

Pupil premium statement - Diss High School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	920
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Mr S Stopps
Pupil premium lead	Mr S Stopps
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,466
Recovery premium funding allocation this academic year	£42,228
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£201,694

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the breadth of the curriculum. 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.

Diss High School, as part of the Enrich Learning Trust, is committed to raising the achievement of all disadvantaged pupils and to affording them the same opportunities as their peers. Our staff and governors have a relentless drive to remove barriers to learning and success, with an ambition of closing all gaps in attainment, attendance and cultural capital. Our work to provide equality of opportunity is at the heart of our core moral purpose.

Our strategy is also integral to wider school plans, notably in its targeted improvement in attendance across the school, as well as improving the literacy and progress of all students, including non-disadvantaged pupils.

The key principle in our strategy is to create a culture of collective responsibility so that there is a united approach, regardless of a person's role, to support our most disadvantaged and vulnerable students.

Our strategy follows the 3-tiered approach outlined in the 'The Education Endowment Foundation's' (EEF) guide to 'The Pupil Premium' (EEF, June 2019)

1. **Quality First Teaching** – The primary focus is to provide high-quality teaching and learning first and foremost which, as the Sutton Trust research suggests, has the greatest impact on outcomes. This will not only impact on the outcomes of disadvantaged students but will also benefit non-disadvantaged students.
2. Evidence consistently shows the positive impact that **targeted academic support** can have. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of our strategy.
3. **Wider strategies** relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>KS2 Maths assessment scores on entry to year 7 for the years 2022 and 2023 indicate that around 55% of our disadvantaged pupils arrived below age-related expectations compared to 34% of their peers, a gap of 22%. Subsequent internal and external assessments show that this gap only reduces to around 19% during pupils' time at our school (below G4 in Maths).</p>
2	<p>External assessments, internal assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 for the years 2022 and 2023, around 52% of our disadvantaged pupils arrived below age-related expectations compared to 30% of their peers. Subsequent internal and external assessments show that this gap narrows to around 30% during pupils' time at our school (below G4 in English and Maths).</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by socio-economic factors. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps, resulting in disadvantaged pupils falling further behind age-related expectations, especially in literacy and numeracy.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their ability to remember and recall key knowledge as well as monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science. The EEF has strong evidence that metacognition strategies have one of the highest impacts on pupil progress, potentially adding 7 months of progress.</p>
5	<p>Our assessments (including GL Assessment's PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p>

	<p>This is partly driven by concern about catching up lost learning and exams/future prospects.</p> <p>Teacher referrals for support remain high. In 2023, 30 pupils required additional support with social and emotional needs.</p>
6	<p>Maintaining a high attendance percentage for all students is a priority. Our attendance data for 2022 and 2023 indicated that attendance among disadvantaged pupils has been approximately 7% lower than for non-disadvantaged pupils.</p> <p>In 2023, we found that 30.5 - 42.5% of disadvantaged pupils had been 'persistently absent' compared to 14.0 - 20.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Some disadvantaged students lack cultural capital in knowledge and vocabulary, meaning they are at a disadvantage in accessing various subject curriculums. The EEF finds that a language and literacy focus can have a high impact not just on academic success but also on careers and rewarding lives.</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.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>2025/26 KS4 outcomes should demonstrate that disadvantaged pupils will achieve:</p> <ul style="list-style-type: none"> • A positive P8 figure of at least +0.1 • an average Attainment 8 score of at least 44 • at least 40% passing GCSE English and Maths at grade 5 or above
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate a 10% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.</p>

To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review and improve assessment policy and practice to ensure that teachers can provide effective (and low workload) feedback and respond to pupils' emerging learning needs.</p> <p>Use baseline assessments to understand learning and pastoral gaps to identify students requiring support.</p>	<p>EEF states providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p>Participation in the SSAT Embedding Formative Assessment (EFA) project supports this in all classrooms across the school.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,2,3,7

	Education Endowment Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance, investing in Oxford Smart Mosaic.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>Our investment in Mosaic Maths ensures that staff are delivering the pedagogic approaches mentioned above, consistently across the department, enhancing the teaching practises of staff across the dept.</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1, 3, 4
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development opportunities and coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p> <p>Our investment in Bedrock Learning and Bedrock Mapper ensures that the teaching of vocabulary maintains a priority across the curriculum.</p>	1, 2, 3, 7

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

Budgeted cost: £153 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing teacher-led intervention to provide a	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2, 3, 7

<p>blend of mentoring and school-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	
<p>Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	<p>1, 3, 7</p>
<p>Delivering well-evidenced literacy teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	<p>2, 5, 6, 7</p>
<p>From March 2025, to appoint a Pastoral Support Officer to add to the Safeguarding team.</p>	<p>Appointment of a full time Student Support Officer provides a dedicated member of staff overseeing the systematic removal of barriers to disadvantaged student's success and happiness at DHS using the EEF's 3 tiered approach, in line with the EEF Pupil Premium Guidance.</p> <p>The Student Support Officer acts as the key contact and champion for target pupils and their families and their development towards our wider aims. Link: Improving Outcomes for Disadvantaged Learners (Rosendale Research School)</p> <p>By increasing communication and collaboration between the Student Support Officer and individual students and their families we can identify the barriers to their success and happiness at DHS and act swiftly to remove or minimise these as much as is possible. Link: EEF Parental Engagement (+4 months)/ Link: EEF</p>	<p>3, 4, 5, 6, 7</p>

