



CFS Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2027 academic period) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chichester Free school
Number of pupils in school	1118
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Louise New
Pupil premium lead	Mrs Cathryn Halton
Governor / Trustee lead	Graham Kirkpatrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,815
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£199,815

Part A: Pupil Premium strategy plan

Statement of intent

At CFS, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We provide a seamless education from ages four to 16. We aim to inspire curiosity and engage learners in common approaches throughout Primary and Secondary. Sharing practice across both phases is common place, and this approach allows us to reduce the negative effects often associated with transition. As a school we are now striving to be outstanding and to achieve above average outcomes in all phases. We have high expectations of all pupils throughout the Primary and Secondary phases. Our pupils are challenged to have uncompromising ambition in their academic endeavours. The school values of 'Nurture, Challenge and Inspire' underpin everything we do and permeate all areas of school life. Pupils receive a wide and varied curriculum and inspiring teaching alongside exceptional pastoral support, and a wide range of opportunities through our co-curricular offer, House System and Pupil Leadership programme.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have 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 progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that writing attainment among disadvantaged pupils in primary is below that of non-disadvantaged pupils, particularly in sentence structure and spelling.
2	<p>Our observations and data show indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p>There has also been an increase in mental Health issues for pupil's including self-harm and Emotional Based School Avoidance (EBSA)</p>
3	Our assessments, observations and discussions with pupils and families have identified financial issues for many pupils, notably the increase in numbers of pupils entitled to Free School meals, the increased number of requests for financial support to cover, trips, enrichment activities, residentials, uniform, transport and equipment. It is noted that there are less disadvantaged pupils accessing trips, enrichment activities and residentials than non disadvantaged pupils.
4	<p>Our attendance data over the last 3 years indicates that the overall attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils. For 2024/2025 overall attendance figure was 92.45%, for disadvantaged pupils this was 87.79%</p> <p>36.2% of disadvantaged pupils have been 'persistently absent' compared to 19.1 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged pupils.</p>
5	Our observations suggest many lower attaining disadvantaged pupils lack self-regulation strategies when faced with challenging tasks. This is indicated across the curriculum in both phases of the school. It is also noted in the significant number of sanction points that are accrued by disadvantaged pupils compared to those who are not disadvantaged.

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
<p>In Primary - Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year for writing and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p>	<p>Assessments will indicate all disadvantaged pupils make expected progress (eg. Expected to expected or greater depth to greater depth) from previous year and from previous key stage results. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in writing. LSAs and class teachers will support learning effectively – addressing misconceptions ASAP in preparation for lessons.</p>
<p>Improved writing attainment among disadvantaged pupils in KS1 and KS2.</p>	<p>KS2 writing outcomes in 2024/2025 will show that 65% of disadvantaged pupils met the expected standard in writing.</p>
<p>Improve the progress of disadvantaged pupils through high quality teaching and learning.</p>	<p>The quality assurance of lessons involving disadvantaged pupils will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged pupils will result in progress throughout the year. A highly effective curriculum will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to be successful. Curriculum intent will be embedded across the school and includes transition points, particularly between Y6-Y7.</p>
<p>Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education and contextualise their learning.</p>	<p>Enrichment activities will result in better pupil wellbeing as well as developing key social skills and inclusion in the wider community. There will be an embedded PSHE/ careers/ enrichment programme on offer with the addition of university trips and Unifrog to support pupil to progress beyond Y11.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Pastoral staff and SENCOs will identify and support families and children and work to alleviate barriers to learning. There will be the opportunity for pupils to attend different provisions on offer in school such as Breakfast club, counselling, pastoral support, Treehouse, Eagle Point and well-being interventions. depending on their need.</p>
<p>Improved self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations will suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding will be supported by a reduction in behaviour points rates across all classes and subjects.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 will be demonstrated by:</p>

