

# Student premium strategy statement

This statement details our school's use of student premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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

## School overview

Detail	Data
School name	Gillingham School
Number of students in school	1675
Proportion (%) of student premium eligible students	22.45% (376 students)
Academic year that our current student premium strategy plan covers	2024/25
Date this statement was published	Dec. 2024
Date on which it will be reviewed	Dec. 2025
Statement authorised by	Paul Nicholson, Headteacher
Student premium lead	Sarah Turnbull, Deputy Headteacher
Governor / Trustee lead	Pat Andrews, Governor

## Funding overview

Detail	Amount
Student premium funding allocation this academic year	£315,860
Recovery premium funding allocation this academic year	£0
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£315,860

# Part A: Student premium strategy plan

## Statement of intent

At Gillingham School, we recognise that children have many abilities, talents and personalities. Knowing that each student is different and that they learn in many ways, we aim to develop their abilities, raise their expectations and to provide the support that is necessary for success.

Our intention is that all children and young people, irrespective of their background or the challenges they face, make good progress and attain high levels of achievement across a broad and balanced curriculum.

Our student premium strategy is focused on equity of provision in order to ensure that **all** students can access the curriculum and wider opportunities offered within our school community.

Research-informed practice, supported by focused professional learning, is at the heart of our approach, with an unrelenting focus on high quality teaching. Considered use of available data, both quantitative and qualitative, is used to identify targeted support for curriculum development and continuing professional development. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the wider student body. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and enhanced alongside improved progress for their disadvantaged peers.

Our tenacious approach is responsive to universal challenges and individual needs, rooted in robust diagnostic assessment, not simplistic assumptions about the impact of disadvantage. The approaches we have adopted take a holistic approach to students' development. To ensure they are effective we will:

- support students to attend school consistently to maximise their learning
- ensure all students have the necessary reading fluency to access their learning
- act promptly to intervene at the point needs are identified
- adopt a whole school approach in which all staff take responsibility for raising expectations of what students can achieve
- be certain that disadvantaged students are positively challenged, and supported, in their learning

## Challenges

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

Challenge number	Detail of challenge		
1 Improving Attendance	<b>Attendance for 2023/24</b>	Non-PP	PP
	Year 7	94.3	89.3
	Year 8	93	84.8
	Year 9	92.7	87.7
	Year 10	90.2	79
	Year 11	89.3	74.8
	Years 7-11 Total	92	83.6
	<p>Increased capacity in the Pastoral Hub is helping us to target more support to families around routines to support punctuality, attendance, and positive engagement in school. This work is supported by an Assistant Year Head in each year group who is putting intervention in place to support each PP student at risk of attendance below 90%. This will result in a more student-centred approach to understanding the barriers to attendance and what the school can do to support Attendance remains as a primary concern. The attendance of some PP students deteriorates as they progress through the school, with the exception of the 6<sup>th</sup> Form. Internal assessment data evidence the negative impact of absenteeism on disadvantaged students' learning and progress over time. Whilst the % attendance for advantaged students has remained stable, there have been significant decreases for PP students. A higher % of PP students take holidays during term-time, often missing whole weeks of school, compared to their advantaged peers.</p> <p>Our % attendance is significantly below national averages, but compares more favourably to the South West region where attendance seems to be of concern. the young person and their family.</p>		
2 Improving Learning	<p><b>Y11 GCSE Results:</b>            P8 PP -0.76, Non-PP P8 0.00            Y11 BASICS 4+ PP 49% Non-PP 71%            Y11 BASICS 5+ PP 30%, Non-PP 49%</p> <p>The figures above conceal the impact that poor attendance has on progress and attainment.</p> <p>30 PP students had attendance of 90%+, their P8 was 0.12            BASICS 4+ 70%, 5+ 43%</p> <p>18 PP students had attendance of 95%+, their P8 was 0.35            BASICS 4+ 78%, 5+ 50%</p> <p><b>In short, when students attend school, they perform in-line with their advantaged peers. Therefore, overcoming the barriers to attendance remains the most significant challenge for our disadvantaged students.</b></p> <p>Poor attendance, and subsequent gaps in learning mean that students do not build a solid foundation of core knowledge and skills. This is borne out by question level analysis of exam papers by Heads of Department, where students miss out on the recall of basic / key knowledge.</p>		
3	<p>Assessments of Y7 students on entry indicate that disadvantaged students, on average, have reading ages below their non-disadvantaged peers.</p>		