	Supporting Parents/ Link: EEF Parental Engagement Guidance Report	
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Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £11600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Be involved in the SSAT Embedding Formative Assessment Project. Closing the attainment gap by developing the teaching and learning across the school to develop oracy, metacognition, critical thinking, and self-regulation in a collaborative classroom from EYFS to A Level.	<p>EEF research indicates that schools invested in the EFA Project improves Attainment 8 score by 2 months.</p> <p>EEF's endorsement of the project found that the project focused and impacted positively in these five areas:</p> <ul style="list-style-type: none"> • Clarifying, sharing and understanding learning intentions and success criteria • Engineering effective classroom discussions and activities • Providing feedback that moves learning forward • Activating learners as instructional resources for one another • Activating learners as owners of their own learning 	All
<p>Be involved in the NHS and DfE's National initiative, Mental Health Support teams (MHST), that aims to transform children and young people's mental health provision by providing early intervention. This includes training for school staff, working with pupils 1 to 1, working with pupils in small groups and signposting. Teacher release time needed for appropriate training.</p> <p>Appointment of a Senior Mental Health Lead and Young Mental Health First Aider.</p>	<p>In 2017, the Government published its Green Paper for Transforming children and young people's mental health, which detailed proposals for expanding access to mental health care for children and young people, building on the national NHS transformation programme which is already underway.</p> <p>Also, Early Intervention Foundation's report on adolescent mental health found good evidence that intervention that supports young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	5, 6

<p>Improved provision for SEMH (Social, Emotional, and Mental Health) and behaviour, including internal truancy, for Pupil Premium pupils. One-to-one mentoring to be coordinated with our counsellors, and Pupil Premium funding being used to part-fund our Student Support team.</p>	<p>Research on the effectiveness of mentoring EEF guidance on mentoring</p> <p>DFE guidance for counselling in school DFE counselling in schools</p>	<p>5, 6</p>
<p>To introduce a Breakfast Club (June 2024) to ensure that no student starts the day hungry.</p>	<p>The EFA's review in August 2024 states that addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer absences from school, and ultimately improvements in pupil attainment.</p>	<p>3, 6</p>
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Investment in FFT Aspire to allow ease of tracking.</p> <p>Continue to utilise our Attendance/support officer to help improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>
<p>Extra-curricular clubs and cultural trips delivered by the Arts subjects to improve students' well-being.</p>	<p>As well as being valuable in itself, arts participation can have a positive impact on education outcomes (+3 months) when the interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	<p>6, 7</p>
<p>To provide a homework club at least once a week for students to attend after school. Use the funding to pay for our Teaching Assistants to support students.</p>	<p>The EEF suggests that homework can have a positive impact on average (+5 months) particularly with pupils in secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	

<p>SLT Monitoring. Termly data analysis and pupil progress meetings ensure outcomes and behaviour are monitored and compared to other pupils in school to ensure the correct strategies and provision are in place.</p>	<p>Equity is crucial in classrooms to ensure that all students get to the same positive outcomes regardless of where they started or what unique challenges they might experience. (National Society of High School Scholars).</p>	<p>All</p>
<p>External Pupil Premium review - January 2025</p>	<p>Ofsted recommend external reviews at certain times. The DFE recommends that schools should consider whether they could benefit from the fresh perspective of an experienced school leader to help them try new approaches or improve current provision to help raise the attainment of their disadvantaged pupils.</p> <p>Pupil premium reviews - GOV.UK (www.gov.uk)</p>	<p>All</p>

Total budgeted cost: £201700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE Outcomes 2024/25

We were really pleased with the positive outlook of our P8 measure. From -1.05 in 2023, our P8 figure for disadvantaged students is -0.82 . This may appear to be only a small step, but strategies take time to embed, and this positive outlook gives us the confidence to continue with our approaches.

Attendance remains a significant factor when calculating our progress for disadvantaged students. Our pupil premium students had an average attendance of 67% and 20/32 students had an attendance less than 75%. As a result, these 20 students' P8 average score was -1.1 . By recruiting a Pastoral Support Officer later this year, we are hoping a close relationship with families will help to address our attendance figures.

Equally influential is students' perception of school and willingness to cooperate and embrace the opportunities given. There were a small number who were not engaged and without their figures our P8 score would have been -0.6 . Alongside the other strategies listed above, a whole school focus on belonging has been introduced to help address students' perception of coming to school.

Quality of teaching for all			
Action	Intended outcome	Evaluation	Cost
Continue to maximise benefits from effective use of educational software	All pupils to make outstanding progress from their starting points	Software such as Bedrock, continue to provide valuable resources, particularly supporting pupils at times of school absence and wider literacy needs of the school. Other software provides valuable means to monitor progress of disadvantaged students compared to the school cohort.	£18,400
Emotional support and mentoring	Attendance levels	Numbers of students requiring support from both qualified counsellors and volunteer mentors remains high compared with historical levels. Attendance of key groups compare with national averages.	£17,400
Targeted support			
Action	Intended outcome	Evaluation	Cost
Continue with targeted interventions	Attainment gap continues to close	Effective use of teaching assistants provides support particularly in the areas of literacy and numeracy.	£87,800
Continued curriculum support for disadvantaged pupils	Full access to all extra-curricular activities.	Supplies for technology lessons ensured all disadvantaged pupils were able to access the curriculum. Support for trips included theatre trips, field trips and a musical prom. Disadvantaged pupils were able to access peripatetic music lessons and participate in the Duke of Edinburgh	£33,000

		award scheme in the same way as any other pupil.	
Other approaches			
Action	Intended outcome	Evaluation	Cost
Provision of uniform and equipment to families.	Good attendance of pupils.	A number of families have been supported with the purchase of uniforms and equipment.	£2,400
Total amount 2023/2024			£159,900

Externally provided programmes

Programme	Provider
Literacy improvement	Bedrock Learning Limited
Tutoring Services for pupils struggling to access school	CF Social Work Limited
English and Maths tuition catch-up programmes	Tute Education Limited Discovery Tutors
Art therapy programme	Private tutor
Counselling services	Support East Limited