

School Mission Statement

At Pedmore we ensure that all students develop into well-rounded confident, independent, resilient and high achieving outward thinking individuals, who are proud of their school, its values and reputation. Students are equipped with the knowledge, skills, characteristics and learning behaviours to enable them to set aspirational and challenging goals. Students feel safe, supported, respected and recognised; becoming happy, successful young citizens who contribute to their communities, seek out opportunities and continue to always aim, to be the best that they can be.

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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
Pedmore High School – Invictus Education Trust	
Number of pupils in school	670
Proportion (%) of pupil premium eligible pupils	41.79% (280 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2024
First review	September 2025
Second review	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	C Mills
Pupil premium lead	H Brooks
Governor / Trustee lead	M Kent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,100
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£254,100

Statement of intent

Our Pupil Premium funding will be strategically allocated to address the key challenges faced by our disadvantaged students, focusing on attainment, attendance, parental engagement, literacy and oracy, persistent absence rates, low aspirations, and the impact of deprivation in our local area. Our approach will be holistic, targeting academic, emotional, and social support to ensure disadvantaged students are given the best opportunities to succeed.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is to have a concerted effort to implement a wide variety of reading strategies for pupils, including non-disadvantaged pupils.

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

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

Overarching Aims

A	To ensure that all disadvantaged students make sufficient academic progress in line with all students nationally of similar starting points.
B	To ensure that all disadvantaged students have the skills to be fully engaged in the educational experiences and opportunities available to them.
C	To ensure that disadvantaged students are ambitious and have high aspirations for themselves and their futures.

Challenges

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

Challenge number	Detail of challenge
1	There is a higher-than-average percentage of disadvantaged pupils at Pedmore (41.79% compared to national figures (24.6%))
2	The school location deprivation indicator is quintile 2 however the pupil base is in quintile 5 which is the most deprived of all schools in terms of deprivation
3	Many students and families have low aspirations and ambition and place a low value on education.
4	The attendance rate of disadvantaged pupils (86.4) is lower than non- disadvantaged pupils (91.1%) There is an attendance gap around -5% between PP and non-PP students. Pupil Premium students are the particular group of concern for attendance and make of a majority of our non-attendees.
5	Disadvantaged students have a significantly higher rate of Persistent Absence of 35.13% compared to 20.05% for non - disadvantaged students.
6	Attainment on entry is lower among disadvantaged students/ FSM students.
7	Disadvantaged students have lower levels of literacy and oracy, particularly in lower year groups.
9	Parental engagement is significantly lower with disadvantaged students than non-disadvantaged students
10	Attainment at the end of KS4 is significantly lower for disadvantaged students- add detail here

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve the learning, progress and attainment of disadvantaged students through high quality teaching and learning.</p>	<ul style="list-style-type: none"> ➤ The early identification of any knowledge gaps will be facilitated through effective partnerships with our feeder schools so that help and support can be continued or initiated; ensuring that students make a seamless transition and settle quickly. ➤ QA of lessons involving disadvantaged students will indicate a high standard of T&L, high expectations and engagement of students, well established routines and high-quality feedback as a result of positive relationships. ➤ The school's 'Basics' Attainment headline measures for disadvantaged students will be in line with all students nationally. ➤ Disadvantaged students will begin to achieve positive Progress 8 (P8) scores at least in line with all students nationally. ➤ Progress by disadvantaged students in English, Maths and Science will continue to improve
<p>Effective use of data tracking and monitoring based on high quality assessments will more readily identify disadvantaged students for targeted support, guidance and intervention.</p>	<ul style="list-style-type: none"> ➤ Effective data analysis (involving a triangulation of both academic, attitudinal and attendance data) by key personnel (SLT Lead) based on high quality and accurate assessments will result in interventions being allocated to those disadvantaged students and underperforming students most at need. ➤ Intervention sessions and mentoring will be tracked, quality assured and evaluated for impact and acted on accordingly, to ensure that progress is being made. ➤ Parents will be notified (and encouraged to support) all additional (outside of the classroom) interventions and support that is being put in place to minimize the challenges presented by a lack of parental engagement. Use of coffee mornings and parents' evenings.
<p>Improve attendance by disadvantaged students to be above national average.</p>	<ul style="list-style-type: none"> • Effective actions as a result of robust tracking and monitoring of attendance data both daily and weekly will lead to incremental improvements with attendance data so that attendance for disadvantaged students continues to remain in line with national and rise above it in time. • The school should continue to see a reduction in the percentage of disadvantaged students in Persistent Absence. • The school should continue to see improved parental engagement by disadvantaged students as indicated by their improved attendance to •

