

## Three Year Pupil Premium Strategy Statement

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

It outlines our **costed** pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Waddesdon Church of England School
Number of pupils in school	1021
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2023 – August 2027
Date this statement was published	September 2023; (reviewed Sept 24)
Date on which it will be reviewed	September 2025
Statement authorised by	Matthew Abbott (Headteacher)
Pupil premium lead	Anna Ewart (Assistant Headteacher)
Governor / Trustee lead	Andrew Howard (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,648

### Costed Strategy

Detail	Amount
Teaching (CPD, Recruitment and retention)	£25,500
Targeted academic support (tutoring, one-to-one support structured interventions)	£55,363
Wider Strategies	£66,188
<b>Total Costed Strategy</b>	<b>£147,051</b>
Of which £108,648 comes from PP funding detailed above, and £38,403 from the whole school general annual grant	

### Statement of intent

Our intention is that all pupils at Waddesdon, irrespective of their background, starting points or the challenges they face, achieve the best outcomes in terms of both progress and attainment. Each student at Waddesdon is nurtured to ensure they flourish academically and socially, wellbeing and ensuring they can access enriching opportunities beyond the classroom. We intend to remove potential barriers for our students and their families to ensure students attendance, participation and inclusion in the school community. Our pupil premium strategy highlights the specific actions we will take to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers, English as a second language regardless of whether they are disadvantaged or not, to the best outcomes for every student at the school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support using our familiar fundamentals to underpin this. Teaching has the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of our disadvantaged students. Both continuous professional development, and strategic decisions are led with evidence-based approaches, ensuring the maximum impact on our students. Our curriculum is broad and ambitious, meeting the needs of all our students.

High quality pastoral and personal development systems are also at the foundation of this. We foster excellent relationships between staff, students and families, ensuring all feel a sense of belonging within our community. Our core values of dignity and respect are embedded through all aspects of school life and are key to this strategy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage for individuals. The approaches we have adopted complement each other to help pupils excel. Narrowing the disadvantaged gap is the responsibility of every member staff at Waddesdon, and this whole school approach ensures that the outcomes of disadvantaged students are high, supported with ambitious expectations for their futures.

## Challenges

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

Challenge number	Detail of challenge
1. Reading and English	Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects, making accessing written texts more challenging. Students need supporting in increasing their vocabulary and oral skills, alongside their written skills, increasing their confidence in expressing their ideas. On entry to year 7, 50% of PP students were below age-related expectations for reading, compared to 24% of non-PP students. In KS2 Writing 55% pp students were below age-related expectations compared to 33% of non-pp students.
2. Maths attainment	The maths attainment of disadvantaged pupils is generally lower than that of their peers, and that post Covid some of our disadvantaged students are falling further behind age related expectations, especially in maths. Assessments on entry to year 7 shows that 39% of PP students are below age-related expectations, compared to 18% of non-PP students.
3. Metacognitive strategies and resilience	Our assessments, particularly student surveys and student voice activities show that resilience of many of our students, especially the disadvantaged needs supporting. We have seen an increase in disadvantaged students identifying social and emotional issues such as diagnosed anxiety and depression and that are subsequently struggling to remain in the classroom environment, and requiring support in this. Not all the disadvantaged students have a range of metacognitive strategies to use when they are dealing with challenging academic or social situations.
4. Waddesdon Way and Parental engagement	Assessments such as the student survey and discussion with parents show that some of our most disadvantaged students and their families feel less connected to the school environment. We continue our drive to ensure every student at Waddesdon, and their families have a sense of belonging and inclusion, and that their lives are enriched beyond the classroom.
5. Attendance	Attendance is a clear area of challenge for the school, including for disadvantaged students. Student attendance at school is key to both the feelings of belonging and in their outcomes. Levels of Persistent absenteeism is higher for pp students (36%) than the wider cohort (23%)
6. Aspirations for the future	National research and discussions with our students highlight that our disadvantaged students need continued support to widen their aspirations for the future in education and beyond. Carers support, alongside co-curricular opportunities, will broaden the experience of these students and the carer opportunities they are exposed to
7. SEND students	We have a high percentage of SEND at Waddesdon, and 38 SEND students are in receipt of the pupil premium (33% of all pupil premium students). 17 of these have EHCPs. We will continue to ensure the work targeting disadvantaged students has a whole school focus, working alongside the enrichment department to ensure all needs of these pupils are met.