	<ul style="list-style-type: none"> the overall attendance rate for all pupils being at 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to below 5%. <p>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our teaching and curriculum planning across the school.</p> <p>Plan in a number of all-through CPD sessions across the year along with phase and departmental CPD which outlines evidence-based practice.</p> <p>Provide support and coaching, when required, for teachers to develop their pedagogical knowledge.</p> <p>Continue to ensure consistency in monitoring practices at a senior and middle leadership level including the rigorous monitoring of books at a senior leadership level. Establish key practices which are effective and monitor these through snapshots, book looks, planning scrutiny and pupil progress meetings.</p> <p>Provide opportunities for teachers to share good practice.</p>	<p>To teach well, teachers need to assess pupils' prior knowledge and understanding effectively, plan and adapt lessons effectively to deliver lessons that meet the needs of all their learners.</p> <p>Snapshot form updated to reflect the focus for the year by September snapshot fortnight.</p> <p>Snapshots, book looks and learning walks provide opportunities to comment specifically on disadvantaged pupils.</p> <p>Snapshot analysis available by the end of each half term.</p> <p>Resource bank of scaffolding / stretch materials created and circulated by end of Temperance term (and then added to/refined throughout the year).</p> <p>Evidence from monitoring practices shows that adaptive teaching and 'Everyone Challenged' guiding principle is consistent by the end of the summer term</p> <p>Evidence-based practice shared with staff throughout the year in all-through CPD sessions as per the rhythm of the year.</p>	1,2

<p>Provide training for LSAs and support staff along with CPD for teachers.</p>		
<p>Improve Primary writing attainment to be in line with national for disadvantaged learners.</p> <p>Provide support, when required, for teachers to develop their pedagogical knowledge.</p> <p>Ensure regular moderation opportunities. These will include snapshot fortnights and SLT book-looks and half-termly work/planning reviews conducted by subject leaders.</p> <p>Ensure consistency in monitoring by SLT working closely with middle leaders when conducting book looks, snapshots, moderation, etc.</p> <p>Ensure teachers model and share high quality writing (WAGOLL), evaluating and creating success criteria from this.</p> <p>Regular CPD sessions for all staff to share adaptive teaching strategies.</p> <p>Review of the writing processes with middle leadership to ensure that highest outcomes for disadvantaged pupils are achieved and pupils are writing for a purpose.</p> <p>Pupil progress meetings to target disadvantaged pupils in writing.</p> <p>Work with other schools within the trust to share best practice and to moderate work where possible.</p>	<p>Refer to the EEF guidance report which was updated in October 2021 about Improving Literacy and KS1 which can also be applied to older pupils who have fallen behind their peers.</p> <p>Providing children with a range of writing activities that support their development of skills, particularly in sentence structure and spelling.</p> <p>Understanding writing as an iterative process, developing understanding about how to improve their work, is key to developing as writers.</p> <p>Teachers looking for opportunities in texts they are reading, or topics the children are enjoying, often find highly engaging contexts, which can provide real purpose and audience for children’s work. Providing children with genuine purpose and audience for their writing can be highly effective in terms of motivation to write.</p>	<p>1,2</p>

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with adaptive teaching methods as well as pre and post teaching intervention group using LSAs, HLTAs and PIP teachers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1,2,
Continue to use Twinkl as the phonics scheme in primary.. To continue the use of Accelerated reader with weekly rewards.	The teaching of phonics serves to strengthen the learning of both reading and writing and, inversely, reading and writing help to support the learning of phonics. Handwriting is also an essential component of writing. It draws on the integration of orthographic and motor skills.	1,2,
Targeted support for Y11 disadvantaged pupils through a 1:1 mentoring programme	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups	1,2
Targeted 1:1 and small group intervention across the school with a focus on disadvantaged pupils.	Targeted support at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups	1,2
Inspiring STEM event so pupils can take part in interactive STEM activities with businesses from across Hampshire with disadvantaged pupils prioritised for this event,	Meet OFSTED targets. Meet the CDI Framework. Learn about different STEM careers and job roles. Develop their skills through taking part in different activities. Speak to employers about real jobs. Be involved in quizzes and competitions to win fantastic prizes. Develop their understanding of STEM careers.	1,2
Use ICT to support our disadvantaged pupils to access the curriculum, to support with writing as well as access to homework and ICT programs to support learning.	As teachers integrate technology into their lessons, they can use various technological tools to reach all types of pupils, including those from a disadvantaged background.	1,2
To use Tree house to support pupils to regulate and eventually self-regulate in order for them to access the learning in the classroom.	Self-regulation helps pupils to learn, behave well, get along with others and become independent.	5