<p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> ➤ Use of Accelerated Reader Star Testing to monitor and track reading skills through KS3 to demonstrate improved comprehension skills among pupils. Teachers should also have recognized this improvement through engagement in lessons and book scrutiny. ➤ Trial of Sparx Reader - key stage three literacy aimed at year 7 and 8- ➤ Phonics Intervention (TA/Send team) support EAL students- improve vocabulary understanding. ➤ Supporting students with buying supplies- revision guides, set texts.
<p>Continue to ensure that all disadvantaged students have access to effective careers education and guidance so that they hold high ambitions of themselves and of others.</p>	<ul style="list-style-type: none"> ➤ Through an effective CEIAG programme, all disadvantaged students will have access to personalised and independent CEIAG. This should lead to improved ambitions and aspirations and an increase in students' self-esteem. <ul style="list-style-type: none"> ○ Students in Years 7-11 will have at least 1 careers event annually. 13th March careers Fair (Parental drop in) ○ Students in Years 10 and 11 will have at least 1 careers and guidance interview annually with Connexions ○ Disadvantaged students in Year 9 and Year 10 will experience at least 2 careers and guidance meetings annually. This advice will be both independent external and internal. ○ DWP assemblies and Halesowen College and Kidderminster College. ○ Stereotyping, employer expectations CV writing, LMI labor market information, GCSE options advice., apprenticeship and post 16 ○ Disadvantaged students in Year 11 will experience bespoke packages of career and education guidance and support, including independent external support ○ Mock interviews arranged for year 10 in summer term. ➤ The school should continue to see a reduction or zero number of NEETS (Students not in education or training post 16). ➤ All students in Year 10 to secure a placement for Work Experience Week ➤ 2 opportunities for April 5 day WEX placement and Speakers for Schools into TECH Programme, pilot (encounter with an employer, up to 60 students will get an insights day, 30 students will get a w3/4/5 placement- Targets girls and PP students.

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 (Quality of Teaching & Learning & Raising Attainment Strategies, Staffing)

Budgeted cost: **£160,000**

Area of Intent	Activity	Evidence that supports this approach	Challenge number(s) addressed
A B	Embedding principles of good practice to improve school's attendance. <ul style="list-style-type: none"> ➤ Investing in outcomes Quality first Teaching-employment of specialist staff to ensure delivery of high-quality lessons and creation of a climate conducive to learning- ➤ Use of WalkThrus- reference to Quality of Education handbook 2025 ➤ Staff training through Inset Days and department meetings to develop and implement new procedures ➤ Attendance Officer remain in post and supported on home visits. Further TLR support with attendance ➤ SENDCo; SLT; HOY and wider pastoral team to assist with home visits ➤ Non-teaching Pastoral Staff to assist Heads of Year and tutors to monitor and identify attendance issues and engage parental support ➤ Use of Inclusion Officer to support 1:1 /small group work 		 6 7 8

	<p>for those disaffected with school</p> <ul style="list-style-type: none">➤ NGF group Nurture Focus Group to support our most vulnerable 5%➤ Inclusion Officer and Attendance Officer designated time to conduct home visits➤ Use of rewards to positively promote good attendance➤ Use of assemblies to promote positive message around attendance➤ Designated coffee mornings to invite hard to reach parents➤ High Vulnerability➤ High risk of exclusion from school➤ High risk of causing disruption to lessons and school➤ Requires support in SSC or alternative placement➤ Students requiring high level of regulation		
--	---	--	--

