

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	855
Proportion (%) of pupil premium eligible pupils	23%
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	£199,798
Pupil premium funding carried forward from previous years	£9,177
Total budget for this academic year	£208,975

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 surveys (including GL Assessment's PASS survey as well as in-house surveys), 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-</p>

	<p>esteem. 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: £23,100

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>Participation in the SSAT Embedding Formative Assessment (EFA) project.</p> <p>DHS Expectations for assessment: teacher 'green highlighter' providing instant feedback during lessons. Whole school introduction of mid-point 'check ins' and end</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 project supports this in all classrooms across the school based on Dylan William's research.</p> <p>Based on Kate Jones' 'Feedback Strategies to support teacher workload and improve pupil progress'</p>	1,2,3,7

<p>point assessments. These are to include a focus on tier 2/3 vocabulary and interleaving of key topic materials from the key stage. End points to be followed by a 'DHS Exam wrapper' asking students to reflect on how they prepared for the assessment.</p> <p>Use baseline assessments to understand learning and pastoral gaps to identify students requiring support.</p>	<p>research: progress is supported by 'feedback' not 'marking'.</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: Education Endowment Foundation EEF</p>	
<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: 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>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	1, 2, 3, 7

We will fund professional development opportunities and coaching focussed on each teacher's subject area.	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: 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. SLT member to become 'Literacy Champion' through Bedrock training. https://bedrocklearning.org/7-steps-to-literacy-success/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £151,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing teacher-led intervention to provide a 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>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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3, 7
Delivering well-evidenced numeracy teaching assistant interventions for pupils that require additional support.	<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:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	1, 3, 7
Delivering well-evidenced literacy teaching assistant interventions for pupils that require additional support.	<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,</p>	2, 5, 6, 7

	<p>and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	
<p>As part of the Safeguarding Team the school has one full time Pastoral Support Officer and one part time Pastoral Support Officer.</p>	<p>The Pastoral Support Officers provide 2 dedicated members 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 2 Pastoral Support Officers 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 2 Pastoral Support Officers 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 Supporting Parents/ Link: EEF Parental Engagement Guidance Report</p>	3, 4, 5, 6, 7

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £33,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Be involved in the SSAT Embedding Formative Assessment Project to focus on closing the attainment gap by developing teaching and learning across the school. This will help to develop oracy, metacognition, critical</p>	<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>	All

thinking, and self-regulation in a collaborative classrooms from EYFS to A Level.	<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 	
<p>We are 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 working with pupils 1 to 1, working with pupils in small groups and signposting.</p> <p>The school has a Senior Mental Health Lead and 3 Young Mental Health First Aiders.</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
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 Pastoral Support Officers, and Pupil Premium funding being used to part-fund our Pastoral Support team.	<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>Trauma informed approach for all staff using Norfolk STEPS training SEMH trained TA's (3) offering additional support for Pupil premium students, Drawing and Talking 1:1 provision.</p>	5, 6
Breakfast club has been running every day since June 2024 to ensure that no student starts the day hungry.	The EFA's review in August 2024 states that addressing pupil hunger may lead to improvements in concentration and behaviour in the classroom, fewer	3, 6

	absences from school, and ultimately improvements in pupil attainment.	
<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 officer to help improve attendance.</p> <p>Initiation in a "5 in a row" intervention, meeting students once a week</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
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.	All
Extra-curricular clubs and cultural trips delivered by the Arts subjects to improve students' well-being.	<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>	6, 7
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>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>	
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.	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).	All

<p>External Pupil Premium review - January 2025 (completed)</p> <p>Participation in Trust reviews at other schools to share good practice.</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>
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Total budgeted cost: £208,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE Outcomes 2024/25

We were extremely pleased with the positive outlook of our value-added measure for 2025. In 2024, our value-added gap was -0.91 ; in 2025 it was -0.21 . This is a huge stride in progress for our disadvantaged students and shows the early signs of impact of CPD such as the EFA project and focus on driving literacy across the curriculum. This gives us the confidence to continue with our approaches.