Improving literacy	Current Year 7 (2024)						
	Non-PP	17% below ARE					
	PP	19% below ARE		8% below the level of the test			
	<p>Assessments, observations and discussion with KS3 students also indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>Students who are referred to Guidance or ILS sit a Speech and Language Assessment. This shows that a large percentage of students accessing these areas of the school have areas to be addressed in terms of their speech and language. Whilst we have access to targeted resources, we do not currently have a staffing model that facilitates this type of intensive intervention. This needs to be addressed as part of our School Development Plan going forward.</p> <p><b>Reading Plus</b></p> <p>51 Year 7 students have Reading Plus as part of their timetabled provision. They have made 0.9 levels since September. This is lower than previous years as the time allocated to this intervention has been reduced to accommodate a MFL curriculum for all students in Year 7. 37 students in Year 8 have Reading Plus as part of their timetabled provision, for all of their MFL curriculum time. They have made 1.1 levels since September; on top of the excellent progress they made throughout Year 7. Within current resourcing and financial constraints, we need to review and modify our provision to support students to make accelerated progress.</p>						
4 Accelerating progress	<b>As of Summer 2024, On Track For grades:</b>						
	Core Subjects 2023/24	Number of students		BASICS (En & Math)			
		Non PP	PP	Non PP % 4+	PP % 4+	Non PP % 5+	PP % 5+
	Year 7	198	71	77	52	57	31
	Year 8	216	66	70	50	46	36
	Year 9	225	58	72	60	48	33
Year 10	194	73	66	49	45	36	
	More nuanced data analysis demonstrates that attendance is a key factor. The attainment gap persists from the earliest years in school						
5 Improving engagement of families	The current economic climate means that some families are facing increasing challenges, resulting in a change to their employment patterns – often working multiple jobs, or facing redundancy, for example. This adds stresses and time pressures to busy households which can, sometimes, hamper communication with school.						
6 Extending opportunities	<p>There is a climate of decreasing alternative provision within our Local Education Authorities.</p> <p>Finance is a barrier to students engaging in extra-curricular provision, such as music lessons, sports clubs.</p> <p>Our rural location means that some families require financial support for their children to travel to school.</p>						

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
-------------------------	-------------------------

<p>1. To narrow the gap between the PP and non PP students' overall attendance figures. Reduce the number of PP students who are PA.</p>	<p>Sustained improving attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>- The overall absence rate for all students being no more than 7%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 4%.</li> <li>- The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% lower than their peers.</li> </ul>
<p>2. Greater evidence of significant and sustained progress in students' learning over time. Improved performance outcomes for PP students, and those who are PP with additional SEND.</p>	<p>Quality of Education reports, and associated QA activity, suggest disadvantaged students are better able to commit key learning to their long-term memory through frequent, planned retrieval practice.</p> <p>Students' work demonstrates an increased focus on extended writing for key assessed tasks.</p> <p>Teacher reports demonstrate increased expectations for PP students, in-line with their non-PP peers.</p> <p>Examination outcomes for students who are PP and have SEND, to be in-line with their peers.</p>
<p>3. Remove barriers to learning through an inclusive approach to language acquisition and reading to improve students':</p> <ul style="list-style-type: none"> <li>- Reading fluency</li> <li>- Comprehension</li> <li>- Cultural capital</li> <li>- Curriculum access</li> <li>- Sense of belonging/ attendance</li> <li>- Self-esteem/ confidence</li> </ul>	<p>WRAT tests demonstrate improved literacy skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Leaders should also have recognised this improvement through engagement in lessons and work scrutiny.</p>
<p>4. An increase in the % of PP students making better than expected progress.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve an average Progress 8 (P8) score of 0.1 At Key Stage 3 students progress indicators will be in-line with their non-disadvantaged peers.</p>
<p>5. Improved communication with families to facilitate greater engagement in their child's learning. Strengthening the partnership between home and school.</p>	<p>Data reflects an increasing attendance at events organised to support students' attendance, achievement, engagement and progress. Communication of key information will be across different platforms, including social media, messaging and video, to increase engagement with a wider group of families.</p>
<p>6. All students are engaged in the wider opportunities offered by the school to further their personal development.</p>	<p>Student survey data shows increased participation in enrichment opportunities, including student leadership. % participation is in-line with non PP peers. Awards system demonstrates students' contribution and commitment to their learning, community and skill development.</p>