A	Key Stage 3 Literacy and Numeracy	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
B	<ul style="list-style-type: none"> ➤ Use of Accelerated Reader Star Testing to monitor and track reading skills through KS3 to demonstrate improved comprehension skills among pupils. Teachers should also have recognized this improvement through engagement in lessons and book scrutiny. ➤ Trial of Sparx Reader - key stage three literacy aimed at year 7 and 8- ➤ Phonics training through MITA for Teaching Assistants ➤ KS3 literacy focus managed by designated members of staff. ➤ Bespoke programmes delivered by tutors for literacy CPD training delivered by specific co-ordinators to all staff. -(Whole School Literacy and Ready) ➤ Approx costs: £25,000 	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314 EEF - reading comprehension support + 6 EEF - small group / individualised tuition tuition +4 EEF - peer tutoring +5	 6 7 8

A	<ul style="list-style-type: none"> ➤ Improve reading comprehension among disadvantaged pupils across KS3 and develop a love for reading 	EEF - small group / individualised tuition tuition +4	
B	<ul style="list-style-type: none"> ➤ Maintain and build on existing strategies that support and promote a love or reading and develop a 'language rich experience' for students: 		
	<ul style="list-style-type: none"> ➤ DEAR days each half term 	EEF - reading comprehension support + 6	
C	<ul style="list-style-type: none"> ➤ Registration for Reading 		
	<ul style="list-style-type: none"> ➤ KS3 Word of the Week 		
	<ul style="list-style-type: none"> ➤ Literacy programme during tutor 		
	<ul style="list-style-type: none"> ➤ Forensic reading 		
	<ul style="list-style-type: none"> ➤ Debate Club 		
	<ul style="list-style-type: none"> ➤ Reading Rewards Programme 		
	<ul style="list-style-type: none"> ➤ World Book Day 		6
	<ul style="list-style-type: none"> ➤ Youth Speaks Award 		
	<ul style="list-style-type: none"> ➤ Approx costs: £5,000 		
	<ul style="list-style-type: none"> ➤ Maintain and further develop the Forensic Reading Program - Taught by specialist English teachers. The purpose of forensic reading is to make our students better readers, to develop their oracy skills and close the vocabulary gap between Pupil Premium and non-Pupil Premium students. 		7
	<ul style="list-style-type: none"> ➤ KS3 - additional 1hr per week. 		
	<ul style="list-style-type: none"> ➤ Forensic Reading lessons incorporated into English curriculum. 	EEF – Oral language interventions + 6	8

A	Maintain high quality personalised feedback and ensure that disadvantaged students receive individual and personalised feedback during GRIT tasks in addition to whole class feedback.	EEF – feedback +6	6
B	<ul style="list-style-type: none"> ➤ Teachers are to provide verbal feedback every other GRIT task as part of ‘live feedback’ 	EEF – individualised instruction + 4	7 8

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

Budgeted cost: **£54,000**

Area of Intent	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	<ul style="list-style-type: none"> ➤ Continue to maintain a programme of extended, out of hours learning in English and Maths. (After School and holiday boosters) ➤ A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. 	EEF - small group tuition +4	3
B	<p>Approx costs: £20,000</p> <ul style="list-style-type: none"> ➤ Breakfast class ➤ School Led Tutoring sessions will support the most disadvantaged and vulnerable students ➤ Maths sessions and English sessions now in place to start January 2025 ➤ One to one tutoring during after school sessions as well as Saturday morning sessions- 90 min duration ➤ Text books and revision guides distributed to all PP students in year 11 ➤ Engage/ employ Sixth form students to mentor students after school- 	EEF - mastery learning+5 EEF – feedback +6 EEF – individualised instruction + 4 EEF 1:1 tuition +5	4 5 6 7 8

	minimum wage contracts ➤ Use of Hardship fund for most in need.		
--	--	--	--

A	<ul style="list-style-type: none"> ➤ Ensure early identification of student concern groups and groups within groups through regular systematic tracking, monitoring and detailed analysis following data drops ➤ Ensure that the outcomes of analysis and any current progress concerns are shared with Senior Leadership & Management Team and wider staff through Heads of School / Heads of Department/whole staff briefings. 	<p style="text-align: center;">EEF – N/A</p> <p>Underachievement is challenged promptly and addressed by all key personnel</p>	<p style="text-align: center;">3 4 5 6 7 8</p>
---	--	--	--

