Impact of Pupil Premium Strategy 25-26

Below are the intended outcomes from the first year of the Pupil Premium Strategy at Crookhorn College from our 3-year 24-27 plan. The outcomes for 25-26 can be seen in the final column.

Intended outcome	Success criteria	Outcomes for 25-26
To reduce the APS (Attainment 8) gap between disadvantaged students and non disadvantaged students	Reduce the disadvantaged APS gap to –10.50 Increase the SEN disadvantaged APS by at least 10 points from 12.02.	A8 gap was -10.36 in 24/25, -10.41 in 25/26 Disadvantaged SEN performance is at 24/25 was 25.76. In 25/26 it was 32.10 OFSTED 24 quote: *"A restructured curriculum, well-considered support for pupils with SEND, and a determined pursuit of high standards have led to improved outcomes in most subjects by the end of key stage 4. As a result, more pupils, including disadvantaged pupils, benefit from the high-quality education at the school"* *LLP visit June 26* *There is a highly reflective and evidence-informed approach to improving teaching and learning. Leaders have built significant momentum around improving the consistency and quality of teaching, with a particularly clear focus on adaptive teaching and securing better outcomes for vulnerable learners as well as stretch and challenge.*
Teachers to be confident in support SEND students and lower attaining students in a mixed attaining classroom.	APS of disadvantaged SEND students to have a 10 point increase on 23/24 results. Itslearning plans to clearly demonstrate challenge and support as part of differentiation. Teachers 100% confident on how to adapt plans for specific classes.	Disadvantaged/SEN performance is 32.10, up from 12.02 in 23/24 Teacher survey (Summer 26) shows 100% staff feel confident in adaption and differentiation. **LLP visit 25** *Leadership of SEND is excellent and building capacity within the team and for the special educational needs co-ordinator (SENCo) is a clear priority. The recent appointment of an EHCP administrator has been invaluable and will enable the the SENCo to focus more strategically on further supporting teachi*

		ng and learning. The SENCo also states that they are keen to develop the confidence of TAs, particularly in supporting live marking and feedback in books, and are exploring the introduction of the coaching model for professional development with TAs.
To improve the attendance of disadvantaged students, so that they are in College to engage with quality first teaching, which will help their progress.	Disadvantaged attendance to be in line with national average or above for the academic year 25/26.	*2024/25: 86.1% (Now only -0.1 off NA). 25/26 - 84.97% (This is 2% above the contextual attendance of similar schools)* SEN attendance at 87.92%, 0.93% above NA ***Ofsted 24 quote*** *"The school's dedicated efforts to raise the attainment of disadvantaged pupils are delivering positive results. The school identifies individual pupils needs quickly. Staff are well informed about the needs of these pupils. They adapt the curriculum carefully so that pupils with SEND develop the knowledge and skills that they need. As a result, pupils attend school regularly. They are engaged in their learning and benefit from the support that they need to prepare them for the next stage of education or training."* **LLP visit 25** A further area of the positive impact of *college development is attendance. Attendance for the autumn term was 0.3% above national and strong for vulnerable groups such as students with SEND. The school's approach is data-driven, with a clear narrative shared with parents to foster partnership and shared responsibility. Leaders respond quickly to emerging trends for example a dedicated attendance streak with pupils with social, emotional and mental health (SEMH) needs led to a 6% increase in attendance by this vulnerable group. The assistant headteacher (AHT) reflected on the success of the use of department for education (DfE) data (View*

		Your Own Data Service) and described how the college is supporting leaders at Park Community School by sharing college actions. Leaders remain ambitious for continuing to improve attendance further and have identified Year 9 as a key focus cohort.
To reduce the number of PP students being suspended and to reduce the number of disadvantaged SEND students who receive repetitive suspension sanctions.	Target: To reduce the number of disadvantaged suspensions	Suspensions and days 23/24 – 57 and 59 days 24/25 – 57 and 51.5 days 25/26 – 64 and 73 days Disadvantaged students suspended: 23/24- 36 24/25 – 35 25/26 – 40 Number of days disadvantaged students suspended for. 23/24 - 39.5 24/25 - 30 25/26 - 44 Disadvantaged/SEN students suspensions 23/24 - 26 24/25 - 30 25/26 -37 Disadvantaged/SEN number of days suspension 23/24 - 26 24/25 - 26.5 25/26 -40.5 **<u>LLP visit 25</u>** *Suspensions continue to reduce, and the college has the sixth lowest suspension rate across the county for 2024-25. This reflects the impact of the consistent application of the behaviour policy and the targeted interventions designed to address barriers to learning, support engagement and reduce the risk of suspension such as 20:20 and Reach 2 Teach. The 20:20 approach is 20 targeted students receiving daily checkins by senior leaders for 20 days. The AHT described the work of STAC, Support Team Around the Child and it will be helpful to have further time to explore th*

		e impact of this intervention next visit as it is likely to further exemplify the school's commitment to relational practice and targeted intervention. The Year 7 into 8 transition plan is sound and has involved adaptations to the behaviour policy, parental communication and promoting opportunities for student leadership. This was witnessed first-hand during the learning walks as two Year 8 guides were excellent ambassadors for the college.