Pupil premium strategy statement – Plymstock School

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 2024-2025

Detail	Data
Number of pupils in school	1627
Proportion (%) of pupil premium eligible pupils	16.8% (273)
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)**	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Stuart Koehler-Lewis
Pupil premium lead	Kris Chick
Governor / Trustee lead	Jacqui Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£381,953
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£66,262
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*	£448,215

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Statement – Plymstock School

At Plymstock School, our Pupil Premium strategy is grounded in the firm belief that every student, regardless of their background, deserves the opportunity to succeed and feel a true sense of belonging. We are committed to fostering a culture where every pupil is valued, supported, and empowered to reach their full potential. Central to our approach is building a school community where all students feel they belong, and high expectations are held for every learner, ensuring that disadvantage does not limit a child's potential.

Key Focus Areas of Our Strategy:

1. **High-quality Teaching for all:**
   At Plymstock, we believe that excellent teaching in every lesson is the key to closing the disadvantage gap. We are committed to delivering a consistently high-quality curriculum, which gives all students access to "the best that has been thought and said." This means ensuring every lesson is structured, challenging, and engaging, providing all students with the knowledge and skills they need to succeed. Our strategy includes regular opportunities for staff to develop their practice, ensuring disadvantaged students benefit from expert teaching in every classroom.

2. **Building a strong sense of belonging:**
   We recognise that a sense of belonging is crucial for academic success, particularly for disadvantaged students. Research shows that when students feel they are part of a supportive community, they are more likely to engage in learning and achieve better outcomes. To promote belonging, we ensure that disadvantaged students are included in all aspects of school life—from extracurricular activities to school trips—by removing financial barriers. We actively encourage participation in cultural, sporting, and academic enrichment opportunities, understanding that these experiences build cultural capital and foster a deeper connection to the school community.

3. **Removing barriers to success:**
   We aim to address the specific barriers faced by disadvantaged pupils. This includes providing financial support for uniforms, travel, equipment, and other necessary resources to ensure no student is excluded due to financial hardship. Additionally, we offer targeted interventions such as small group tutoring, mentoring, and additional pastoral care to help students overcome academic and personal challenges. We recognise that removing these barriers is essential to creating an equitable learning environment where all students can access a highly ambitious curriculum.

4. **High-expectations for all:**
   At Plymstock, we maintain the highest expectations for every pupil. We believe that educational disadvantage does not equate to lower ability, and we are committed to challenging all students to achieve their full potential. By setting ambitious goals and providing the scaffolding necessary to support disadvantaged learners, we ensure that all students—regardless of background—can thrive. Our focus on literacy and reading across the curriculum is key to this, as we know that reading is the gateway to academic success.

5. **Supporting students in achieving their aspirations:**
   We believe that every student has aspirations, and it is our responsibility to support them in achieving these goals. Many disadvantaged students and their families may face barriers that limit their understanding of how to reach their ambitions, such as unfamiliarity with educational pathways or financial constraints. At Plymstock, we are committed to providing clear guidance,

resources, and support to ensure that all students have the tools and confidence they need to pursue their future aspirations, whether in education, employment, or training.

Our strategy includes offering personalised guidance on exam preparation and post-16 options, as well as practical support, such as access to career advice and work experience opportunities. By working closely with students and their families, we aim to break down barriers and help every child believe that success is within their reach.

Our Ambition:
At Plymstock School, our ambition is to ensure that every student, regardless of background, has access to the best possible opportunities to succeed. By creating a supportive environment where all students feel a strong sense of belonging, and by delivering a highly ambitious curriculum, we aim to unlock the potential of every child. Our Pupil Premium strategy is not just about addressing gaps in attainment—it's about supporting students in achieving their aspirations through equitable opportunities and fostering a school culture where every student can thrive.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment and Progress** We recognise that our disadvantaged students historically make less progress than their non-disadvantaged peers. Our data on the 2024 GCSE results show the progress gap between Disadvantaged Students and non-Disadvantaged students to be 0.61. Fewer disadvantaged students achieved strong passes (5+) in both English and Maths compared to their non-Disadvantaged peers (23%/47.3%) and standard passes (4+) (67.4%/51.6%), potentially leading to fewer opportunities to continue study at Post-16/University, and within the future job market.
2	**Behaviour** Disadvantaged students often encounter socio-economic challenges that can negatively impact their self-esteem and self-regulation, leading to more behavioural sanctions and increased removals from lessons. Internal behaviour data and student feedback show that these students experience higher rates of behaviour referrals, more safeguarding referrals, and lower aspirations. In Term 6 of 2024, data revealed that 33% of behaviour referrals were from Disadvantaged students, despite this group representing just over 18% of the entire school cohort.
3	**Attendance** Attendance amongst Pupil Premium students is lower than their non-pupil premium peers, resulting in an increase of the disadvantaged gap through lost learning. This is a national trend that is reflected across the country. Attendance to both school and lessons is a complex and nuanced challenge which often requires an individual approach in combination with clear tracking and graduated response. We aim to maintain a culture that is safe, calm and focused where barriers to attending school for all are tackled and overcome.
4	**Reading** We strongly believe that reading is the gateway to learning. If students are not able to read well, they will not be able to access the full curriculum, impacting their progress in all subjects. NGRT data for our current Year 7 cohort (2023-24) showed a starting point gap of 5.8 in SAS scores between our Disadvantaged students and non-Disadvantaged students. Our vision is for all students to be reading at – or above – their age-appropriate level before they leave school.

