching. Assessment and feedback EEF (educationendowmentfoundation.org.uk) Ensuring all SEND students have access to high quality teaching must also be a priority. Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)	1,3,4,5,6
Membership of the PiXL network of schools which collaborate and share best practice and equip leaders to drive improvement in schools.	Nationally, PiXL schools outperform non-PiXL schools in terms of Progress 8.	1,2,3,5,6
Recruitment and retention of teaching staff in the classroom and staff to lead the pupil premium strategy in key departments, improving the quality of education for disadvantaged pupils across the school.	The best available evidence indicates that great teaching is the most important level schools have to improve the outcomes for their pupils. High-quality teaching EEF (educationendowmentfoundation.org.uk) Some schools have found inventive ways to improve everyday school life by skilfully deploying key staff, including support staff. Against the odds report.pdf (publishing.service.gov.uk) In reviewing the key lessons learned, the EEF conclude 'How a project is implemented is vital and arguably as important as its content.' The study also finds a large and concerning gap between the attainment of disadvantaged pupils	1,3,6

	and non-disadvantaged pupils following the pandemic. Schools will need continued and significant support in the years ahead if we are to avoid a generation of pupils being left behind. EEF publishes new analysis on impact of COVID-19 on attainment... EEF (educationendowmentfoundation.org.uk)	
Providing academic resources to support learning for all year groups across the curriculum.	Evidence will vary depending on individual need for each DA student	1,2,3,4,5,6
Use technology to improve teaching and learning and to reduce workload.	Internal evidence of the successful take up of IT resources by DA students, and the impact on engagement with remote learning Wider national evidence of the impact of technology in education (Realising the potential of technology in education: A strategy for education providers and the technology industry)	1,2,3,4,6

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

Budgeted cost: £34,797.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use literacy packages and peer tutoring to improve students' literacy levels as targeted intervention.	The EEF conclude 'reading comprehension strategies are high impact on average (+6 months). Peer tutoring, on average, has a positive impact on both tutors and tutees. Four-ten week intensive blocks appear to provide maximum impact (+5 months) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) and Peer tutoring EEF (educationendowmentfoundation.org.uk)	1,3,6
Use numeracy packages to improve students' literacy levels as targeted intervention.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches (Teaching mathematics at key stage 3 – gov.uk) and Evidence of impact of a range of interventions on KS3 Mathematics skill development (Recommendation 7 – structured interventions - Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk))	1,3,6
Targeted intervention, revision sessions across the curriculum, including a daily homework club led by	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. The EEF suggest an impact of +4 months. Small group tuition EEF (educationendowmentfoundation.org.uk) The EEF found that programmes which extend school	1,3,5, 6

trained staff and student ambassadors.	time have a positive impact on average. Before and after programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	
Engaging with tutoring programmes (eg: the National Tutoring Programme, MyTutor, etc.) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. The EEF suggest an impact of +4 months. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6
Targeted support delivered by trained teaching assistants.	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the 1 & 2 11 deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3,6

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

Budgeted cost: £185,587.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted behaviour interventions using both in school and off-site resources and providers for pupils who require support with regulating their behaviour and emotions.	'Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.' The EEF conclude behaviour interventions have moderate impact of +4 months for low cost. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,5,6
A broad and balanced curriculum, including alternative curriculum	'Work on the curriculum is a never-ending piece of professional development. We strive for a 'high-ambition, low threat' model and course choices are	1,3,5,6

