

# Pupil premium strategy statement – [Sir Harry Smith CC]

This statement details Sir Harry Smith Community College' 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.

Linked to our school vision, we want to see success for every student, irrespective of their background, where it is vital that they make the most of every opportunity available. This is not only driven by academic potential and outcomes, but also developing the skills they need to be successful once they leave school. The ultimate objective for our pupil premium (PP) students is to fully embed the structures and strategies that will ensure that our pupil premium students make at least the same progress as national progress for non-PP students at all key stages in order to become active and well-informed citizens as well as making the same progress as non-disadvantaged peers.

Equal access to a high-quality curriculum and teaching and learning in lessons, alongside disruption free learning, is proven to have the greatest impact on closing the attainment gap and enables students to reach their full potential.

The key elements of our strategy are that:

- In all areas of school life, disadvantaged students are prioritised and ensures equity.
- Both support and challenge, particularly in the classroom, are given to all disadvantaged students.
- Disadvantaged students have the same high standard as the rest of the cohort and their peers

## School overview

Detail	Data
Number of pupils in school	1108
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	24/25 <b>2025/2026</b> 26/27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	D White
Pupil premium lead	T Holland
Governor / Trustee lead	J Langley

## Funding overview

Detail	Amount (2025/ 2026)
Pupil premium funding allocation this academic year	<b>£284,716</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	<b>£284,716</b>

**Disadvantaged/ Pupil Premium F1RST** has little or no additional cost in terms of time or money but can have a big cumulative impact.

**Some of the main strategies are as follows: -**

- **Books and equipment out:** always check PP students have got these ready at the start of the lesson first
- **Date and heading in books:** always check PP students have done this before anyone else
- **Class questioning:** always ask PP students first
- **Checking understanding:** always check PP students before anyone else
- **Group presentations:** always ensure PP students present first
- **Recording homework:** always check PP students have written in their homework before any others
- **Handing in homework:** always check PP students have handed in homework first
- **Book marking:** always mark PP students' books first
- **Giving Rewards:** always reward PP students first
- **Choosing volunteers:** always choose PP students first
- **Contacting Parents / School Communications:** always contact PP students' parents first
- **Form tutor monitoring and support:** always see PP students first
- **Mentoring / 1:1 support:** always arrange for PP students first
- **Places on Trips:** always check PP students have taken up places first

# Part A: Pupil premium strategy plan

## Statement of intent

Our objectives are for pupils who are in receipt of PP funding are threefold:

- 1. To ensure all PP students make progress in line with their peers in all subjects and close the disadvantaged gap, using a support 'Disadvantaged F1RST' approach.**
- 2. To ensure a set of experiences at least in line with their peers, ensuring full involvement in extra-curricular and other wider opportunities and experiences to enrich cultural capital of disadvantaged.**
- 3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning, and we prevent NEETs.**

Using the **Pupil Premium Charter** (published on our website and shared with all staff) and the strategies aligned to it to guide our practice, we will implement ways to close the disadvantaged gaps, improve outcomes and social mobility and increase a sense of belonging and inclusion.

We expect all our students to achieve well and make good progress. Pupil Premium funding will be deployed to provide additional educational support to improve progress and attainment amongst those groups who are socially and economically disadvantaged. The funding will be used to narrow the gap between the achievement of these students and that of their peers.

Students are entitled to a broad and rich curriculum and Sir Harry Smith Community College will provide opportunities for students to participate in activities to develop wider skills beyond the classroom. Pupil Premium funding will be allocated according to need in the areas identified in the PP Charter, with a focus on quality first teaching and teachers will identify which individuals and groups of students are a priority for additional support or intervention (using PiXL and other key strategies). The SLT will monitor the impact of the provision funded by Pupil Premium and ensure that the funding is used to have a positive impact on the educational outcomes of disadvantaged students.

Sir Harry Smith Community College deploys Pupil Premium funding to ensure that students make progress, learn to the best of their ability and are given the tools to reach their aspirations. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of interventions at one time.

Children who are in the care of the Local Authority are provided with additional funding (PP Plus, which is claimed for through the Virtual Schools) and this will be used to support the needs of these individual students, through their e-PEPs.

In order to achieve the objectives above the school will focus on the following key principles:

## **1. All PP students will make academic progress in line with their peers**

Exceptional **quality first teaching** and a **'Disadvantaged F1RST'** approach is at the heart of ensuring PP students make progress in line with their peers. At Sir Harry Smith we will ensure all PP pupils receive the very best teaching in every subject. The pandemic has also meant that many PP pupils have fallen further behind in some subjects. We will ensure recovery in line with their peers through dedicated and personalised intervention strategies, extending school day with intervention classes, opportunities for holiday learning (at Easter for example). This ensures disadvantaged students keep up, not catch up with their peers.