5	**Full access to a highly ambitious curriculum** Ensuring disadvantage prevents no child from living our curriculum and all opportunities to learn and develop. We will provide access to resources such as computers, equipment, and other learning resources.
6	**SEND needs** A number of students who are eligible for Pupil Premium also have SEND needs (2024 -36%), potentially making them 'double disadvantaged'. This impacts disproportionately on their academic progress.
7	**Belonging and Enrichment** Children from disadvantaged communities are twice as likely as their more advantaged peers to feel they don't belong and four times more likely to be excluded. Student voice indicates a lack of affiliation with our school community amongst disadvantaged students*. We aim to increase the number of children taking part in sport, music and cultural opportunities that enrich the curricula and support their wider development. [Minds Ahead]
8	**Future Destinations (No NEETS)** Nationally, disadvantaged young people are twice as likely as their peers to end up not in education, employment or training. We aim to ensure all children leave Plymstock School well prepared for the next stage of education, employment or training and prepared to become confident citizens.

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 among disadvantaged students across the curriculum at the end of KS4, compared to non-disadvantaged students	All students will have access to a broad and rich curriculum that enables every pupil to discover their strengths and develop their talents and abilities. We will ensure our curriculum is not narrowed in a way that disproportionately affects disadvantaged students. A well-sequenced and coherent curriculum will enable students to access deeper understanding and achieve ambitious endpoints, acquiring the knowledge of the best that has been said, thought and created. Disadvantaged outcomes are improved and variation in outcomes between subjects and between teachers in the same curriculum area has narrowed. The curriculum addresses disadvantage and provides equality of choice and opportunity for all pupils. All teachers contribute to the development of the curriculum and line management through the curriculum lens serves to further strengthen the delivery, retention and deepening of knowledge. **2024-25**: Gap between DS and non-DS Progress 8 and Attainment 8 outcomes reduces from previous year. (4+Basics 41%/ 66%, 5+Basics 24%/42%)

	2025-26: Gap between DS and non-DS outcomes continues to narrow and attainment for DS is above national average. **2026-27:** Gap between DS and non-DS outcomes closes further and attainment for DS is above national average.
To reduce the numbers of disadvantaged students removed from lessons for disruptive behaviour by seeking to reduce barriers to learning and access to the curriculum Current data: Persistent disruptive behaviour. **National average 55%.** **Plymstock School 60%.**	Reduction in all students (especially DS students) referred through the behaviour system. Improved attendance in lessons leading to improved outcomes. Targeted support provided for students who fail to meet our high expectations, leading to an improvement in lesson attendance, outcomes, belonging and wellbeing. Improved communication between students, parents and staff, measured using Class Charts. **2024-25**: Reduction in numbers of DS students receiving referrals to the Reset or Internal Reflection rooms. Reduction in fixed term suspensions for DS students. Current gap between DS and non-DS behaviour referrals narrows. **2025-26:** Further reduction in numbers of DS students receiving referrals to the Reset or Internal Reflection rooms. Further reduction in fixed term suspensions. Gap between DS and non-DS reduces further. **2026-27:** Further reduction in numbers of DS students receiving referrals to the Reset or Internal Reflection rooms. Further reduction in fixed term suspensions. Gap between DS and non-DS closed.
Increased student attendance for disadvantaged students.	Attendance and 'late' marks for DS students will be relative to their non-DS peers. Achieving this aim would improve progress, attainment and wellbeing. **2024-25**: Attendance of DS students improved from current absence rate, alongside a reduction in late marks. Gap in persistent absence between DS and non-DS reduces. **2025-26:** Attendance of DS students at least in-line with national average, alongside a further reduction in late marks. Gap in persistent absence between DS and Non-DS reduces further. **2026-27:** Attendance of DS students above national average, alongside further reductions in late marks. Gap in persistent absence DS and Non-DS closed.