Secondary pupils identified as needing more targeted support to self-regulate to access Eagle Point where a structure, small group tuition is used to support both the pupil's learning, behavior and self-regulation.	Small groups are used to promote health, wellbeing and personal change by altering pupil's perceptions, beliefs, expectations and behavior patterns.	2,5
Pupil's behavior, particularly those who are disadvantaged, to be monitored closely, sanctions recorded and relationships developed to lower the number of behavior points and sanctions received by pupil's who are disadvantaged.	Restorative approach offers schools an alternative way of thinking about addressing discipline and behavioral difficulties.	2,5
Pupil's engage with the Thought-full program where interventions are based on cognitive (managing difficult thoughts and the behaviours they lead to) or behavioural ideas (considering changes to behaviours that may keep the difficulty going e.g. avoidance or withdrawal) and can be delivered 1:1 or in groups.	Thought-full are a Mental Health Support Team that works with schools to support all aspects of mental health and emotional wellbeing, These interventions rely on a collaborative, goals-based approach. It is therefore important that the young person acknowledges they have a difficulty, and that they are motivated to talk about, and work on this.	2,4,5
A speech and language therapist to assess all pupils speech and language development in Reception and Year 1, including disadvantaged pupils, with recommendations for universal and targeted support. Targeted support for disadvantaged pupils who requires SALT throughout the primary phase.	Speech Therapist work with individuals, families, and schools to improve speech clarity, language comprehension and expression, voice use, and swallowing safety, often using play-based methods and providing education to support continued progress. Research consistently shows speech and language therapy is effective, especially for children with certain phonological and vocabulary difficulties, though effectiveness for some areas like receptive language is less clear.	1,5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop our 'Culture of Kindness' ethos by establishing kindness ambassadors across the school, embedding new initiatives such as 'one kind word,' developing 'what bullying is' description with the ambassadors to be shared across the school. The aim is to improve behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	5

<p>Use of ELSA and Therapeutic intervention officer to support mental health and well-being in school.</p> <p>A Family Support worker from Early Help and an Educational Mental Health Practitioner from Thought-Full to support pupils in school.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	<p>5</p>
<p>Raise attendance across the school for disadvantaged pupils. 2024-2025 overall school attendance was 92.45%, disadvantaged pupils were 87.79%.</p> <p>Reduce persistent absenteeism for disadvantaged pupils. 2024-2025 overall persistent absenteeism was 19.1%, for disadvantaged pupils this was 36.2%.</p> <p>Daily communication with parents when reporting an absence.</p> <p>Regular correspondence home reminding parents of what good attendance is.</p> <p>Half termly emails to parents who fall below the attendance targets.</p> <p>Home visits to support parents whose child is struggling to attend school.</p> <p>Weekly visits from Designated School's Team(DST) based in school.</p>	<p>There is extensive evidence to demonstrate a direct correlation between attendance and academic achievement.</p>	<p>4</p>
<p>Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education and contextualise their learning.</p>	<p>Extensive research shows that a broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p> <p>It ensures children and young people can not only benefit from a wide range of material, but helps to develop them into well-rounded individuals.</p>	<p>2,3</p>

Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated e.g. Uniform, FSM and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3
To provide a Free school Meal to all pupils that are eligible.	Evidence shows the importance of providing a meal to pupils who are entitled to FSM as this may be the only meal they receive each day.	3