## Intended outcomes

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

Intended Outcomes	Success Criteria
<p>All of the criteria below to be mindful of the students who fall under both SEND and disadvantaged. (Challenge 7)</p>	
<p>To improve progress and attainment at the end of KS4 and 5 for our disadvantaged cohort as a result of our focus on literacy and maths skills  (Addressing challenge 1 and 2)</p>	<ul style="list-style-type: none"> <li>• For our disadvantaged students to achieve a minimum progress 8 score of 0.6 (this would place us within the top 100 schools for progress of disadvantaged students in the country)</li> <li>• For 43% of our disadvantaged students to achieve English and Maths grades 5+, which would reflect the 2019 figures for all students nationally</li> <li>• For our disadvantaged students' progress in Year 13 to be in line with the cohort against Alps</li> </ul>
<p>To improve resilience and metacognitive skills in our students and increase the sense of belonging of students and their families  (Addressing challenge 3 and 4)</p>	<ul style="list-style-type: none"> <li>• Student voice, learning walks and observations show students more able to regulate their own learning</li> <li>• Attendance in enrichment department reduces, increasing attendance in lessons</li> <li>• Student and parent surveys will report a greater sense of belonging to the school community</li> </ul>
<p>To improve attendance in school and in lessons, for in particular our disadvantaged students.  (Addressing challenge 3 and 5)</p>	<ul style="list-style-type: none"> <li>• For our disadvantaged students' collective attendance rates to be above 95%</li> <li>• For the number of disadvantaged students who are persistently absent (over 10% absence) to be under 10%</li> </ul>
<p>To ensure students career opportunities lead to positive destinations for all students  (Addressing challenge 6)</p>	<ul style="list-style-type: none"> <li>• To ensure Ebacc entry for our disadvantaged students aligns with the % uptake for non-disadvantaged students</li> <li>• 100% of Year 11 transition to an appropriate post-16 destination</li> <li>• For our disadvantaged students in Year 13 to achieve their first-choice destination</li> </ul>

## Activity in this academic year

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

### Teaching (CPD, recruitment and retention)

Cost: £25500– Items that have a specific cost are detailed below

Activity	Actions	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for Waddesdon students	<ul style="list-style-type: none"> <li>• Familiar fundamentals document shared and understood by all Waddesdon staff</li> <li>• Whole school CPDL focus of curriculum coherence and dignity not deficit for the year, increasing spotlight on students (<a href="#">Training budget for all teaching staff. £8000 per annum</a>)</li> <li>• Each department has a clearly identified area of CPDL focus for its meetings and observations from the familiar fundamentals</li> <li>• Instructional coaching programme used to monitor implementation of these strategies</li> <li>• LSA's working hours increased to included attendance at meetings on a Monday, including teaching and learning, year team and department meetings (<a href="#">£650 per LSA, £17500 total cost per annum</a>)</li> </ul>	<p>Research to support the more disadvantaged (<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</a>)</p> <p>An adapted practical guide to the Pupil Premium, Marc Rowland</p> <p>Bucks Challenge Handbook</p>	1,2,3,6,7
Coaching of staff	<ul style="list-style-type: none"> <li>• Expert coaches trained to ensure all staff, no matter their experience are supported to improve their practice</li> <li>• ECT's in both year 1 and 2 are given the time and support needed to succeed. 2 extra non contacts in year 1, and 1 in year 2</li> <li>• Rapid interventions are put in place where teachers are found to be not meeting the standards required</li> <li>• Growing great teachers programme used to develop and ensure skills are continually challenged</li> <li>• Growing great teachers and growing great coaches programmes used to develop skill in this area</li> </ul>	<p>When the adult changes, everything changes. P. Dix. 2017</p> <p>Teach like a champion 3.0, D Lemov. 2021</p>	1,2,3,6,7

<p>Successful Learning</p>	<ul style="list-style-type: none"> <li>• Half-termly year group successful learning led by Deputy Headteacher/Assistant headteacher focused on metacognition for KS3 and 4. Non cognitive skills spiralled through the 5 year curriculum.</li> <li>• Focus on revision skills in year 11 to support students in preparing for their exams</li> </ul>	<p>Education Endowment Foundation. Metacognition and Self-regulated learning. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	<p>3, 4, 6</p>
<p>Whole school focus on knowing who disadvantaged students are</p>	<ul style="list-style-type: none"> <li>• Dedicated INSET time 'getting to know our disadvantaged students' early in September</li> <li>• SIMs and class charts support teachers in quickly finding key information about their disadvantaged students</li> <li>• Departments and pastoral review progress of disadvantaged students at their team meetings</li> <li>• Analysis after each report used to identify and intervene in a timely manner, to ensure progress for all students</li> <li>• Regular weekly whole school focus</li> <li>• AHT with responsibility for Pupil premium; tracking pupil premium, meeting parents and support</li> </ul>	<p>The foundations of good Pupil Premium support stem from knowing individual students (Department for Children, Schools Families, 2014)</p>	<p>4,6,7</p>