Attendance remains a key factor when calculating our progress for disadvantaged students. Our pupil premium students had an average attendance of 81.8% (National average 83.6%). We have created a Raising Attendance Coordinator role within the school who will work closely with our pupil premium families to continue to strive for an attendance above National figures.

Equally influential is students' perception of school and willingness to cooperate and embrace the opportunities given. There were a small number of disadvantaged students who were non-attenders, had behavioural needs, or were persistently absent. Without these students, our overall forecast Progress 8 score for disadvantaged students would have been -0.03 . Alongside the other strategies listed above, a whole school focus on belonging has been introduced to help address students' perception of coming to school, a robust and clear behaviour policy has been introduced, along with improved careers / futures guidance to raise aspiration for these students.

Teaching			Cost: £23,100
Action	Intended outcome	Evaluation	
Review and improve assessment policy and practice	Teachers can provide effective feedback and respond to pupils' emerging learning needs.	Greater consistency across subjects which has helped with targeted interventions.	
Use baseline assessments	Understand learning and pastoral gaps to identify students requiring support.	Interventions have been targeted with evidenced impact.	
Investment in Maths & literacy curricula	Improving consistency in approach of literacy and numeracy pedagogical strategies across the school.	Whole school focus on tier 2/3 vocabulary now embedded in subjects. No More Marking used across Key Stage 3 to inform interventions.	
	Mosaic Maths to create a more progressive KS3 Maths scheme of learning.	Mosaic Maths embedded. Students better prepared for KS4.	
		Reading for Pleasure identified as a future area for development.	
Targeted academic support			Cost: £155,900
Action	Intended outcome	Evaluation	

Teacher & Teaching Assistant-led interventions to support low attaining pupils	To close the PP / SEN attainment gap.	The gap between GCSE outcomes of PP and non-PP and progress of SEN students is closing.
Appoint Pastoral Support Officer	Identify & remove barriers to pupil success and happiness at DHS.	Effective in students having an assigned person to go to for support. Success stories in raising attendance and engagement of key PP individuals.
Provision of materials	PP students able to participate fully in all aspects of the curriculum.	All tutors good at utilising this offer so all students have necessary equipment provided.
Wider Strategies		Cost: £28,500
Action	Intended outcome	Evaluation
Involvement in EFA project	To improve formative assessment and students' attitudes towards engagement in learning and progress.	Year 11 GCSE outcomes in 2025 higher than expected (positive residual). Staff engaging in cross-curricular discussions based around evidence-based research and peer observations to develop practice further.
Involvement with MHST teams	Identify & remove barriers to pupil success and happiness at DHS.	We are fully involved with the MHST. They provide group work for anxiety and resilience to small groups of pupils and also 1 to 1 CBT.
Improve provision for SEMH	Identify & remove barriers to pupil success and happiness at DHS.	Pupils are supported through various internal and external referrals.
Introduce a breakfast club	Improved attendance and focus during lessons.	Very successful and expanded to include free fruit throughout day following donation to the school.
Investment in FFT Aspire	Improve attendance and to help with targeted interventions.	Attendance interventions with targeted individuals. SLT / HoYs feel empowered to understand and use attendance data effectively.
Extra-curricular clubs and trips	Positive impact on education outcomes.	Support provided for music lessons and trips.
Contingency fund for acute issues.	To facilitate prompt response to unexpected circumstance raising a barrier to achievement.	School uniform provided to families undergoing genuine financial hardship.
Homework club	Removal of barrier to education from lack of access to IT at home.	The club continues to run for one hour after school each week.
SLT monitoring	To ensure interventions are targeted to appropriate students and remove barriers to success.	Through improved QA, PP are a priority for interventions.
External Pupil Premium Review	To inform new SLT line manager of areas for development and to learn of	Improved knowledge of how to support PP and network with other

	good practice across the Trust.	PP leads in the Trust to develop this further.
Total amount 2024/2025		Cost: £207,500

Externally provided programmes

Programme	Provider
Literacy improvement	Bedrock Learning Limited No More Marking
Tutoring Services for pupils struggling to access school	Discovery Tutors