Improved reading comprehension among disadvantaged pupils across KS3	Detailed analysis and evaluation of reading data for Years 7-9 and to evaluate progress against other schools within the trust and national data. Rigorous analysis of reading data to clearly identify specialist intervention and support of weaker readers leading to increased progress for targeted students. Staff are trained to support students' reading and understanding of it as a priority and are adapting teaching in response to the reading data. Targeted support of weaker readers; with these students making increased progress, making them more capable readers; students are more equipped to engage across the curriculum*. *Detailed in the Plymstock School Literacy Strategy **2024-25**: Gap between DS reading levels and non-disadvantaged peers to be reduced – measured by average SAS (NGRT). Current Gap between DS and Non-DS SAS scores – **Year 7**: -3.5 (reduced from -5.8 Autumn 2023) **Year 8**: -3.8 (increased from -2.8 Autumn 2023) **Year 9**: -2.2 (reduced from 5.4 Autumn 2023) **2025-26**: Gap between DS reading levels will and non-disadvantaged peers to be reduced and a clear increase in the number of students reading and writing at age-appropriate levels by end of KS3 (Y9). **2026-27**: DS reading levels will be in line with non-DS and all learners reading and writing at age-appropriate levels by end of KS3 (Y9).
Disadvantaged Students have access to resources required to be academically successful	Disadvantaged students will have the same access to resources and opportunities than their non-disadvantaged peers. Students can access funding allowance through their Year team. Heads of Department to access the Curriculum Enrichment Fund to provide extra-curricular opportunities for DS students. **2024-25:** Increase personal allowance spend and articulate to parents/carers through reminders. Reminders sent to parents prior to all parents evenings and information events. **2025-26:** Audit completed of all new students (Y7 plus in-year admissions) to ascertain access barriers and solutions sought. Increase in uptake of personal allowance spend. Improved

| | monitoring of DS participating in extra-curricular opportunities (Absolute Education)

2026-27: Disadvantaged students to access their full personal allowance for resources or experiences to enhance their academic and social progression (based on needs) |
|---|---|
| Reduce the number of students leaving Plymstock School without accessing further education, employment or training (NEETS) | Disadvantaged students should leave Plymstock School well prepared for the next stage of education, employment or training.

2026-27: No students identified as NEETs |

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: £131,682

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. **Continued development of high-quality teaching, learning and assessment through a broad and balanced, knowledge-based curriculum**

Continue to develop a well-sequenced curriculum that enables students to access deeper understanding and achieve ambitious end points. To achieve this, leaders have designed our curriculum around 4 pillars: Powerful disciplinary knowledge, Teachers as subject experts, High challenge and the Whole person.
All pupils will have access to a broad, balanced, knowledge rich curriculum that enables every student to reach their full potential. We will ensure our curriculum is not narrowed in a way that disproportionately affects disadvantaged students.

We will continue to improve disciplinary literacy in all subject areas. | **Great Teaching Toolkit evidence review**

Closing the disadvantage gap – Curriculum as the lever | 1, 4, 5, 6, 8 |

A focus on developing and maintaining consistent classroom routines, evidenced to have a significant impact on improving learning, especially for disadvantaged students Standard Operating Procedures and CPD in place for: • Threshold/Lesson exits • Starter tasks • Purposeful circulation • Targeted questioning (Mini-whiteboards for whole class response to closed questions, Partner Talk to promote 'wait time' and deeper thinking for open questions • Silent independent practice (inc TORN) • Increased student participation ratio • Live marking/feedback Standard operating procedures and codified models best teaching and learning practice are produced and shared for 'fixed' classroom routines and used consistently by all staff. These procedures and models are broken into precision steps to support staff development and coaching. Daily lesson drop-ins, analysed through a fortnightly Teaching and Learning forum as part of our whole-school quality assurance process, used to support staff and identify CPD needs. Termly Literacy & Curriculum Review process to focus on Disadvantaged students (Student Voice, Lesson Visits, Work Scrutiny)	**Feedback: EEF +6 months** **Collaborative Learning approaches: EEF +6 months** **Metacognition and self-regulation: EEF +7 months** **EEF Guidance Report - Effective Professional Development** **EEF Cognitive Science approaches in the classroom**	1, 2, 4, 5, 6, 7, 8
'Nimble CPD' staff training takes place every Monday morning and alternates between whole school instruction and department level deliberate practice. This will support teaching staff to maintain a universal culture of high-expectations for all students.	**EEF Guidance Report - Effective Professional Development** **Great Teaching Toolkit evidence review**	1, 2, 6
2. Develop positive behaviour management techniques which focus on building relationships with students, particularly those from disadvantaged backgrounds to maximise learning time for all students Develop positive behaviour management strategies through 'Nimble CPD', that focus on building relationships with students, especially those with challenging needs and those from	**Internal Behaviour data** **Behaviour interventions: EEF +4 months**	2, 3, 6, 7

disadvantaged backgrounds to maximise learning time and reduce behaviour referrals. Clear behaviour expectations established, with standard operating procedures in place, alongside Staff Nimble CPD on:

- Threshold/Lesson exits
- Purposeful Circulation
- Warn, Move, Remove
- See, Pause, Secure
- Pre-suspension phone calls

Targeted use of behaviour data through Class Charts to identify students/classes with higher numbers of behaviour referrals. SLT and middle leaders have had training in how to export and analyse this data. Daily 'hot spot' duty rota, where SLT on call visit lessons where disruption to learning has been identified.
Behaviour Support plans, accessible on Class Charts to support our 'high-needs' and vulnerable students.