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

Cost: £55,363 – Items that have a specific cost are detailed below

Activity		Evidence that supports this approach	Challenge number(s) addressed
KS3 interventions	<ul style="list-style-type: none"> <li>Year 7 -9 morning reading intervention</li> <li>Year 7 morning spelling intervention</li> <li>Literacy intervention at KS3 (Literacy teacher appointed at £2500)</li> <li>Year 7-9 Enrichment option in English and Maths supported by HLTA ( 2 x HLTA employed at £52863)</li> <li>Disadvantaged to be prioritised for attendance according to need</li> </ul>	Small group teaching: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4, 6
Literacy across the curriculum	<ul style="list-style-type: none"> <li>Increased focus on disciplinary literacy, and vocabulary instruction in department</li> <li>Library lessons for KS3 students to increase reading for pleasure and support students with engaging with appropriate reading material for their reading level.</li> <li>Clubs and activities held in library with disadvantaged students targeted</li> <li>Explore whole school reading strategies and approaches including training for teachers</li> </ul>	Bucks Challenge Handbook  Marc Rowland the Pupil Premium  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	1, 4, 6
Spotlight Intervention	<ul style="list-style-type: none"> <li>All spotlight lists for year 11 and 13 to include all disadvantaged students</li> <li>Spotlight intervention for Year 11 English, Maths and Science focused around breakfast support for disadvantaged students</li> </ul>	Small group teaching <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,4,6,7
Mentoring	<ul style="list-style-type: none"> <li>All year 11 disadvantaged students to be allocated a staff mentor of their choice focused on academic outcomes</li> <li>Year 7 to 10 students to be allocated mentors based on need by AHT Inclusion and Personal Development</li> <li>Sixth Form mentoring occurs via form tutors in the first instance</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3, 4, 6

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

Cost £66,188 Items that have a specific cost are detailed below

Activity		Evidence that supports this approach	Challenge number(s) addressed
Attendance Support	<ul style="list-style-type: none"> <li>• Targeted letters to be sent home where students fall below key thresholds</li> <li>• Parental engagement (meetings) will be a priority when students fall below thresholds</li> <li>• Attendance officer role to track data and intervene early, including tracking of pp as a priority (Attendance officer appointed, £12,500 per annum)</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Attendance</a>	3,4,5
Financial support	<ul style="list-style-type: none"> <li>• Ensure support is available based on need for FSM families only: <ul style="list-style-type: none"> <li>○ Priority access to second hand uniform shop</li> <li>○ Uniform – 50% up to a max £100 a year(to be reviewed based on availability of above)</li> <li>○ UK based Educational visits – 50%</li> <li>○ Revision guides/books – 50%</li> <li>○ Food tech ingredients – 50%</li> </ul> <p>Cap of £150 initially per student each academic year</p> </li> <li>• On an individual basis and where GCSE subjects are studied we will consider support for music lessons (up to 50%) and curriculum-based trips abroad (up to 25%). This may limit other support given.</li> <li>• Students who are on FSM will be offered a free breakfast every morning, started in January 2022 (£5000 budgeted for this parental support)</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Magic_Breakfast.pdf">https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Magic_Breakfast.pdf</a>	4
Aspirations	<ul style="list-style-type: none"> <li>• At least 2 disadvantaged students in every year group to be invited to participate in the Beacon Group in every year group</li> <li>• All year 8 disadvantaged students to have 1:1 meetings before GCSE options</li> </ul>	<p>Jerrim, J. Comparing socio-economic gaps in the performance of highly able UK pupils internationally. <a href="https://www.suttontr">https://www.suttontr</a></p>	4, 6