pathways and provision.	central to this. Flexible courses ‘boost engagement, motivation and academic achievement. Curriculum intent beyond the subjects - by Mary Myatt (substack.com) and ASDAN Website Courses and Student leadership and alternative curriculum – Education Observatory	
Breakfast club	It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. National school breakfast club programme - GOV.UK (www.gov.uk)	1,2,3,5, 6
All pupils receive high quality careers advice.	The EEF found that ‘young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need’. The EEF looked at a number of studies and 60% of these provided largely positive findings of educational outcomes, 67% provided evidence of positive economic outcomes and 62% of these provided evidence of positive social outcomes. SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) Evidence of impact of careers guidance on student aspiration (Careers Statutory Guidance (publishing.service.gov.uk)) Evidence from careers education summary (SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)) Research from Gatsby benchmarks (good-career-guidance-handbook-digital.pdf (gatsby.org.uk))	1,3,5,6
Progress leaders	The EEF found that the average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,2,3,5,6
Embedding principles of good practice set out in the DFE’s Improving School Attendance advice.	The DFE guidance has been informed by engagement with school that have significantly reduced persistence absence and increased their overall levels of attendance. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1,2,3,5,6
Packages to teach life skills and enrichment to develop character, including packages to support emotional literacy and well-being.	EEF asserts ‘a set of attitudes, skills and behaviours including self-control, confidence, social skills, motivation and resilience are thought to underpin success in school and beyond.’ These are ‘most effective when specifically linked to learning.’ Life skills and enrichment EEF (educationendowmentfoundation.org.uk) and documents (Promoting and supporting mental health	1,2,3,4,5, 6

	and wellbeing in schools and colleges, www.gov.uk) and (Mental health and behaviour in schools, DfE)	
Using technology to facilitate a more efficient system to track, monitor and evaluate our provision.	The EEF concludes parental engagement has moderate impact for low cost based on extensive evidence (+4 months). Using digital software and strategies to engage parents can offer more regular updates and clear channels of communication between school and home. Parental engagement EEF (educationendowmentfoundation.org.uk)	1,3,4
Contingency fund for acute issues.	Not applicable.	

Total budgeted cost: £386,640.18

PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 202~~2~~¹/~~2~~³2 academic year across Key Stage 3,4 and 5 using the following:

- Key Stage 3: our own internal assessments and data relating to academic progress, engagement with learning and attendance.
- Key Stage 4: using Key Stage 4 performance data, Post-16 destination data and our own internal assessments and data relating to academic progress, engagement with learning and attendance.
- Key Stage 5: using Key Stage 5 performance data, Post-18 destination data and our own internal assessments and data relating to academic progress, engagement with learning and attendance.

In 2023, the year 11 cohort of 260 achieved a variety of GCSE and vocational qualifications. Our disadvantaged pupils accounted for 16% (42/260) of the cohort; 18 males and 24 females. The Progress 8 score for all Year 11 pupils at Little Heath School was -0.23. In comparison, the Progress 8 score for disadvantaged pupils was -0.80 and +0.05 for non-disadvantaged pupils. Nationally, the Progress 8 score for disadvantaged pupils was -0.57 (-0.55 in 2022), compared to +0.17 (+0.15 in 2022) for non-disadvantaged pupils. The national disadvantaged gap index score for 2022-23 was 3.95, the widest since 2011.

In 2023, the Attainment 8 figure for all Year 11 pupils at Little Heath School was 46.32 (49.7 in 2022). Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 33.48 (31.1 in 2022) for our disadvantaged pupils, compared to 48.8 (54.32 in 2022) for our non-disadvantaged pupils. Nationally, the Attainment 8 score for disadvantaged pupils was 34.9 (37.5 in 2022) and 50.2 (52.6 in 2022) for non-disadvantaged pupils. 36% of our disadvantaged students (29% in 2022) achieved both English and Maths at 4+ compared to 72% (77% in 2022) non-disadvantaged.

EBAC entry for disadvantaged pupils was 31% (19.6% in 2022), in comparison to 27.7 nationally, which is an increase in comparison to previous 3 years. 24% (24.5% in 2022) of non-disadvantaged pupils were entered for EBAC in comparison to 43.4% nationally (38.7% in 2022). 5% of disadvantaged students achieved 4+ in comparison to 14% of non-disadvantaged.

Comparison of a school's 2023 performance data to 2019 has been recommended by the DFE as national results were broadly back in line with 2019. Comparisons to 2021 and 2022 performance data has been discouraged by the DFE due to different grading processes. The impact of Covid-19 makes it difficult to draw meaningful comparisons. Changes were made to GCSE, A-level and Applied General qualifications in 2022, with adaptations including advance information, formulae sheets and omitted units.

We have found it helpful to compare our results to national figures to help gauge the performance of our disadvantaged pupils, although these should be considered with caution, given the information stated above.