• **Learning support staff development** SEND Spotlight CPD: Support staff to have a clear understanding of the WeST 'Preferred Learning Cycle' and will be able to implement/adapt strategies to support learning, leading to improved student outcomes.	**Teaching Assistant Interventions: EEF +4 months** **'5 a day' to improve SEND outcomes**	1, 2, 3, 4, 6
Weekly 'SEND spotlight' Nimble CPD to increase understanding of SEND needs and to improve SEND provision and communication.	**EEF SEND in mainstream schools guidance report**	1, 2, 3, 4, 6
Teaching Assistant training, both as part of Nimble CPD for teaching staff and for additional adults in the room. Focus on deployment of TAs through lesson visits.	**Teaching Assistant Interventions: EEF +4 months**	
3. Literacy Programmes Whole school literacy drive based on NGRT and YARC data (*See Plymstock School Literacy Strategy*) Detailed analysis of reading data for Years 7, 8 and 9 (Years 10 and 11 in 24/25), to monitor progress against other schools within the trust and national data. Curriculum adjustments and targeted support of weaker readers leading to increased progress for targeted students**.**	**Reading Comprehension strategies: EEF +6 months** **Phonics: EEF +6 months** **Oral language interventions: EEF +6 months** **Reciprocal Reading: EEF +2 months**	1, 2, 4, 6, 8

Current Literacy interventions include: • Read, Write, Ink Fresh-start Phonics • DEAR time Adult (Year 7 & Year 8) • Peer Mentor Support (7) • Reciprocal Reading (7&8) • Reading Fluency (7) • Writing Intervention (7) • Tutor Reading (KS3) • Book Club (10) • Academic Mentor Writing Intervention (KS4) • Period 0 & Period 6 (Year 11 – English)		
5. Technology and other resources to support Home Learning Home learning package (Class Charts) and associated seating plan, reward and behaviour package to ensure that staff at all levels are aware of sub-groups including disadvantaged students. Staff are expected to set frequent and meaningful homework that builds on prior learning, incorporates retrieval practice and is interleaved to support memory retention. There is a clear home learning guidance in place alongside videos on how to set and monitor home learning. Increased use of online home learning packages, such as Sparx, Languagenut, Seneca and Educake, to provide individualised home-work and feedback for students. Curriculum reviews will continue to develop knowledge and implementation of accessible homework. This will be supported by ensuring that there are mechanisms in place to ensure equitable access for disadvantaged learners such as homework clubs and/or funded access to resource/technology. Regular communication with parents through: • Class Charts - positive milestones and notifications for non-submissions. • Certificates for reaching home learning milestones. • Letters for persistent non-submissions, both in departments and whole school.	**Homework: EEF +5 months** **Individualised Instruction: EEF +4 months** **Using digital technology to improve learning**	1, 6

Absolute education online package used to identify and monitor student participation in extra-curricular activities.	**Physical Activity: EEF +5 months** **Arts Participation: EEF +3 months**	3, 5, 7
Every teacher will be supported to deliver high-quality lessons with the following resources in every classroom: • A visualiser • A set of mini-whiteboards, pens, rubbers • A digital timer • A presentation clicker	**Using digital technology to improve learning**	1, 2, 3, 4, 5, 6
6. Recruitment and retention of teaching staff We identify staff potential and support staff development by promoting and providing opportunities to undertake professional development such as National Professional Qualifications (NPQs). Teachers can access external subject or domain specific CPD opportunities, upon request. WeST PDR process aims to provides the basis for continual staff development, career progression and succession planning and will engage and secure a workforce with the capacity to adapt to the challenges of the education system.	**EEF Guidance Report - Effective Professional Development**	1, 5, 6
We will ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role. This will be achieved by provision of appropriate time in the school CPD calendar and curriculum as well as 'little and often' input on understanding and addressing disadvantage (being assessment not assumption led) and meeting needs of all learners. This will be further supported by development of middle leaders' understanding of quality assurance through the 'Lens of Disadvantage', analysed through Literacy and Curriculum Review activities. Disadvantage focus (video series) within Termly T&L newsletters.	**EEF Guidance Report - Effective Professional Development**	1, 2, 3, 4, 5, 6, 7, 8
We will support Disadvantaged Students by increasing the capacity in our Pastoral teams, by moving towards non-teaching Heads of Year and Assistant Heads of Year for 2024/25.		1, 2, 3, 6, 7