## **2. All PP student's attendance will be above or in line with national average attendance**

Attendance will be quality assured through a rigorous attendance strategy partnered with supportive home-school dialogue. Every effort will be made at all levels including tutor, House leader, SLT, Attendance Officer and other agencies, to ensure sustained attendance is achieved. A sense of belonging and inclusion will drive our practices, using the **PP Charter** and our **'Disadvantaged F1RST'** approach. To ensure there is a significant improvement in PP attendance compared to previous years. Any concern with PP students' attendance is addressed through a multi-professional approach. This approach also supports the families, who, otherwise can become disengaged. This is to ensure students feel supported and more confident about attending school and being in the school, have a sense of inclusion and belonging.

## **3. All students will be supported to foster independent learning, greater autonomy and self-directed learning through adaptive teaching strategies, extracurricular activities and supportive personalised pastoral care, with a lens on 'Disadvantaged F1RST' approach.**







All PP students will have access to a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies and whole school initiatives will strive for PP pupils gaining greater autonomy, resilience and being able to self-direct their learning.

## **4. All PP students will take part in a set of activities which broaden pupil outlook and perspectives, driven by our collective 'Disadvantaged F1RST' approach.**

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. Staff at Sir Harry Smith will ensure a memorable set of experiences which support, engagement and independent growth through the development and deployment of the ASPIRE awards scheme, DofE and 'Disadvantaged F1RST' approach.

## **5. All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices for the next steps of their learning from Year 7, guided by our PP Charter and 'Disadvantaged F1RST'.**

The leadership staff across the college will ensure an enhanced CEIAG package of activities this will include personalised mentoring and dedicated careers interviews to avoid NEETs.

<p><b>Rationale for our Disadvantaged F1RST approach:</b></p> <ul style="list-style-type: none"> <li>- Improve the academic outcomes of disadvantaged students of all abilities</li> <li>- Close the attainment and progress gap between disadvantaged students and their peers</li> <li>- Identify &amp; implement strategies to help increase social mobility</li> <li>- Enhance students' cultural literacy and wider enrichment opportunities</li> </ul>		<p><b>Pupil Premium Charter</b> Sir Harry Smith 'Ambition and Aspiration for all'</p> 	
<p><b>Quality First Teaching</b></p> <p><b>Disadvantaged F1RST</b> whole school approach. High <b>quality first teaching</b> that deepens student's knowledge &amp; understanding A curriculum that is broad, rich and aspirational, complimenting our vision. Effective and targeted support and resources to enable independent learners. Evidence-informed approaches for deployment of funding and resources and relevant CPD and pedagogy for continual improvement of learning and teaching. A focus on recruiting and retaining the best staff.</p> 	<p><b>Enrichment</b></p> <p>A focus on providing opportunities for <b>disadvantaged F1RST</b> to enhance cultural capital. Engaging the co-curriculum programme. Offering free access and subsidies for trips, events and experiences, such as music tuition, sport and performing arts. All students enrolled onto <b>ASPIRE Awards</b> and have opportunities for student leadership, volunteering and Ambassador roles. Implementing technology and digital ambition that will enhance and enrich student experiences, enabling them to be prepared for global opportunities and challenges.</p> 	<p><b>Careers and preparation for next steps</b></p> <p><b>Disadvantaged F1RST</b> approach to receiving careers guidance, using Gatsby benchmarks to guide. Pupil Premium and SENDV students will receive vital careers guidance and opportunities <b>F1RST</b>.  The Participation element of the <b>ASPIRE Awards</b> offers opportunities such as volunteering and leadership, to enhance CV and job applications.  Work experience and employer engagement at every opportunity and support potential NEETs. One-to-one sessions offering bespoke support and guidance.</p> 	<p><b>Attendance &amp; Belonging</b></p> <p>We commit to inclusive practices to ensure students have a sense of belonging, joy and pride. Surveys are used to obtain student voice/ 1-1s &amp; parent voice to drive our practices to enable us to be proactive with arising needs.  We will address (1-1s) other barriers and challenges such as mental health, SEND, wellbeing, behaviour, attendance and welfare and be truly inclusive.  <b>Disadvantaged F1RST</b> Using stepped approaches. A culture to be proud of.</p>  

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

Challenge number	Detail of challenge
1	Low aspirations in students and <b>in some</b> families.
2	No space, or time, <b>in some</b> households, for students to work independently on home study, reading or other school projects.
3	Parental support for school initiatives <b>in some families</b> is hard to foster.
4	<b>Many but not all</b> PP pupils start Year 7 with a fixed mindset of their ability and prospects.
5	<b>Some</b> PP students and their families struggle to ensure sustained attendance at school. There is a significant gap for attendance.