Total budgeted cost: £ 180,000

Part B: Review of outcomes in the previous academic year

Quality of teaching for all																																										
Desired outcome	Impact	Evaluation																																								
	<p>Did you meet the success criteria?</p> <p>Give evidence to support your impact, this can be from:</p> <p>Internal data</p> <p>Case studies</p> <p>Also include impact on pupils not eligible for pupil premium if appropriate</p>	<p>If your approaches didn't meet your success criteria:</p> <p>Why not?</p> <p>Will you continue with this approach next year? If so, then why? Will you make any changes?</p>																																								
<p>In Primary - Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p>	<p>Primary</p> <p>Disadvantaged pupils who have met or exceeded their end of year targets</p> <table border="1"> <thead> <tr> <th colspan="4">Disadvantaged</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>38%</td> <td>0%</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>67%</td> <td>67%</td> <td>56%</td> </tr> <tr> <td>Year 3</td> <td>60%</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Year 4</td> <td>54%</td> <td>39%</td> <td>54%</td> </tr> <tr> <td>Year 5</td> <td>71%</td> <td>43%</td> <td>29%</td> </tr> </tbody> </table> <p>Y6 SATs</p> <p>Disadvantaged pupils</p> <table border="1"> <thead> <tr> <th>PP (5 pupils)</th> <th>Expected standard</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>63%</td> <td>0%</td> </tr> </tbody> </table> <p>More disadvantaged pupils reached the expected standard at the end of year 6 compared to last year, but there is a significant drop in those reaching GDS.</p> <p>Y7 –the data shows that there is only a very small gap of 2% between the disadvantaged pupils and non-disadvantaged pupils being on track in all subjects. This is despite 33% of disadvantaged pupils having an attendance of below 89%.</p> <p>Y8 – There is a gap emerging between the number of disadvantaged pupils on track in all subjects compared</p>	Disadvantaged					Reading	Writing	Maths	Year 1	38%	0%	50%	Year 2	67%	67%	56%	Year 3	60%	60%	80%	Year 4	54%	39%	54%	Year 5	71%	43%	29%	PP (5 pupils)	Expected standard	GD	Reading	75%	13%	Writing	63%	0%	Maths	63%	0%	<p>Assessments indicate the performance of disadvantaged pupils is much lower than for all pupils. Disadvantaged pupils are almost completely missing from greater depth in KS1 – but there are some green shoots in Y4 and Y5 – this is the best picture for disadvantaged pupils GDS in recent years we have seen so we need to continue this. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. LSAs and class teachers will support learning effectively – addressing misconceptions ASAP in preparation for lessons.</p> <p>The approaches taken this year have worked to improve attainment and progress across the school and this needs to continue further.</p> <p>In primary, what is highlighted is that writing is the area where least amount of progress has been made and this needs to be a specific focus for disadvantaged pupils in 2025/2026.</p>
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	<p>to non-disadvantaged pupils of 10%. 35% of disadvantaged pupils have an attendance of below 90%.</p> <p>Y9 -There is not a gap for disadvantaged pupils in this Year group. The overall attendance of disadvantaged pupils is much better in this year group compared to the Y7 and Y8.</p> <p>Y10 – On track data for disadvantaged pupils compared to non-disadvantaged pupils has dropped showing a bigger gap between these two groups and will need a higher focus.</p> <p>GCSE data (provisional)</p> <p>A8 score for disadvantaged pupils was 37.53 compared to overall at 44.84. The Year group did perform better than national.</p>	<p>In secondary, Disadvantaged pupils at CFS have performed better than national, there continues to be a gap between DA and their peers and further work needs to be done to close this gap.</p>																		
<p>Improved reading attainment among disadvantaged pupils in KS1 and KS2.</p>	<table border="1" data-bbox="475 896 774 1310"> <thead> <tr> <th></th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>38%</td> </tr> <tr> <td>Year 2</td> <td>67%</td> </tr> <tr> <td>Year 3</td> <td>60%</td> </tr> <tr> <td>Year 4</td> <td>54%</td> </tr> <tr> <td>Year 5</td> <td>71%</td> </tr> </tbody> </table> <p>Y6</p> <table border="1" data-bbox="475 1384 1050 1507"> <thead> <tr> <th>PP (5 pupils)</th> <th>Expected standard</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75%</td> <td>13%</td> </tr> </tbody> </table>		Reading	Year 1	38%	Year 2	67%	Year 3	60%	Year 4	54%	Year 5	71%	PP (5 pupils)	Expected standard	GD	Reading	75%	13%	<p>Reading has improved across primary this year, the use of Accelerated reader has made a significant difference.</p>
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Improve the progress of disadvantaged pupils through high quality teaching and learning.	As above	The gap between disadvantaged pupils and non-disadvantaged pupils is not closing in primary, there is greater progress at KS3. Key year groups to focus on will be Y10 (Y11 2025/2026) and Year5 (Y6 2025/2026).																		
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Treehouse in primary was set up in response to many pupils becoming dysregulated. The space is used effectively for pupils who are struggling to self-regulate. Pupils are having targeted support on how and when to use the space for short periods of time and are able to return to class to learn. LSA check ins are also supporting. Pupils no longer spend significant amounts of time out of class.</p> <p>In secondary, having 5 mins time out of the class is effective for most pupils to be able to regulate and pupils are then able to return to lesson. Very few are needing to use a separate space. Those that do are having targeted support with our therapeutic support officer or time in Eagle point. Eagle point has been very effective, the pupils voiced that they find this a supportive environment and are able to focus on their learning.</p> <p>2023/2024 Sanctions) 14064/139 pupils 101 per pupil DA 47605/922 pupils 51 per pupil non DA</p> <p>2024/2025 (Sanctions) 8455/164 pupils 51.5 per pupil DA 46997/919 pupils 51.1 per non DA pupil.</p> <p>Exclusion rate 2023-2024 30.2% DA 6.5 % non DA</p>	<p>Treehouse and Eagle Point have been very successful. Pupils are engaging more in lessons and learning.</p> <p>There has been a significant decrease in the number of sanctions given to DA pupils and is in line with non DA pupils.</p> <p>Exclusion rate for disadvantaged pupils has halved this year, but is still three times higher when compared to non DA pupils.</p>																		