7. Improved relationships: knowing your students During 2024, individual learning plans for disadvantaged students (starting with Years 7 & 8) will be added to Class Charts to provide supportive learning or intervention strategies, based on individual needs.		1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £135,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. One to one, small group or peer academic tuition, including through targeted tutoring Academic Mentors for English and Maths, providing targeted tutoring for student's achieving below expected attainment grades for English or Maths in AP1 or AP2. Students are targeted and timetabled by Raising Standards Leads. Targeted tutoring is also provided for students who are educated offsite at Appropriate Provisions or are unable to access a mainstream curriculum due to SEND need. Academic mentor for English employed with use of PP funding (previously supported by NTP funding). Recruitment of a Maths specialist in September 2024 mirrors the English tutoring model (pre-2024 Maths intervention was delivered by external tutors)	**Examination results, August 2022** **One-to-one tuition: EEF +5 months** **Individualised instruction: EEF +3 months** **Small group tuition: EEF +4 months** **Peer tutoring: EEF +5 months**	1, 2, 3, 6, 8
2. Improved communication between parents and staff to support students' academic progress. We will develop and fund improvement to processes and events which build better relationships with parents/carers of disadvantaged learners and their children's teachers and school leaders. For example, targeted booking of parents' evening appointments and support with attendance to key school events. Staff CPD and directed time allocated to improve communication with parents on through Class Charts, email and over the phone. By improving relationships	**Parental engagement: EEF +3 months** [EEF - Working with parents to support children's learning](#)	1, 2, 3, 7, 8

with home, we are better able to support students in school.		
Weekly Students of Concern (SOC) meetings and fortnightly 'High Needs' meetings used to identify students with negative behaviour trends and those most at risk of PEX, suspension. Personalised Behaviour Plans are created to support students to improve their behaviour, whilst keeping the school community safe. Parents are kept informed of decisions and outcomes.	**Parental engagement: EEF +3 months** EEF - Working with parents to support children's learning	1, 2, 3, 6, 8
3. **Improved literacy for all students** Targeted support of weaker readers; these students making increased progress. Increased staff engagement with and ownership of reading as a school priority. Guided reading programme established as part of the tutor programme. Students in Years 7-10 receive 3 sessions of guided reading every week to develop their vocabulary knowledge and improve their reading ability as well as love of narrative, story and language.	**Reading Comprehension strategies: EEF +6 months** **Phonics: EEF +6 months** **Oral language interventions: EEF +6 months**	1, 2, 4, 6, 8

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

Budgeted cost: £119,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. School Achievement Voucher to be distributed by HoYs to support students in Years 7-11 with uniform, equipment, and extra-curricular costs Funds distributed to individual families to support the PP students' education and/or engagement in school or extra-curricular activities.	**Parental engagement: EEF +3 months** **Sports participation: EEF +2 months** EEF - Working with parents to support children's learning	3, 5, 7
2. To provide high quality careers advice and guidance We part-fund an on-site career advisor, where disadvantaged students are given	**One-to-one tuition: EEF +5 months** **Aspirational interventions: EEF unclear**	1, 5, 8

priority when they need careers advice and guidance. Disadvantaged students in Years 9-11 will have had at least one 'one-to-one' careers interview by May 2024. Work ongoing with Department of Work and Pensions to run workshops for targeted students on inter-view practice and career advice.		
Year 9 - All PP and SEND students have an in-terview with the Careers Advisor to support option choices and to get to know our Ca-reers Advisor. **Year 10** - PP and SEND students are prioritised for individual meetings with the Careers Advisor in the Autumn Term for sup-port in finding a work experience placement and first discussions about post 16 plans. All information is recorded on the year 11 desti-nations is tracked. **Year 11 -** PP and SEN students are prioritised for a meeting about Post 16 destinations in the Autumn Term. Meetings with parents are organised, if required. Targeted Disadvantaged students in Year 11 will be offered an additional session, run by DWP on interview practice and CV writing.		8
3. **Support for Year 11 & Year 13 for their external examinations** All students in Year 11 will participate in compulsory Period 0 lessons 4 days a week (during tutor registration). Year 11s have been provided either a specialist English or Maths tutor, depending on their area of greatest need. Plans are now in place to expand Period 0 to include all Year 10 students from 2024/25. Addition support plans have been put in place to support our 'high needs' disadvantaged students. This includes strategies to promote attendance during exams, including travel to and from school, exam equipment and a quieter environment to sit exams, away from their peers.	**One-to-one tuition: EEF +5 months** **Individualised instruction: EEF +3 months** **Small group tuition: EEF +4 months** **Peer tutoring: EEF +5 months** **Extending School-time: EEF +3 months**	1, 3, 5, 8
Period 6 – Year 11 students are provided with a planned daily extra-curricular revision programme, aimed at providing a balanced selection of supervised revision sessions and provide equity across all subjects.	**Small group tuition: EEF +4 months** **Peer tutoring: EEF +5 months** **Extending School-time: EEF +3 months**	1, 3