## 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
<b>All PP pupils will make academic progress in line with their peers.</b>	Reduce the P8 gap from -1.19 to -0.40 (in 2025 there will be no Progress 8 measure) and close the Attainment 8 gaps. Incremental improvements over 3 years.
<b>All PP Pupil's attendance will be above or in line with national average attendance.</b>	The attendance of disadvantaged students will be in line with national figures. Incremental improvements over 3 years.
<b>All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care</b>	Staff successfully employing teaching strategies which foster independent learning.  Disadvantaged students' participation in extracurricular opportunities, including access to residential trips with increase.  Disadvantaged students' participation in whole school initiatives such as wider reading schemes and dedicated home school projects will increase.  Pastoral teams to carry out academic mentoring during tutor times and liaise with parents of PP students and carry out mentoring following progress checks with a focus on FSM students below target and improve outcomes.
<b>All PP pupils will take part in a set of activities which broaden pupil outlook and perspectives.</b>	Full access and encouragement, including financial, to attend residential, trips and access all extracurricular opportunities. All PP pupils to attain the ASPIRE award. <b><i>'Disadvantaged F1RST' approach to increasing cultural capital.</i></b>
<b>All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from year 7.</b>	Skills for life sessions and tutor time sessions on careers will improve outcomes. All Year 10s to participate in the career's day All PP students to have next step guidance meetings in Year 11. A lens on potential NEETs to get this to zero.

## 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)

Budgeted cost: £ 276,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: A range of additional reading strategies (Remarkable Readers, Carnegie) to close reading gap between PP and non-PP students. Improved delivery of literacy and numeracy across the curriculum by tutors.</p> <p>PiXL membership to provide CPD, advice and guidance for all staff. [£6,250]</p>	<p><a href="#">Feedback   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Homework   EEF</a></p> <p><a href="#">Individualised instruction   EEF</a></p> <p><a href="#">Individualised instruction   EEF</a></p> <p><a href="#">Feedback   EEF</a></p> <p>Visible Learning - John Hattie Principles of Instruction - Rosenshine <a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-andtargeted-interventions">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-andtargeted-interventions</a> <a href="https://v2.educationendowmentfoundation.org.uk/evidencesummaries/about-the-toolkits">https://v2.educationendowmentfoundation.org.uk/evidencesummaries/about-the-toolkits</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-forschools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-forschools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a></p>	1, 3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data and tracking systems across the whole school.	<a href="#">Using data effectively – Education Observatory</a>	4, 1, 5

Analysis and reporting of progress of PP students withing English, Maths and Science with a focus on HA PP students. Review and evaluate quality and impact of interventions.		
Targeted literacy intervention coordinator. <b>AT</b>	<a href="#">Small group tuition   EEF</a>	2, 4
Targeted numeracy coordinator. <b>VK</b>	<a href="#">Small group tuition   EEF</a>	2, 4
CEIAG officer to give advice on future careers and pathways for students. <b>AC</b>	<a href="#">Small group tuition   EEF</a>	2, 4
Targeted humanities intervention tutor. <b>AE</b>	<a href="#">Small group tuition   EEF</a>	2, 4
Intervention and tuition for students before and after school and in the holidays. [£3,000 for revision resources]	<a href="#">Small group tuition   EEF</a>	2, 4

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

Budgeted cost: £2,000

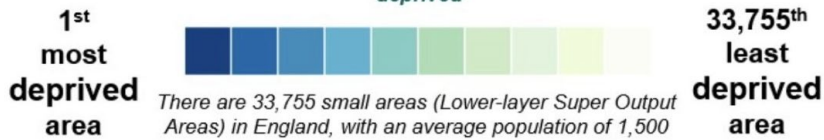
Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional counselling support to guide PP students through daily challenges, trauma they encounter (including previous trauma) and	<a href="#">Social and emotional learning   EEF</a>	1

any mental health issues.		
Enrichment activities and rewards to support cultural capital. Introduce Feel-Good Friday's lottery to engage students and improve attendance, behaviour, culture, truancy and outcomes. [Educational visits £500 allocated to supplement]	<a href="#">Social and emotional learning   EEF</a>	1, 3
Breakfast Club to encourage punctuality and attendance. Food and drink to improve focus and concentration of students throughout the school day.	<a href="#">Behaviour interventions   EEF</a>	2, 3
Dedicated member of staff to track the attendance of students and make regular contact with parents of students whose attendance falls below expected targets. <b>KM</b>	<a href="#">Social and emotional learning   EEF</a> <a href="#">Parental engagement   EEF</a> <a href="#">Behaviour interventions   EEF</a> <a href="#">Missing Talent - The Sutton Trust</a>	5
Music tuition – Peripatetic music teacher. [£1,500]	<a href="#">Small group tuition   EEF</a>	2, 4