	Exclusion rate 2024-2025 15.9 % DA 5.4 % non DA	
Total Cost £87,200		

Targeted support

Desired outcome	Impact	Evaluation
Targeted support for Y11 disadvantaged pupils through a 1:1 mentoring program	The mentoring provided a supportive platform so that all pupils were able to sit all the GCSE exams.	This targeted mentoring support was effective and needs to continue with a continued focus on disadvantaged pupils.
Targeted 1:1 and small group intervention across the school with a focus on disadvantaged pupils.	Disadvantaged gap at GCSE has decreased compared to the national for attainment 8.	Targeted interventions for other year groups with a focus on DA pupils.
Inspiring STEM event so pupils can take part in interactive STEM activities with businesses from across Hampshire with disadvantaged pupils prioritised for this event,	Feedback from the day was very positive, allowing our DA pupils to participate in STEM activities specifically targeted at this group of learners. The pupils found this experience beneficial and hopefully this will continue each year in order to inspire our DA pupils in STEM. It was time consuming reaching out to parents to gain consent for the pupils to attend.	This was a beneficial experience for our DA pupils. Next steps would be to see how this can be developed in school and locally.
Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education and contextualise their learning.	Tracking system in place to ensure all pupils recorded for trips and enrichment activities to target disadvantaged pupils to ensure they have equal opportunities to access these.	Disadvantaged pupils were prioritised for trips and enrichment activities and considerable time spent reaching out to these families to ensure there is not a financial implication to them not attending.

Total Cost £70,374

Other approaches

Desired outcome	Impact	Evaluation
To continue to develop our 'Culture of Kindness' ethos by establishing kindness ambassadors across the school, embedding new initiatives such as 'one kind word,' developing 'what bullying is' description with the ambassadors to be shared across the school. The aim is to improve behavior across school.	<p>2023/2024</p> <p>(House points) 45119/ 139 pupils 324 per pupil DA</p> <p>303070/ 922 pupils, 328 per non DA pupil .</p> <p>2024/2025</p> <p>(House points) 51370/ 164 pupils 313 per pupil DA</p> <p>324306/ 919 pupils, 352 per non DA pupil.</p>	This initiative needs to continue with more of a focus on rewarding DA pupils as the gap between the number of house points from non DA pupils and that of DA pupils has widened.