4. Support attendance, student wellbeing and attainment We fund a daily breakfast club to ensure that disadvantaged student can access a healthy breakfast, linked to better wellbeing and greater cognitive performance. The Galley is a social area for students to gather before lessons begin, leading to a reduction in students arriving late to school. Facial recognition mitigates the requirement for disadvantaged students to inform staff that they receive free school meals at the tills. Disadvantaged students are provided a free breakfast up to the cost of £1.50 per day.	*'It may be that school breakfasts are more nutritious than what pupils would otherwise have, leading to an improvement in pupil behaviour' - (EEF)*	2, 3, 7
We part-fund an in-school counselling service where students can access counselling and anger management sessions, as appropriate. Research suggests disadvantaged students are more at risk of poor mental health and it is hoped that regular counselling will result in improved wellbeing amongst students. We run Emotional Logic sessions to help our young people improve their emotional intelligence to support difficult situations.	**Social and emotional learning: EEF +4 months** **Behaviour interventions: EEF +3 months**	1, 2, 3, 6
5. Ensure that disadvantaged students in Years 9-11 have access to aspirational extra-curricular activities We intend to increase the numbers of students partaking in extra-curricular provision and closely monitor the barriers disadvantaged face when accessing extra-curricular activities. Departments are allocated a Curriculum Enhancement Fund, aimed at incentivising extra-curricular trips, clubs and activities through subsidies for disadvantaged students.	**Social and emotional learning: EEF +4 months** **Outdoor adventure learning: EEF Unclear** **Sports participation: EEF +2 months**	2, 3 , 5, 7
Curriculum cohesion week is fully funded for all disadvantaged students in Year 7.	**Social and emotional learning: EEF +4 months** **Outdoor adventure learning: EEF unclear** **Sports participation: EEF +2 months**	3, 5, 7

Students are encouraged to join the Duke of Edinburgh programme. Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.	**Social and emotional learning: EEF +4 months** **Outdoor adventure learning: EEF +4 months** **Aspirational interventions: EEF unclear**	3, 5, 7
We run *The Brilliant Club Scholarship programme*, targeting our highly aspirational disadvantaged students, aimed at encouraging them to pursue an ambition of securing a place at a top university.	**Social and emotional learning: EEF +4 months**	1, 5, 7, 8
Success and student achievement is celebrated through Class Charts rewards, where positive points can be used to purchase items from the rewards store. Class Charts intelligence events inform students of their achievements, including home learning submissions and positive attendance. Rewards and certificates are also awarded in assemblies and celebration events.	**Homework: EEF +5 months** EEF - Working with parents to support children's learning	1, 2, 5, 6, 7
6. To improve the attendance, behaviour and attitude to learning of disadvantaged students through consistent support and parental engagement We part-fund support staff to ensure there is continued support to enable disadvantaged students raise their attendance and improve their behaviour for learning. This includes five Assistant Heads of Year, one Attendance Manager and one Attendance Support Officer. Supportive measures to improve engagement with learning to include meetings with students, parents and other agencies. Consistent monitoring of attendance, behaviour, interventions and parental contact. • Promotion of attendance – weekly attendance data shared with tutor groups to show best attendance and most improved attendance focus on a Tuesday on student notice boards • Attendance initiatives – e.g. 10 for 10 to encourage 100% attendance for last 10	**Social and emotional learning: EEF +4 months** **Behaviour interventions: EEF +3 months** **Parental engagement: EEF +3 months** EEF - Working with parents to support children's learning	1, 2, 3, 5, 8