	<ul style="list-style-type: none"> <li>• PP student prioritised for careers interview, and a follow up meetings in Year 10/11</li> <li>• Year 11 disadvantaged consultations for Sixth Form to be held early and by Head of Sixth Form</li> <li>• Year 12 disadvantaged students targeted for support with work experience placement</li> <li>• Year 12 and 13 disadvantaged students to be prioritised for a careers interview in each year, for early identification of aspiration; follow up tailored super-curricular activity e.g. Social Mobility Young Professionals application, virtual work experience, Oxbridge workshop</li> </ul>	<p><a href="http://ust.com/wp-content/uploads/2019/12/Global-Gaps_FINAL_V2_WEB.pdf">ust.com/wp-content/uploads/2019/12/Global-Gaps_FINAL_V2_WEB.pdf</a></p> <p>Students' aspirations, expectations and school achievement: what really matters? Khattab, N. 2015, British Educational Research Journal, pp. 731-748</p> <p>Thornton, A, et al. School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation. Department for Education, 2014</p>	
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<p>Wellbeing support</p>	<ul style="list-style-type: none"> <li>• Transition information collected from primary schools and shared with staff with IN-SET time.</li> <li>• Transition group providing social support for selected students on arrival in year 7</li> <li>• Transition officer to also support in year admissions, which are often pp students on a 1:1 basis (Transition officer appointed, £12,125 per annum)</li> <li>• Teachers/sixth formers to be trained in running AIM (emotional literacy) sessions which will be offered to students during lunch. Disadvantaged students prioritised for attendance.</li> <li>• School counselling service increased, disadvantaged prioritised to attend where need identified.</li> <li>• New Student support and welfare officer used to support students, pastoral and safeguarding team(Student welfare officer appointed, £25000 per annum)</li> <li>• Young carers group and support starting at lunch times to offer 1:1 And group activities supporting these students. (2x LSA Paid duties)</li> <li>• Cherish programme run for 24 female students in Year 10 promoting well being, self esteem and confidence. Pp students prioritised for attendance. (£600 per academic year for 24 students to attend in 3 blocks of sessions)</li> <li>• Male equivalent of Cherish to be trialled early in 2025.</li> </ul>	<p>Pockets of Poverty, DFCSF) shows disadvantaged gap grows at every stage of education.</p> <p>Bazalgette, L, Rahilly, T and Trevelyan, G. Achieving emotional wellbeing for looked after children. June 2015.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></p> <p>CLA/PLAA students are four times for likely than their peers to have mental health difficulties (NSPCC).</p> <p><a href="https://youngcarersinschools.com/">https://youngcarersinschools.com/</a> - Full guide</p> <p><a href="https://carersbucks.org/information-for-carers/young-carers/">https://carersbucks.org/information-for-carers/young-carers/</a></p> <p><a href="https://www.cherishministry.org.uk/">https://www.cherishministry.org.uk/</a></p>	<p>3,5,7</p>
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Co-curricular	<ul style="list-style-type: none"> <li>• Use SIMs Activities to track student attendance at extra-curricular activities, including Sixth Form (£1,700 per annum)</li> <li>• Aim to ensure every disadvantaged child is participating in at least one extra-curricular activity (in or outside school)</li> <li>• AIM programme to be used to support students who struggle to access extra-curricular opportunities</li> <li>• School to fund late bus – additional PP students will have the opportunity to attend extra-curricular activities with a funded means of travelling home. (£8600 per annum)</li> </ul>	<p>Research (Oxford, 2016) demonstrates a clear link between attendance at clubs and improvements in attendance and attitudes towards school</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
To support students who do not have a suitable working environment at home	<ul style="list-style-type: none"> <li>• Open access to homework club – PP to be encouraged to attend (LSA to staff, £17 per hour, £663 per annum)</li> <li>• Students also attend Period 6 if they require homework support</li> <li>• Supported after school study in the Study Centre for Year 12 and 13 PP, as appropriate.</li> </ul>	<p>Poverty, family resources and childrens early educational attainment: the mediating role of parenting. Kiernan, K and Mensah, F. 2011, British Educational Research Journal.</p>	3, 4, 5 and 6