<p>Use of ELSA and Therapeutic intervention officer to support mental health and well-being in school.</p> <p>Use of mental health and well-being through Thought-full.</p>	<p>22% of pupils seen by our ELSA are disadvantaged pupils. Sessions run are 1:1 and small group covering a variety of themes. Bereavement has had a big impact which has led to the development of growing hope garden.</p> <p>Referrals to Thought-full are prioritised so that DA pupils can access this first.</p>	<p>ELSA support has had a positive impact in our primary phase, including 1:1 sessions for pupils with specific issues such as bereavement, change in home circumstances, friendship issues, social care involvement and included group work for nurture, lunch group, zones group, growing hope group. This provision has been extended to include secondary pupils.</p> <p>It is early days for Thought-full intervention to show an impact.</p>																																																
<p>Attendance action project to raise attendance across the school for disadvantaged pupils. Identified member of staff that feeds back to staff about attendance, supports initiatives across the school as well as working with disadvantaged pupils of concern.</p>	<p style="text-align: center;">2024/2025 Attendance</p> <table border="1" data-bbox="496 792 868 1200"> <thead> <tr> <th>Group</th> <th>Count</th> <th>YTD</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>1083</td> <td>92.45</td> </tr> <tr> <td>Primary</td> <td>433</td> <td>94.42</td> </tr> <tr> <td>Secondary</td> <td>650</td> <td>90.82</td> </tr> <tr> <td>PP</td> <td>176</td> <td>88.21</td> </tr> <tr> <td>FSM</td> <td>162</td> <td>87.72</td> </tr> <tr> <td>LAC</td> <td>4</td> <td>96.86</td> </tr> <tr> <td>DIS</td> <td>164</td> <td>87.79</td> </tr> </tbody> </table> <p style="text-align: center;">2024/2025 Persistent absence</p> <table border="1" data-bbox="512 1310 917 1731"> <thead> <tr> <th>Group</th> <th>Count</th> <th></th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>1083</td> <td>19.1%</td> </tr> <tr> <td>Primary</td> <td>433</td> <td>10.4%</td> </tr> <tr> <td>Secondary</td> <td>650</td> <td>26.2%</td> </tr> <tr> <td>PP</td> <td>176</td> <td>34.2%</td> </tr> <tr> <td>FSM</td> <td>162</td> <td>36.5%</td> </tr> <tr> <td>LAC</td> <td>4</td> <td>0.0%</td> </tr> <tr> <td>DIS</td> <td>164</td> <td>36.2%</td> </tr> </tbody> </table>	Group	Count	YTD	Overall	1083	92.45	Primary	433	94.42	Secondary	650	90.82	PP	176	88.21	FSM	162	87.72	LAC	4	96.86	DIS	164	87.79	Group	Count		Overall	1083	19.1%	Primary	433	10.4%	Secondary	650	26.2%	PP	176	34.2%	FSM	162	36.5%	LAC	4	0.0%	DIS	164	36.2%	<p>Our focus last year was on increasing the attendance of our disadvantaged pupils, particularly those who were persistently absent. Unfortunately, the overall absence figure dropped but the attendance for DA pupils was in line with the previous year. A new attendance action plan was introduced in February so we are hoping this will have a greater impact. This remains a focus in our ADP.</p> <p>The overall persistent absence rate has increased by just over 2%, however the Persistent absent rate has remained in line for DA pupils.</p>
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Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated e.g. Uniform, FSM and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	A number of pupils were given financial support towards trips, music lessons, enrichment activities and uniform. FSM set up in canteen to allow pupils a set amount each day. Vouchers for FSM pupils emailed during the holidays. Links with Chichester Food Bank have allowed staff to issue foodbank vouchers for identified families needing further support.	Money needs to be continued to be set aside for disadvantaged pupils to access a range of activities and equipment so they are not disadvantaged further.
Contingency fund for acute issues.	More parents of DA pupils are making contact with the school to help support with the cost of uniform, trips, DT/Food tech resources.	Money needs to be continued to be set aside for disadvantaged pupils to access this fund for a range of reasons.
Free School Meal allowance – catering costs	All pupils eligible for FSM receive a meal	
		Total Cost £30,414