days of term and entered into prize drawer • Recognition – postcards sent home to parents • ½ termly communication to all parents to provide updates on student attendance • Supportive attendance meetings (SAM's) to identify barriers to poor attendance and create action plans • 1st day calling where no reason has been provided • 3rd day home visit where no reason for absence has been provided • Participation in an attendance project with Impacted • Engagement with Trust EWOs and attendance network • Monitoring cards with praise • Working with external agencies to provide support Central record on Class charts to monitor pastoral and academic barriers to learning. Data on progress, behaviour and attendance will identify level of need for disadvantaged students, as well as wider factors such as SEND, EAL, LAC, or social care.		
Rigorous monitoring of attendance data will indicate levels of intervention required. Increased capacity to improve communication with parents. Appointment of an attendance manager to monitor and act upon attendance data.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2, 3, 7
Mini-bus, taxis and bus passes funded in cases where our most vulnerable students cannot access public transport, and therefore, having a negative impact of school attendance.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2, 3, 7
7. To improve the behaviour and attitude to learning of disadvantaged students through the behaviour support system. High expectations of student conduct within the behaviour rooms, achieved through clear and consistent behaviour routines Students in the Reset or Internal Reflection rooms are provided with a remote curriculum (or knowledge organisers) following their usual curriculum, to reduce the impact of the loss of learning time.	**Behaviour Interventions: EEF +4 months**	1, 2, 3, 5, 6

Reset and Internal Reflection rooms are calm and purposeful, allowing students to work independently within a disruption-free environment. Assistant Heads of Year/SEND leads are also staffed in these rooms to support students through restorative conversations.		
8. Audit participation of PP students in organised extra-curricular activities and identify barriers to non-participation We use the Absolute Education online platform to record and manage participation securely in one place. We can track and analyse data to target the engagement (and lack of engagement) of our disadvantaged students.	**Outdoor adventure learning: EEF unclear** **Sports participation: EEF +2 months** **Arts Participation: EEF +3**	2, 3, 5, 7
We will ensure that systems are in place to support access to the school day, curriculum and extra-curricular activities. For example, through uniform subsidies, learning equipment provision, subsidisation of extra-curricular activity, targeted intervention for DLs during work-experience process, provision of DT Food ingredients, revision materials and core texts etc. We will also provide key learning equipment for all students in September and ongoing monitoring and support for disadvantaged learners to ensure that lack of resources are not a barrier to curriculum access.	**Extending School Time: EEF +3 months**	1, 2, 3, 5, 6, 7
We will fund extra-curricular Music and Drama lessons to increase participation, wellbeing, belonging and the development of metacognitive and self-regulation skills associated with these skills.	**Arts Participation: EEF +3 months** **Extending School Time: EEF +3 months**	1, 3, 5, 7
Exam support for disadvantaged students to prepare for Mocks and Summer exams, including: • Contacting parents to discuss the process/timings/importance of Mock exams, ensuring students are aware of the expectations. • Exam equipment provided, where required • Exam timetables sent home • Travel support provided	**Parental engagement: EEF +3 months**	1,3,6,7,8

Total budgeted cost: £399, 453

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023/24

We have analysed the performance of Plymstock School's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our internal assessments during the 2023/24 academic year indicate that the performance of disadvantaged pupils has shown mixed outcomes in key areas of the curriculum. The number of students enrolled in 2024 (279) was slightly lower than in 2023 (292), but there was an increase in the proportion of pupil premium (PP) students, rising to 61 in 2024 compared to 54 in 2023. As a result, the percentage of PP students within the cohort has increased.

Unfortunately, the attainment gap between disadvantaged and non-disadvantaged students widened during the 2023/24 academic year. In 2023, the gap was 0.41, but it has grown to 0.62 in 2024. While the basics measure shows that strong passes (5+) in English and Maths were relatively stable (2024: 23%, 2023: 24%), the standard pass rate (4+) improved significantly by 10.6%, with 51.6% of students achieving 4+ in 2024 compared to 41% in 2023.

We do not currently have updated national data for 2024 to make direct comparisons. However, in 2023, the national figure for pupil premium students achieving 5+ in English and Maths was 25%, meaning our 2024 outcomes (23%) are slightly below the previous national benchmark.

We attribute part of the improvement in standard passes to the introduction of Period 0, where students received an additional 2 hours of Maths or English per week. This intervention likely contributed to the stronger outcomes in standard passes. However, while pupil premium students made progress, non-disadvantaged students also saw an 8.3% increase in the 5+ strong basics measure compared to 2023, further widening the gap between these two groups.

The attendance data reveals a clear link between attendance levels and progress outcomes, particularly for disadvantaged students (DS), with significant discrepancies based on attendance rates (based on internal data).

- **Students below 84% attendance (20 students)**: These students show a concerning progress score of **-1.61**, which is notably low. Of these 20 students, 9 were non-P8 compliant (mostly school refusers or receiving appropriate provision), which could be a key factor in their lack of progress. In comparison, 42 non-DS students with similar low attendance have a progress score of **-0.53**, indicating that disadvantaged students are disproportionately affected by low attendance. This group, with attendance below 85%, is likely a major contributor to the widening of the attainment gap.
- **Students with 85% - 95% attendance (33 students)**: In this group, the progress score for disadvantaged students is **-0.08**, which is much closer to zero, indicating that moderate attendance helps mitigate the gap. Meanwhile, 93 non-DS students in this attendance range show positive progress with a score of **+0.12**. Although the gap is less significant here, the difference still exists.
- **Students with 96%+ attendance (11 students)**: These high-attending disadvantaged students show a positive progress score of **+0.38**, though it remains lower than the **+0.68** progress score for the 83 non-DS students in this group. This reinforces the importance of attendance, as those attending regularly are progressing well, but non-DS students still make greater gains.