Total budgeted cost: £147 051

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year

Intended Outcomes	Success Criteria	Evidence of Impact												
<p>To improve progress and attainment at the end of KS4 and 5 for our disadvantaged cohort as a result of our focus on literacy and maths skills</p> <p>(Addressing challenge 1 and 2)</p>	<ul style="list-style-type: none"> <li>For our disadvantaged students to achieve a minimum progress 8 score of 0.6 (this would place us within the top 100 schools for progress of disadvantaged students in the country)</li> <li>For 43% of our disadvantaged students to achieve English and Maths grades 5+, which would reflect the 2019 figures for all students nationally</li> <li>For our disadvantaged students' progress in Year 13 to be in line with the cohort against Alps</li> </ul>	<ul style="list-style-type: none"> <li>3 year trend for pp achievement <table border="1"> <thead> <tr> <th></th> <th>21-22</th> <th>22-23</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Cohort P8 (National)</td> <td>0.65 (-0.03)</td> <td>0.78 (-0.03)</td> <td>0.51 (-0.03)</td> </tr> <tr> <td>Disad.P8</td> <td>0.27 (-0.55)</td> <td>-0.31 (-0.55)</td> <td>0.51 (-0.41)</td> </tr> </tbody> </table> </li> <li>2024 P8 for disadvantaged rises to 0.81 with alternative provision student removed, showing our disadvantaged students gaining a grade above the national average.</li> <li>Year 13 Outcomes: Disadvantaged students have an overall banding of 7. 2 of the 8 students had very low attendance despite pastoral support.</li> </ul>		21-22	22-23	23-24	Cohort P8 (National)	0.65 (-0.03)	0.78 (-0.03)	0.51 (-0.03)	Disad.P8	0.27 (-0.55)	-0.31 (-0.55)	0.51 (-0.41)
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<p>To improve resilience and metacognitive skills in our students and increase the sense of belonging of students and their families</p> <p>(Addressing challenge 3 and 4)</p>	<ul style="list-style-type: none"> <li>Student voice, learning walks and observations show students more able to regulate their own learning</li> <li>Attendance in enrichment department reduces, increasing attendance in lessons</li> <li>Student and parent surveys will report a greater sense of belonging to the school community</li> </ul>	<ul style="list-style-type: none"> <li>Work on independence and regulation of learning is ongoing, however there learning walks have noted a calm, purposeful atmosphere in lessons. Student voice shows students feel they are pushed to do their best, and feel supported to know how to learn.</li> <li>Students attendance in lessons is much higher, with access to enrichment and other areas much lower.</li> <li>Parental newsletter has increased sense of belonging and a shared journey with the community.</li> </ul>												
<p>To improve attendance in school and in lessons, for in particular our disadvantaged students.</p> <p>(Addressing challenge 3 and 5)</p>	<ul style="list-style-type: none"> <li>For our disadvantaged students' collective attendance rates to be above 95%</li> <li>For the number of disadvantaged students who are persistently absent (over 10% absence) to be under 10%</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of pupil premium students was 3% below that of the cohort as a whole. The gap between attendance and pupil premium was especially large in year 10.</li> <li>17% of persistently absent pupils were pupil premium</li> </ul>												
<p>To ensure students carer opportunities lead to positive destinations for all students</p>	<ul style="list-style-type: none"> <li>To ensure Ebacc entry for our disadvantaged students aligns with the % uptake for non-disadvantaged students</li> <li>100% of Year 11 transition to an appropriate post-16 destination</li> </ul>	<ul style="list-style-type: none"> <li>EBacc uptake for Year 9 - 53/144 (37%) PP Year 9 - 5/20 (25%). There continues to be a focus on this across the school, with a programme in place to support options choices and ensure languages are considered by all.</li> </ul>												

<p>(Addressing challenge 6)</p>	<ul style="list-style-type: none"> <li>• For our disadvantaged students in Year 13 to achieve their first-choice destination</li> </ul>	<ul style="list-style-type: none"> <li>• 51% of the year 11 cohort remain at Waddesdon for sixth form, 36% (5/14) pp students. All students were supported to apply for colleges and apprenticeships. There is currently one NEET who attending AP in Year 10 and 11. We are supporting this student in obtaining qualifications.</li> <li>• All of the Year 13 pp students achieved their intended first choice destination, with students going on to universities (including Russell group universities), degree apprenticeships and apprenticeships</li> </ul>
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## 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**

Service students are prioritised for after school clubs and visits and other opportunities. Depending on need a 1:1 mentor is provided in addition to the normal pastoral support.

Service students are prioritised for counselling and support of the student welfare officers to support with anxiety and loss when a family member is deployed.

Financial support up to 25% on UK visits, and curriculum resources is available where needed.

**The impact of that spending on service pupil premium eligible pupils**

100% of service students attended at least one educational visit and after school club.

1 service pupil received extra support through the school counsellor when a need was identified.