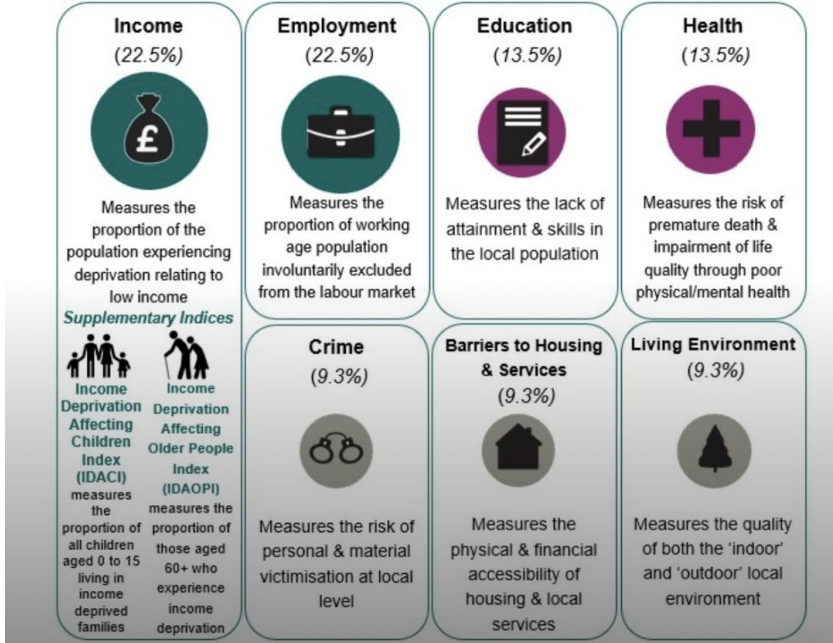
**Total budgeted cost: £281,250**

# The English Indices of Deprivation 2025 (IoD2025)

The Indices relatively rank each small area in England from most deprived to least deprived



There are 7 domains of deprivation, which combine to create the Index of Multiple Deprivation (IMD25):



This is a recent update on the Indices of deprivation (2025) and how these key areas affect students and their families, with education being a significant factor, linked to household income (IDACI) and the cycle that continues to present challenges that affect children.

Our **Pupil Premium Charter** ensures there is a culture and awareness of all staff in the 4 areas to improve the life chances of all students, with a focus on 'Disadvantaged F1RST approach'.

1. Quality First Teaching
2. Enrichment
3. Careers and preparation for next steps
4. Attendance and Belonging (Inclusion).

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Data from the previous academic year's national assessments and qualifications.

The 2024/ 2025 data shows a positive shift in the attainment of PP students compared to the collaborative data. The tables show the comparisons measured using Attainment 8, KS3 Prior attainment, English and Maths at 9-4 and 9-5.

#### Disadvantaged analysis:

Average Total Attainment 8		
	All	-2.84
	Disadvantaged (DC: Disadvantaged)	-2.33
	non-disadvantaged (DC: Other - Not Disadvantaged)	-4
	GAP	1.67

Average KS2 Prior Attainment		
	All	-0.69
	Disadvantaged (DC: Disadvantaged)	0.14
	non-disadvantaged (DC: Other - Not Disadvantaged)	-1.12

Measure	Disadvantaged	Exams vs. Data Collab. (Diff)
<b>Students Achieving 9-5 in English and Maths</b>	All	-8.5 %
	Disadvantaged (DC: Disadvantaged)	1.7 %
	non-disadvantaged (DC: Other - Not Disadvantaged)	-13.4 %
	GAP	15.1 %

Measure	Disadvantaged	Exams vs. Data Collab. (Diff)
<b>Students Achieving 9-4 in English and Maths</b>	All	-3.9 %
	Disadvantaged (DC: Disadvantaged)	-1.5 %
	non-disadvantaged (DC: Other - Not Disadvantaged)	-6.7 %
	GAP	5.2 %

#### **Attendance Disadvantaged/ FSM**

	Attendance breakdown 2023/2024	Persistent Absenteeism 2023 2024	Attendance breakdown 2024/ 2025	Persistent Absenteeism 2024/ 2025
<b>SHSCC</b>	79.0%	57%	<b>82.8%</b>	<b>52.3%</b>
<b>FFT National</b>	85.4%	45%	<b>86.2%</b>	<b>41.9%</b>
<b>Difference</b>	-6.4%	-12%	<b>-3.4%</b>	<b>-10.4%</b>

Sir Harry Smith were below national for attendance for FSM in all Year groups except Year 8 in 2024/ 2025, we were 1% above national for Year 8.

Year 10 was particularly low at 10.5% below national. This is driven by attendance in Year 10 girls being very low, many of these are FSM.

Sir Harry Smith ran an incentive for Year 10 girls in PA or at risk of PA during 2024/25.

Details below:

Aim: Increase attendance for Year 10 girls with low attendance (a key group with attendance issues which we need to work to improve).

Incentive period: 27<sup>th</sup> January to 4<sup>th</sup> April 2025 (9 school weeks)

Number of students included: 48 (reduced to 47 as one student went off roll due to EHE partway through the incentive)

How the incentive worked:

- For each week of 100% attendance during the 9-week period, the student would receive 1 raffle ticket for entry into a prize draw to win a hamper of Easter goodies. The more weeks of 100% attendance, the greater the chance of winning.
- A letter was sent to parents and students the week before the incentive began to make them aware of the incentive.
- Attendance was monitored during the 9-week period and the total number of raffle tickets each student achieved was logged on a spreadsheet.
- After 4 weeks of the incentive period, letters were sent home to parents.
  - Letter 1 was a congratulatory letter for students who had attended 100% for the 4 weeks to date. 5 students had achieved 100% attendance for all 4 weeks.

- Letter 2 congratulated students on attending 3 out of 4 weeks 100%. 4 students had achieved 100% attendance for 3 out of the 4 weeks
- Letter 3 reminded parents of the incentive, this was sent to all remaining students.
- On the final day of the incentive, raffle tickets were entered into the draw and a name was drawn at random using [www.wheelofnames.com](http://www.wheelofnames.com)
- The winner was awarded the Easter hamper during period 5 and an email was sent home to parents of the winner to confirm she had won and congratulate her

Was it successful?

26 of the 47 students' attendance improved during the 9-week period (55%)

The most significant improvement by was a very anxious student who struggles to attend due to her anxiety), she improved by 5.83% during (the period 55.09% to 60.92%). However, even though XX did not achieve 100% attendance for any of the 9 week, her attendance during the 9 week period was 72.22% which is much higher than average for her.

2 students moved out of PA (persistent absence).

8 students who were just above PA moved closer to or above 94%

2 students achieved 100% attendance for the full 9 weeks

3 students achieved 100% attendance for 8 out of the 9 weeks

6 students achieved 100% attendance for 7 out of the 9 weeks

21 students in total achieved at 100% for at least 4 weeks (45%)

15 students achieved an attendance of over 90% during the 9-week period, with 8 of those achieving more than 95% attendance. One of these improved her attendance during the period by 4.63%. A Year 11 student (with high needs) also improved her attendance during the period by 4.43%.

13 students did not achieve 100% attendance for any of the 9 weeks. It is worth noting that these students all have historical attendance concerns and some have Attendance Contracts in place, all have had some form of interventions this academic year. It is likely that this incentive wasn't going to be enough to improve their attendance.

21 students' attendance did not improve, however some had marginal declines which we could argue that the decline could have been worse without the incentive. Therefore, overall it was a successful incentive, with some great results for some students

**Extra-curricular**

The school offers a wide range of extracurricular activities designed to enrich students' experiences and support their development beyond the classroom. These include opportunities to participate in sporting activities, performing arts, and science and technology clubs, fostering both creativity and teamwork. Our **Pupil Premium Charter** has enrichment as part of the 4 areas of focus for disadvantaged.

In addition, the school provides extensive academic support through revision sessions held before and after school, as well as dedicated revision camps during school holidays. These initiatives aim to help students consolidate their learning, boost their confidence, and achieve their academic goals while also promoting well-rounded personal growth.

Pupil premium students attending extra-curricular clubs	43%
Non-Pupil premium students attending extra-curricular clubs	61%
Gap	18%

For 2025/2026 we have introduced a new cross-school initiative to promote greater attendance and participation and to improve cultural capital for our disadvantaged students.

The Careers Information, Education, and Guidance (CIEAG) program offered in our school is well planned and executed, providing students with multiple opportunities throughout the year to engage with our dedicated careers advisor. The program is designed to offer a comprehensive platform for students to explore various pathways and make informed decisions about their future. We have identified with the data above, that we need to target and invite disadvantaged students to clubs, trips and experiences, as they are not signing up or volunteering. We will undertake this using the lens of our support **'Disadvantaged F1RST'** approach.