To address this, we will be focusing on improving our systems for monitoring and challenging poor attendance. This includes earlier identification of attendance concerns, more effective interventions, and closer communication with families.

Improved reading comprehension among disadvantaged pupils across KS3

Year 7 – Summer term

% SAS <88 start 8% End 7%	% SAS 89-111 start 59% End 50%	% SAS 112 – 126 start 29% 37%	% SAS >126 start 4% End 6%
Mean SAS Start 105.0 End Mean SAS 107.8 +2.8	Gender Gap Males start 104.5 **Males End 107.7** Females start 105.5 **Females End 107.9** Start gap -1.0 End gap -0.2	DS Gap (51 students) Start 99.2 **End 104.3** Start gap -5.8 End gap -3.5 Start EAL (3 Students) Start 90.3 **EAL (20 students) End 105.9** Start gap -14.7 **End gap -1.9**	SEN Gap K (25 students) Start 98.5 **K (46 students) End 101.3** Start gap -6.5 **End gap -6.5** E (7 students) Start 93.1 E (9 students) **End 96.6** Start gap -11.9 **End gap -11.2**

Year 8 – Summer term

% SAS <88 start 4% end 5%	% SAS 89-111 start 52% End 38%	% SAS 112 – 126 start 40% End 48%	% SAS >127 start 4% End 9%
Mean SAS Start 108.5 End 111.5 +3	**Gender Gap** Males start 106.9 **End 109.8** Females start 110.2 **End 113.2** Start gap – 3.3 End gap – 3.4	**DS Gap** Start 105.7 (-2.8 gap) **End** **107.7 (-3.8 gap)** EAL (12 Students) Start 106.2 (-2.3 gap) **EAL (11 Students) End** **107.9 (-3.6 gap)**	**SEN Gap** K (50 students) Start 100.4 (-8.1 gap) **K (47 students) End** **103.4 (-8.1 gap)** E (4 students) Start 113.5 (+5 gap) **E (4 students) End 117.3 (+5.8 gap)**

Year 9 - Summer term

% SAS <88 Start 5% End 9%	% SAS 89-111 Start 49% End 38 %	% SAS 112 – 126 Start 38% End 42%	% SAS >127 Start 8% End 12 %
Mean SAS Start 109.3 End 110.4 +1.1	**Gender Gap** Males start 108.5 **Males end 109.9** Females start 110.2 **Females end 111.0** Start gap -1.7 End gap -1.1	**DS Gap** Start 107.1 (-2.2) **End 107.9 (-2.5)** EAL (19 students) Start 105.4 (-3.9) **End (18 students) 106.6 (-3.8)**	**SEN Gap** K (31 students) Start 102.0 (-7.3) **End (31 students) 104.2 (-6.2)** E (9 students) Start 108.1 (-1.2) **End (9 students) 104.7 (-5.7)**

Reading interventions across Years 7, 8, and 9 have shown positive outcomes for pupil premium (PP) students, with Year 7 seeing the most significant narrowing of the attainment gap, reducing by 2.3 points. However, in Year 8 and Year 9, the gaps for PP students slightly widened, indicating that additional support is needed as they progress through school. From 2024, we will be collecting reading scores from Years 10 and 11 to further target interventions and help close the gaps for disadvantaged students in KS4.

Impact of tutoring

Impact of tutoring	Qualification	Students	Tutor improvement	Cohort improvement	Difference
LW	English Language	54	1.31	0.88	0.43
LW	English Literature	54	1.72	1.72	0.00
All tutors	Maths	44	0.91	0.84	0.07
MT	Maths	15	0.93	0.84	0.09
PC	Maths	8	0.75	0.84	-0.09
TH	Maths	12	1.08	0.84	0.24
MT & PC	Maths	2	0.00	0.84	-0.84
MT & TH	Maths	7	1.00	0.84	0.16

This data highlights that the use of both academic mentors in English and external tutors in Maths has had a demonstrably positive effect on student outcomes. As of the start of 2024, we have appointed an Academic Mentor for Maths, aiming to bring the same level of impact as our current English Academic Mentor achieved in English.

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
Emotional Logic	Emotional Logic
The Scholarship Programme	The Brilliant Club
Pioneers Project	Pioneers Project
Duke of Edinburgh Award (Bronze, Silver)	Duke of Edinburgh

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils