



Settle College Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Settle College
Number of pupils in school	509 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	20/12/24
Date on which it will be reviewed	02/12/25
Statement authorised by	Gareth Whitaker, Headteacher
Pupil premium lead	Jenny Nutter, Assistant headteacher
Governor lead	Rebecca Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,100
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£96,100



Part A: Pupil premium strategy plan

Statement of intent

Everything we do at Settle College is rooted in our vision to support all our students to 'be the best they can be'. Through developing a rich and exciting curriculum that is relevant to our locality and implemented with high quality teaching, we aim to not only secure outstanding progress and achievement for all, including disadvantaged students, but to also develop confidence, independence and resilience in our learners.

The focus of our pupil premium strategy is to support disadvantaged students to acquire the knowledge and skills required to succeed at each stage of their education, allowing them to access their chosen career path in later life. We aim to develop the aspirations for all our students, regardless of their background. Our strategy identifies the challenges faced and the strategies in place to support the progress of all. In line with our whole-school priorities, literacy is a key focus within the strategy to ensure that literacy is not a barrier to success during their education, but also in later life. There are also several strategies aimed at increasing aspirations of disadvantaged students, as well as promoting a positive attitude to learning.

Challenges

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

Challenge number	Detail of challenge																		
1 Literacy	<p>Literacy levels below the age-expected standards, adding extra challenge for students in accessing the entire curriculum.</p> <p>Two PP cohorts average at or below the secondary-ready threshold at KS2, with generally lower KS2 outcomes than their peers:</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Average PP KS2 reading score*</th> <th>Average non-PP KS2 reading score*</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>104</td> <td>104</td> </tr> <tr> <td>8</td> <td>100</td> <td>104</td> </tr> <tr> <td>9</td> <td>102</td> <td>104</td> </tr> <tr> <td>10</td> <td>99</td> <td>102</td> </tr> <tr> <td>11</td> <td>98</td> <td>101</td> </tr> </tbody> </table> <p><i>*For years 10 and 11, these scores are based on CAT4 testing, as KS2 SATs were not completed.</i></p> <p>In year 8, 19% (5 out of 26) of the PP cohort are EAL. This year group has the highest proportion of PP students (30.6% of the year are PP).</p> <p>For the Y11 cohort of 23-24, their P8 for the English element was 0.02 (compared to 0.18 for maths and 0.33 for EBacc. Open omitted from this</p>	Year group	Average PP KS2 reading score*	Average non-PP KS2 reading score*	7	104	104	8	100	104	9	102	104	10	99	102	11	98	101
Year group	Average PP KS2 reading score*	Average non-PP KS2 reading score*																	
7	104	104																	
8	100	104																	
9	102	104																	
10	99	102																	
11	98	101																	



	comparison due to students with empty baskets). This was similar for 22-23: English P8 of -1.13 vs. -0.81 for maths and -0.87 for EBacc.																							
2 Attendance	<p>Lower attendance for disadvantaged students in all year groups compared to their peers. Data for 2023-24:</p> <table border="1"> <thead> <tr> <th rowspan="2"><u>Year group</u></th> <th colspan="2"><u>Attendance %</u></th> </tr> <tr> <th><u>PP</u></th> <th><u>Non-PP</u></th> </tr> </thead> <tbody> <tr> <td>All</td> <td>90.5</td> <td>93.5</td> </tr> <tr> <td>7</td> <td>93.6</td> <td>96.5</td> </tr> <tr> <td>8</td> <td>93.7</td> <td>94.5</td> </tr> <tr> <td>9</td> <td>93.8</td> <td>93.4</td> </tr> <tr> <td>10</td> <td>88.7</td> <td>93.1</td> </tr> <tr> <td>11*</td> <td>80.3</td> <td>91.5</td> </tr> </tbody> </table> <p><i>*Data until 31/5/24</i></p> <p>Of the students in year 11 for 23-24, the students that were not PA had an average estimated P8 score of -1.05, whilst the PA students had an average estimated P8 score of 0.43.</p>	<u>Year group</u>	<u>Attendance %</u>		<u>PP</u>	<u>Non-PP</u>	All	90.5	93.5	7	93.6	96.5	8	93.7	94.5	9	93.8	93.4	10	88.7	93.1	11*	80.3	91.5
<u>Year group</u>	<u>Attendance %</u>																							
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3 Aspirations	<p>Lower aspirations of disadvantaged students, especially the higher attaining, often due to lack of experience, self-belief or awareness of future options. This can lead to a lack of engagement in the opportunities on offer in school, including opportunities to develop cultural capital or for additional academic support. For 23-24, PP students totalled 26.3% of the total days suspensions (PP students were 14% of the school). They were also significantly above 14% for behaviour logs. So far in 2024, PP students account for 47.5% of the days suspensions.</p> <p>Increased levels of mental health difficulties amongst young people, with difficulties in accessing external support.</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
Students' literacy skills will improve, especially for those entering with below age-expected literacy levels, giving all students access to the entire curriculum.	Reading assessments will show an accelerated rate of improvement. Disadvantaged students will make progress in line with their peers.
Disadvantaged students will have access to the curriculum, through targeted interventions, TA support and good attendance.	Disadvantaged students will make progress in line with non-disadvantaged students nationally. Disadvantaged students will be in line with their peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged, as well as promoting extra-curricular activities to support their cultural capital.	Qualitative data from student voice, student and parent surveys and teacher observations indicate high levels of wellbeing. Engagement with Settle College Diploma. Proportions of suspensions and negative behaviour logs for PP students will decrease.



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: £40,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support improved literacy across the curriculum:</p> <ul style="list-style-type: none"> • Funding to cover salary for HLTA for literacy • Funding for professional development for staff • Additional leadership within the English department • Lexonik license to support whole-school literacy, focusing on decoding of words to support comprehension • Texts to support reading lessons in English 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers, including decoding words. A wide range of strategies and approaches can be successful, but many pupils need to be taught these skills explicitly and consistently.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) The next stage of the school literacy strategy addresses developing students' oracy, with oral language interventions having a high impact on average (+6 months).</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) This is further recognised in the EEF's research into the impact of improving literacy in secondary schools.</p> <p>What Are The Benefits Of Reading? National Literacy Trust The literacy trust gives several benefits of reading.</p>	<p>1, 2, 3</p>
<p>Additional learning support hours:</p> <ul style="list-style-type: none"> • TA support in lessons, with more support in core lessons for lower ability students • Standardised testing (for example ART) to 	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) This research discusses the positive impact of TA interventions. It highlights that these are the most effective when they are used to support specific needs that have been</p>	<p>1, 2</p>



<p>identify students in need of intervention</p> <ul style="list-style-type: none"> • TA support for small group interventions depending on need identified in testing • Licenses and CPD courses for training for TA staff 	<p>identified, ensuring that pupils do not receive less input from teachers.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. This is most effective when it is targeted at pupils' specific needs, which is supported by the use of standardised tests. This also states that providing training to the staff that deliver the sessions increases impact.</p>	
<p>Resources to support planning in maths and science and access to the technology and arts curriculum:</p> <ul style="list-style-type: none"> • Licenses to support schemes of work for science and maths • Additional online resources for maths to supplement teaching • Additional leadership within the maths department • Resources to support teaching in DT, catering and art 	<p>Reducing school workload - GOV.UK (www.gov.uk)</p> <p>Eliminating unnecessary workload around planning and teaching resources (publishing.service.gov.uk)</p> <p>These publications discuss the importance of supporting teacher workload to maintain wellbeing, allowing for the most effective delivery of lessons. The provision of licenses to support planning in core subject areas allows for a reduction in workload and supports effective sequencing of the curriculum.</p>	3

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

Budgeted cost: £32,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning managers for each key stage</p> <ul style="list-style-type: none"> • To identify barriers to learning and provide support to students who are not making expected progress 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>The role of learning manager encompasses a wide range of support for students, including those evidenced above. As above, clear identification of barriers to learning allows for effective interventions, which is supported by</p>	2, 3



	<p>the learning manager. See strategies below in further information section.</p> <p>The learning manager is also responsible for championing the needs of the pupil premium cohort, ensuring that their needs are met by their teaching staff through high quality teaching.</p>	
<p>Small-group maths and English intervention (supplemented by mainstream grant for NTP):</p> <ul style="list-style-type: none"> • Small group intervention sessions for maths and English to support disadvantaged students of all abilities • Intervention packages to support interventions for reading 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies are high impact on average (+6 months). For this to be effective, it also requires effective diagnosis of reading difficulties and needs interventions to support a range of needs, for example decoding, understanding vocabulary and understanding language structures used.</p>	1, 2, 3
<p>Resources and staffing to support revision:</p> <ul style="list-style-type: none"> • Staffing for revision sessions for KS4 students during holiday periods (Easter, half term) • Resources to support revision, including GCSEpod • Staffing for KS3 after school clubs, to build a culture of engagement with school beyond the school hours 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>From feedback from students, it is difficult for some students to find a quiet place or time to revise, as well as being able to organise their time. Providing a structured revision schedule within school will support this.</p>	1, 2, 3
<p>Brilliant club:</p> <ul style="list-style-type: none"> • To promote high aspirations for high ability KS3 pupil premium students 	<p>Programme Overview - Schools - The Brilliant Club</p> <p>Students develop key skills, such as critical thinking and written communication which are important factors for academic success and in later life.</p> <p>Scholars Programme graduates are almost twice as likely to progress to highly-selective universities, demonstrating aspirations from the students involved.</p>	3
<p>Summer school:</p> <ul style="list-style-type: none"> • To support transition into Year 7, with academic sessions to support identification of 	<p>Summer schools EEF (educationendowmentfoundation.org.uk)</p> <p>Summer schools have a positive impact on average (+3 months). The impact is higher when using teachers from the school.</p>	1, 2, 3



<p>pupils' needs and non-academic sessions to promote engagement and to give opportunities that may not be otherwise possible.</p>	<p>Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School counsellor:</p> <ul style="list-style-type: none"> To support students' mental health and wellbeing with the provision of a school counsellor and mental health interventions through the Mindscreen programme To provide training to staff through educare license 	<p>Damage to children's mental health caused by Covid crisis could last for years without a large-scale increase for children's mental health services Children's Commissioner for England (childrenscommissioner.gov.uk)</p> <p>The impact of the COVID-19 pandemic on the mental health and well-being of children and young people - Cowie - 2021 - Children & Society - Wiley Online Library</p> <p>There is significant research to indicate the impact of the pandemic on students' mental health and that support is not always readily available.</p>	<p>2, 3</p>
<p>Attendance support:</p> <ul style="list-style-type: none"> Targeted interventions from the attendance officer to improve students' attendance to school. 	<p>From 2024 outcomes for all students, those with attendance of 90% or above had a progress score of 0.07, whilst students with attendance lower than 90% had a progress score of -0.55.</p> <p>This gap was significantly wider for the pupil premium students: those with attendance above 90% had a progress score of +0.43, whereas students with attendance below 90% had a progress score of -1.05.</p> <p>Department for Education (publishing.service.gov.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Both of these highlight the impact of low attendance on attainment and that 1:1 strategies support improving this.</p>	<p>2, 3</p>



<p>Activities to support the development of students' cultural capital:</p> <ul style="list-style-type: none"> • Support for a range of extra-curricular opportunities, for example music lessons, sport clubs, educational trips and visits and rewards activities. 	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>This research shows that arts participation improves outcomes across the curriculum, as well as supporting engagement in learning.</p>	<p>1, 2, 3</p>
<p>Careers advice and support:</p> <ul style="list-style-type: none"> • Access to a level 6 careers advisor and other careers support and events 	<p>Careers education EEF (educationendowmentfoundation.org.uk)</p> <p>This literature review shows that 60% of the studies involved show that careers support has a positive impact on educational outcomes.</p>	<p>2, 3</p>

Total budgeted cost: £96,100

Further information

<p>Additional activity</p> <p>As a small school that knows its students as individuals, we have additional strategies to support disadvantaged students achieving their best:</p> <ul style="list-style-type: none"> • Pupil interviews – students in each year group have meetings with their learning manager or PP lead to discuss their academic performance, as well as anything they or the school can do to improve their outcomes. This ensures that these students have an opportunity to voice any concerns and that they know the support they have access to within school. • Teaching and learning planned to support disadvantaged students' needs – teaching staff focus on ensuring that teaching and learning for their classes is planned to consider the needs of the disadvantaged students in their class. From the DfE webinars, the main recommendation from the experts was to ensure that students received high quality teaching, including adaptive teaching. • Embedding retrieval practice within lessons – staff have been provided with training to understand the developments in cognitive science, including supporting the retrieval of knowledge during lessons to help students remember more.



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 Outcomes 2023-24

In the 2024 cohort there were 10 PP and 115 non-PP students. The P8 cohort comprised 96% of students which included all the PP students. Two of the PP students had low prior attainment and the remainder were middle prior attainers.

2024 - 10 pupils - provisional data			
Measure	School figure	LA (non-disadvantaged pupils)	England (non-disadvantaged pupils)
P8	0.12	0.22	0.16
A8	38.4	50.1	50.0
Basics 5+ %	20.0	53.4	53.1
Basics 4+ %	50.0	73.5	72.7
EBacc at 5+ %	0.0	21.0	21.6
EBacc at 4+ %	20.0	29.6	29.7
Entering EBacc %	40.0	43.1	44.7
EBacc APS	3.48	4.46	4.46
Exam entries (all qualifications)	8.6	8.4	8.2
Exam entries (GCSEs)	8.1	7.9	7.6
Measure	School figure (PP)	School figure (non-PP)	
P8 (English)	0.02	-0.36	
P8 (Maths)	0.18	-0.09	
P8 (EBacc)	0.33	0.18	
P8 (Open)	-0.08	-0.09	

From these outcomes, the progress of the pupil premium cohort was above the progress made by the non-PP students, which is a reversal from the previous two academic years. Whilst this was partly due to improved outcomes for those students that regularly attended school, the PP cohort for this academic year had only one student with an alternative provision, who still accessed 6 qualifications (including the double-weighted maths and English qualifications). This is in contrast to previous academic years, where there have been multiple PP students that accessed very few qualifications and so caused wider gaps in previous academic years.

KS3 outcomes 2023-24 – internal assessment data

	Group	%M	%M-S	Progress
Year 9	PP (16)	9.2	50.3	-0.81
	Non-PP (87)	16.3	68.4	-0.48
Year 8	PP (15)	7.1	46.7	-0.50
	Non-PP (92)	15.4	67.3	-0.26
Year 7	PP (22)	12.6	61.9	-0.22
	Non-PP (59)	22.0	72.0	-0.33



Attendance and behaviour data

June 2024	All	Year 7	Year 8	Year 9	Year 10	Year 11	
	PP	90.5%	93.6%	93.7%	93.8%	88.7%	80.3%
	Non-PP	93.5%	96.5%	94.5%	93.4%	93.1%	91.5%
	Difference	-2.9%	-2.9%	-0.8%	0.4%	-4.4%	-11.2%

Suspensions

Year	% school PP	Number days (all)	Number days (PP)	% days suspensions PP
2023-24	13.98	76	20	26.3
2022-23	13.06	77.5	7	9.0

L3s

Year	% school PP	Number (all)	Number (PP)	% logs PP
2023-24	13.98	1655	437	26.4
2022-23	13.06	1072	230	21.5

Progress against current strategy

At present, monitoring data and the KS4 outcomes shows that gaps between disadvantaged and non-disadvantaged students are closing. For example, the gap in attendance for PP students to non-PP has closed from 5% to 3% over the first four terms of this strategy and the improved KS4 outcomes for PP students. One area currently of concern is the proportion of suspensions for PP students (almost 50% of days lost to suspensions this academic year to date are for PP students).

Externally provided programmes

Programme	Provider
Lexonik Advance	Lexonik – Sound training for reading
Mindscreen	Mindscreen

Other externally provided programmes are still to be confirmed at the time of writing the strategy.