When the 2022-23 Year 11 cohort were in Year 7, 35% of the disadvantaged students, did not meet the expected standard in their Key Stage 2 assessments. Despite some strong individual performances in Year 11, 10 disadvantaged students (24%) achieved a positive progress 8 score. Key Stage 4 data and our internal data suggests the progress and attainment of Little Heath School's disadvantaged pupils in 2022/23 was below our expectations.

After Year 11 in 2023, 77% (59% in 2022) of the cohort progressed to the school's Sixth Form which is significantly above average. 33% (14/42) of our disadvantaged cohort progressed

onto our Sixth Form. 15 of the disadvantaged cohort achieved the standard five passes at grade 4 and above. Of these 15, 12 students joined our Sixth Form. Of the three students who did not progress to our Sixth Form, two chose a different Sixth Form and the other chose college. Therefore 80% of eligible disadvantaged students remained at our Sixth Form. We invested in enhanced careers guidance provision for our disadvantaged students to provide them with unbiased advice about appropriate next steps. We are pleased with the 80% figure but recognise that we must focus on ensuring more disadvantaged students secure the grades required to access the qualifications offered in our Sixth Form.

11 students in the Year 13 cohort were categorised as disadvantaged, accounting for 8% of our cohort. Overall, we achieved an ALPS grade 6 for the A-level cohort (128 students) and an ALPS 5 for our applied general cohort (43 students). Eight of our disadvantaged students took vocational qualifications, achieving ALPS 6, compared to thirty-five of our non-disadvantaged students, achieving ALPS 5. Seven of our disadvantaged students took A-level qualifications, resulting in ALPS 7, compared to 128 of our non-disadvantaged students, achieving ALPS 6. Although a relatively small cohort, we were pleased with the improved progress of our disadvantaged students in their applied general subjects. The 16-19 tuition fund was used effectively to support the academic progress of many students, but notably our disadvantaged students. We recognise we must continue to focus our efforts on raising attainment and improving progress of our disadvantaged students who study A-level qualifications, ensuring the students are best prepared and enrolled into the most appropriate courses. We will continue to review how we can best use the 16-19 tuition funding to support students' progress in A-levels. Of the whole Year 13 cohort, 58% progressed to higher education which is significantly above average, compared to 36% of disadvantaged students. The other 64% continued to employed post-18. This percentage is an illustration of our intention to ensure barriers to success are removed. It is also evident of our focus on the importance of seeing social mobility as a liberating force within society.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has decreased but is still sizeable. In 2023 the Progress 8 gap was -0.68 and the Attainment 8 gap was 1.91. Similar to the national trend, our gap has grown since the start of the pandemic. Our analysis suggests the reason for this is primarily the lasting impact of COVID-19 affecting some students' attendance, some student and parent engagement and some students' academic progress. This is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we have also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Like many other schools nationally, Little Heath School was impacted heavily by covid-related staff absence and difficulty recruiting subject specialists. In particular, this affected our Pupil Premium lead as well as Maths and Science teaching and support staff, resulting in curriculum and staffing adaptations that significantly impacted on our ability to implement the Pupil Premium strategy in the way we had intended prior to 2022-23. After some key changes where we reviewed our strategy plan and made significant changes to how we intend to use our budget and how we intend to track progress against the strategy. We are seeing some positive progress at the end of the first year of implantation. As illustrated by the factors presented here, as well as the data included in this evaluation, at present we are on course to achieve some of the outcomes we set to achieve by 2024-25, as explained above, but need to ensure this positive progress is maintained and consistent across all strands.

Externally provided programmes

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

Programme	Provider
Alternative curriculum	Path Hill
Mentoring	RAW mentoring
Emotional Health Academy	West Berkshire Council
Positive Behaviour Support	Stable Futures

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
In 2022/23 we had three students who were in receipt of the service premium. Our service children have benefitted from the various approaches to pastoral support outlined above.
The impact of that spending on service pupil premium eligible pupils
Increased student outcomes. Pupils felt more involved in the school community.

Further Information (Optional)

<p>We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies.</p> <p>See Appendix A further information about the outcomes for disadvantaged pupils in Key Stage 3, 4 and 5 at Little Heath School, along with a more detailed evaluation of our three strands of support.</p>