A	Through NFG to develop and instigate programmes that combat anger and low self-esteem and improve literacy.	EEF - reading comprehension support + 6	
B	<ul style="list-style-type: none"> ➤ Implement specific student mentor programme for key focus boys. ➤ External providers to deliver self-esteem related workshops to dis- affected boys. 	EEF – individualised instruction + 4	3
C	<p>Bottom 20% of Y7 and Y8 boys in reading ages to be included as a priority in the existing Literacy, Phonics & Numeracy additional lessons.</p> <p>Approx costs: £1,300</p>	EEF-mentoring +2	4
		EEF – Phonics +5	5
		EEF – Social & Emotional Learning +4	6
			7
			8
A	Build on existing programme of Mentoring & Support	EEF – mentoring +2 (our own impact reports show this to be highly effective with suitable pairings and certain groups of students)	3
B	<ul style="list-style-type: none"> ➤ Increase and widen Academic Peer Mentoring Scheme all years ➤ Mentoring and Academic support offered by Inclusion and Achievement Manager 		4
	Mentoring and Academic support offered by pastoral staff.		5
		EEF – peer mentoring+5	6
			7
			8

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

Budgeted cost: £40,100

Area of Intent	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A</p> <p>B</p> <p>C</p>	<p>Continue to ensure that transition between primary to secondary school supports students to settle into their new learning environment quickly so that there is no dip in learning and any identified KS2 gaps are identified and addressed quickly.</p> <ul style="list-style-type: none"> ➤ Maintain summer liaison and visit programme by transition lead to all primary schools to obtain background information ➤ Maintain SENCO liaison programme ➤ Work with Trust Transition Leader to develop new programmes of early support and intervention. ➤ Continue to develop Transition Days and bespoke ‘small group’ additional transition days for disadvantaged and vulnerable students ➤ Approx costs £1,000 	<p>EEF - small group tuition +4</p> <p>EEF-sport participation+1</p> <p>EEF-arts participation +3</p> <p>EEF – Social & Emotional Learning +4</p> <p>EEF=Summer School +3</p>	<p>ALL</p>
<p>A</p> <p>B</p> <p>C</p>	<ul style="list-style-type: none"> ➤ Parents’ events evidenced in the parental engagement record and swifter intervention when a lack of attendance /engagement is more readily identified. ➤ Attendance support Plans to be implemented for those below 50% and stretching to below 70% ➤ Details to parents and families regarding attendance expectations for Sept 24 to be shared ➤ Role of the tutor formalised and directed time to support with attendance phone calls home ➤ Culture and ethos of attendance to be seen high priority like safeguarding - delivered in CPD start of the year – Attendance a TOP 5 concern for school ➤ Assemblies completed with attendance focus 	<p>EEF – Parental Engagement +4</p> <p>EEF – Social & Emotional Learning +4</p>	<p>1</p> <p>2</p>

	<ul style="list-style-type: none"> ➤ Students – out of sight with CP PLANS – meetings to be completed with social workers and offers of support in place / alternative educations ➤ Home visits and interventions put in place to support students and families to get them into school ➤ Meetings with HOY and letters sent to parents - those below 90% ➤ Attendance clinics for students with 88% - 91% - Attendance phone calls completed by HOY for students within these criteria to discuss attendance concerns ➤ Complete referrals for those taking holidays in school time ➤ Complete Referrals for those taking time off school regularly ➤ Increased capacity for Attendance Officer and support via admin – first day absence calls to be completed by admin ➤ Absentee list sent daily to all staff identifying students off for 2 days + ➤ Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. ➤ Early help or whole family plan where absence is a symptom of wider issues. ➤ Student Support Centre ➤ Mental Health Lead Support ➤ Modified timetable – only in exceptional circumstances for short period. ➤ Referrals to agencies and alternative provisions if necessary ➤ Continue to ensure that close working relationships between school and parents means that we can encourage those families / parents who are on the threshold of deprivation to seek out support through Early Help or financial assistance (FSM claims) who may not ordinarily do so. ➤ Maintain Pastoral Support Team to include 5 Heads of Year and Pastoral Support Staff for KS3 and KS4 ➤ Continue to support the development and training of Pastoral Support Officers (Early Help / Mental Health & Well-being / Safeguarding Training) 		
--	--	--	--