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 162,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. At Gillingham we used GL Assessments in Mathematics, WRAT tests to assess Reading scores, and No More Marking to establish writing standards in Years 7 and 8.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>2,3,4</p>
<p>Professional development on evidence-based approaches, for example retrieval practice, reading fluency, and language acquisition</p>	<p><a href="#">Effective Professional Development - Guidance Report</a></p> <p>Teaching students strategies to improve their access to learning can improve attendance through reducing anxiety and accelerating progress. In addition, supporting their ability to commit information to their long-term memory can free up their working memory to process new learning.</p> <p><a href="#">EEF Metacognition and self-regulation</a></p> <p><a href="#">Great Teaching Toolkit - Evidence Review 2020</a></p>	<p>1,2,3,4</p>
<p>Enhancement of our maths and science teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time (Core Subjects) to collaboratively plan for mixed attainment teaching in Key Stage 3 and 4, including Teaching for Mastery training through NCETM in Maths.</p> <p>Increasing staffing in Maths, Science &amp; English to create additional teaching groups in Years 9-11. To also support timetabled collaborative planning in Maths &amp; Science</p>	<p>To teach maths and science well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models</p> <p><a href="#">Mastery in Maths explained - NCETM</a></p> <p><a href="#">EEF Mastery Learning</a></p> <p><a href="#">EEF Maths Guidance KS2&amp;3 2017</a></p> <p><a href="#">EEF Improving Secondary Science.</a></p>	<p>2,4</p>

Recruitment and retention of teaching staff	Evidence shows that high quality teaching is the most important lever schools have to improve student attainment, including for disadvantaged students	2,4
---	--	-----

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

Budgeted cost: £ 77,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students with WRAT test scores below 93 receive more targeted Reading Plus support as part of their timetabled curriculum, including support / encouragement to use the web / books to find out additional information about unfamiliar topics.	<a href="#">EEF Reading Comprehension Strategies</a>  <a href="#">EEF Improving Literacy</a>  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a>  <a href="#">Impact of Reading Plus - national dataset</a>	2,3,4
Some students receive 1:1, small group specialist teaching and additional support to pre-teach key vocabulary – building confidence with phonics, vocabulary and improving comprehension (EI, LLe, SWo).	<a href="#">EEF Small Group Tuition</a> <a href="#">EEF Impact of teaching assistant interventions</a> <a href="#">EEF Impact of Phonics Teaching</a>	2,3,4
Peer Tutoring In Years 10 & 11 a targeted group of students receive additional tutoring from A Level English and Maths students. The 6 <sup>th</sup> Formers are trained by teachers to deliver this intervention, linked to the requirements of the GCSE curricula. In Year 7 a targeted group of students receive mentoring support from Year 11 students who have received training in mentoring strategies.	<a href="#">EEF Peer Tutoring Impact Report</a>	4

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

Budgeted cost: £ 75,330

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Supporting students' social, emotional and behavioural needs, through in-school alternative provision / mentoring to support self-esteem and engagement with school.	<a href="#">EEF Impact of activity involving moderate exercise</a> <a href="#">EEF Impact of behaviour interventions</a> <a href="#">EEF Impact of mentoring</a>	1, 4, 6
Supporting attendance through student managers leading weekly meetings with year teams, and inviting in families to work together to support students' attendance.	<a href="#">EEF The impact of parental engagement</a>	1, 5
Supporting attendance through holding attendance panels with families and young people.	<a href="#">EEF The impact of parental engagement</a>	1, 5
Pastoral Hub to support inter agency liaison, providing support for families.	<a href="#">EEF The impact of parental engagement</a>	5
Financial support for extracurricular activities, including sports, outdoor activities, arts, culture and trips		6
Financial support for school transport	Without this support students would be unable to attend school.	1
Sundries to support curriculum activities	Without this support students would be unable to access practical courses.	1, 6

**Total budgeted cost: £ 315,860**



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

### Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2022 to 2023 academic year.

Review of intended outcomes												
1. To narrow the gap between the PP and non-PP students' overall attendance figures. Reduce the number of PP students who are PA.												
	<b>Attendance for 2023/24</b>		Non-PP	PP								
	Year 7	94.3	89.3									
	Year 8	93	84.8									
	Year 9	92.7	87.7									
	Year 10	90.2	79									
	Year 11	89.3	74.8									
	Years 7-11 Total	92	83.6									
<p>Increased capacity in the Pastoral Hub is helping us to target more support to families around routines to support punctuality, attendance, and positive engagement in school. This work is supported by an Assistant Year Head in each year group who is putting intervention in place to support each PP student at risk of attendance below 90%. This will result in a more student-centred approach to understanding the barriers to attendance and what the school can do to support Attendance remains as a primary concern. The attendance of some PP students deteriorates as they progress through the school, with the exception of the 6<sup>th</sup> Form. Internal assessment data evidence the negative impact of absenteeism on disadvantaged students' learning and progress over time. Whilst the % attendance for advantaged students has remained stable, there have been significant decreases for PP students. A higher % of PP students take holidays during term-time, often missing whole weeks of school, compared to their advantaged peers.</p> <p>Our % attendance is significantly below national averages, but compares more favourably to the South West region where attendance seems to be a primary concern.</p> <p>Data can sometimes be skewed by the persistent absence and EBSA of a small number of students.</p>												
2. Greater evidence of significant and sustained progress in students' learning over time. Improved performance outcomes for PP students, and those who are PP with additional SEND.												
	Nos:	Av KS2	% 9-5 En&Ma	% 9-4 En&Ma	% EBacc 5+	% EBacc 4+	Eng P8	Maths P8	EBacc P8	Open P8	Total P8	Attainment 8
<b>Non-PP</b>	219	106	49	71	21	35	0.03	-0.05	-0.07	0.04	0	48.72
<b>All PP</b>	<b>63</b>	<b>104</b>	<b>30</b>	<b>49</b>	<b>8</b>	<b>18</b>	<b>-0.72</b>	<b>-0.24</b>	<b>-0.83</b>	<b>-0.84</b>	<b>-0.76</b>	<b>35.56</b>
PP Attendance 90%+	30	104	43	70	17	30	0.27	0.05	0.09	-0.02	0.12	44.88
PP Attendance 95%+	18	105	50	78	22	33	0.44	0.17	0.32	0.25	0.35	49.81
<b>PP &amp; SEND</b>	26	101	4	19	0	4	-1.74	-1.56	-1.45	-1.88	-1.58	22.54

There is a clear connection between attendance and students' examination results.

- 41 students in Year 11 did not achieve a grade 4 in English **or** Maths, 19 of these were PP students, 14 of those had attendance below 90%. 11 of the 14 students had additional SEND. 9 of these students either did not attend school or were dual registered with another educational provider as they were unable to engage with full-time mainstream education.
- The 1 PP student with an attendance of 95%+ achieved in-line with their projected range of attainment.
- Our focus remains on supporting PP students whose attendance is at risk of falling below 90%

The gap between PP+SEND students' attainment and progress compared to their advantaged peers remains a concern. As with other PP students, attendance appears to be the biggest factor of influence. Key students with SEND will be supported to be more proactive in their use of our digital learning platforms (such as MS Teams, SENECA, & GCSE Pod), and the exploration of alternative Functional Skills courses to support young people into Post 16 training and employment. This is challenging in the context of diminishing resources and financial constraints.