	➤ Approx costs: £80, 000		
B	<ul style="list-style-type: none"> Uniform support offered to all PP students Approx costs £2000 	EEF – n/a	1
C		Removing a barrier which could potentially impact on attendance. Giving all students an equal opportunity.	2 5 6
A	Attendance and Punctuality Monitoring Ensure that daily attendance and punctuality of Pupil Premium students is high profile and reported at weekly meeting.	PP attendance 89.6%	
B	<ul style="list-style-type: none"> ➤ Maintain robust system to record, track and monitor attendance ➤ Maintain daily contact with priority students from Attendance Officer ➤ Maintain parental engagement record to track attendance & participation in key school events. Use this to access and identify families in need of support and early help. 	Non PP attendance 94.3%	1
C	Continue to ensure appropriate staffing is in place to support students and their families and provide additional guidance and support required	EEF – Parental Engagement +4	2 4 5 8

<p>A</p> <p>B</p> <p>C</p>	<p>Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes</p> <ul style="list-style-type: none"> ➤ Aspire to HE visits for Yrs9 to Yr11- prioritising disadvantaged students ➤ Re-introduce Careers Fair annually for yrs10 and 11 ➤ Sustain 1:1 Careers advice meetings for Yr11s ➤ Introduce 1:1 Career advice meetings for Yr9s prior to options ➤ CEIAG Careers Lead training <p>Every student will have an academic review meeting with a CEIAG focus to help students to contextualise their learning and help all students (but particularly those from disadvantaged backgrounds) to develop future aspirations and career goals</p> <p>Approx costs £6,500</p>	<p>EEF – 0</p> <p>Belief that students’ achievement is greater when able to contextualise learning and relate to the ‘big picture’</p>	<p>1</p> <p>2</p> <p>3</p>
<p>A</p> <p>B</p> <p>C</p>	<p>Maintain programme of Sport and Outdoor Education in support of learning</p> <ul style="list-style-type: none"> ➤ PE kit for competitive matches and events ➤ Duke of Edinburgh Award financial support available for enrolment fees and equipment. ➤ Approx costs £1,000 	<p>EEF –Physical Activity +1</p> <p>EEF- Collaborative Learning + 5</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p>
<p>A</p> <p>B</p> <p>C</p>	<ul style="list-style-type: none"> ➤ Building cultural capital – ensure that students are able to access a wide range of different enrichment opportunities, including trips and visits and are not disadvantaged as a result of socioeconomic circumstances ➤ Develop and embed our extra-curricular and enrichment programme, utilising external organisations and providers to offer a wider variety of activities and opportunities for students. (approx. costs- £1.500) ➤ Track and monitor student participation in enrichment activities, so that we can ensure students access a broad and balanced range of activities and new opportunities. ➤ Support Pupil Premium students with accessing music tuition within school. (approx costs- £4,000) 	<p>EEF-arts participation +2</p> <p>EEF- Extended School +3</p> <p>EEF –Physical Activity +1</p> <p>EEF- Collaborative Learning + 5</p> <p>EEF-arts participation +2</p> <p>EEF – Oral language interventions + 6</p>	<p>All</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We used pupil premium funding to provide wellbeing support and increased the amount of additional pastoral and academic support. PSHE now delivered as a discrete lesson to all year groups per week. In addition, time has been set aside in tutor time/ assembly time to include mental health and wellbeing sessions; careers and literacy/numeracy sessions.

Results 2024 (compared with 2023 results)

- Attainment of PP students = 2024 was 34.32 compared with 2023 of 33.94. This is a positive improvement.
- Progress of PP students = 2024 was -0.81 compared with 2023 of -0.51. This is a decline in improvement.
- Progress Gap = PP in 2024 was -0.81 compared with non-PP of -0.36. A gap of -0.45. The gap in 2023 was -0.18. This is a negative improvement.

Attendance

- Our PP attendance currently stands at 87.6%.
- Our PP persistent absence had dropped to 34.63% from 44.83% in July 2023.

Mental Health

- Mental health tier 2 – 46% of these logs are for PP students (above 38% PP population)
- Mental health tier 3 – 42% of these logs are for PP students (above 38% PP population)
- Mental health tier 4 – 25% of these logs are for PP students (below the 38% PP population showing that the work at tier 2 and 3 is having the desired impact for all students)