3. Remove barriers to learning through an inclusive approach to language acquisition and reading to improve students':

- Reading fluency
- Comprehension
- Cultural capital
- Curriculum access
- Sense of belonging/ attendance
- Self-esteem/ confidence

**Reading**

September 2023 (current Year 8) ARE = age related expectations

<b>Non-PP</b>	16.5% below ARE	
<b>PP</b>	28.5% below ARE	6% below the level of the test

We recognise that improving reading skills is key to improving both students' ability to access their learning, and to their longer term life outcomes. The baseline results above are an improvement on previous years, but with the caveat of a higher % of students not reaching the level of the Key Stage 2 tests.

**Reading Plus**

67 students with a standardised scores below 93 in Year 7 had Reading Plus intervention as part of their timetabled provision, ensuring regular engagement with the programme.

- 93% of students maintained their current level or improved with Reading Plus
- 81% of students made improvement
- 16% improved by more than one year

Those who did not make progress with Reading Plus are not 'on track' with the progress in their subjects too.

37 students enrolled on the Reading Plus intervention were in receipt of Pupil Premium:

- All PP students improved their reading scores
- 59% by one year or more
- 38% by 1.5 years or more
- 14% by 2 years or more

22 students enrolled on the Reading Plus intervention were both SEND and PP

- 91% of these students made progress with their reading scores

Qualitative data suggests that these students are, as a result, better equipped to access written texts across the curriculum.

In addition to Reading Plus, students are assessed in their writing through a platform called No More Marking.

241 students in last year's Year 7 cohort sat both assessments.

- 58% of students maintained or improved their writing levels
- 35% improved their writing level
- 42% saw a decline in their writing levels across the year

Out of the PP students in the cohort:

- 50% of PP students maintained or improved their writing levels
- 40% improved their writing level
- 39% saw a decline in their writing levels across the year

Data is incomplete as a small number of students did not sit both assessments.

#### 4. An increase in the % of PP students making better than expected progress.

Internal data suggest that the % of PP students making better than expected progress diminishes as they continue through the school. More nuanced data analysis demonstrates wide variation when cross referenced with attendance. In short, when our students attend school at a consistently high % they achieve brilliant outcomes. **Attendance is key to success.**

Student voice is helping us to gain a better insight into the reasons underlying poor attendance. Our forthcoming professional development is focussed on understanding anxiety and its role in emotionally based school avoidance (EBSA).

#### 5. Improved communication with families to facilitate greater engagement in their child's learning. Strengthening the partnership between home and school.

Increased capacity in the Pastoral Hub is helping us to target more support to families around routines to support punctuality, attendance, and positive engagement in school.

We have expanded our modes of communication with families, making greater use of Edulink, social media platforms and video messaging. Targeted text messaging is also making communication easier for some parents / families.

Two non-teaching colleagues are receiving training on delivering a parent course on Emotionally Based School Avoidance. We now need to consider how to reach a larger number of families. A number of social events for parents within the local community have been successful in welcoming families into school on a more informal basis – building up positive social networks between families in our community.

Similarly, the use of online parents' evenings has removed the burden of families having to journey into school and spend disproportionate amounts of time waiting to talk with subject teachers. This has been well received by most parents.

#### 7. All students are engaged in the wider opportunities offered by the school to further their personal development.

##### **Extensive trips programme:**

- Funding to support participation in theatre, museums, sports, cultural activities

##### **Leadership opportunities:**

- Sports Leaders: % PP from a cohort of
- Year 9 Ambassadors – touring visitors around the school

##### **Range of activities on offer in lunch/after school:**

- School production: % PP
- DofE: 2023-24: % PP from a cohort of
- Funding to support music tuition for 50+ PP students

##### **Public recognition of achievements:**

Rewards system with an emphasis on personal development / coloured ties. Students are achieving recognition in-line with their non-disadvantaged peers.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Mental Health Support Team EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression	NHS