

Pupil Premium Strategy Statement (Sep 2024- Aug 2029)

This document outlines a 5-year strategy to improve outcomes and attendance for disadvantaged students at Dorothy Stringer School. We are working in partnership with PhD psychologists in the University of Sussex School Inclusion Group to develop this strategy, which will be evaluated and reviewed annually.

School overview

School Name	Dorothy Stringer School
Date Statement Published	November 2024
Date on which it will be reviewed	Ongoing
Date of re-publish	November 2025
Statement authorised by	Matt Hillier, Headteacher
Pupil Premium Lead	Loretta Lloyd, Assistant HT
Governor / Trustee lead	Full Governing Board
Current status of Pupil Premium Strategy Statement	PLANNING 2024-2025 INTRODUCING 2025-2026 EMERGING 2026-2027 ENHANCING 2027-2028 EMBEDDING 2028-2029

	Whole Cohort	PP	FSM	PP+	CIC	Service	PP SEND	PP EHCP
Whole School	1634	436 (26.7%)	436	8	9	3	139	32
Year 7	329	89 (27.1%)	87		2	3	28	7
Year 8	328	111 (33.8%)	111				37	5
Year 9	324	84 (25.9%)	84	3	1		35	11
Year 10	327	83 (25.4%)	83	1	2		26	3
Year 11	326	69 (21.2%)	69	4	4		13	6

Note: Student numbers will fluctuate throughout the year.

Funding overview

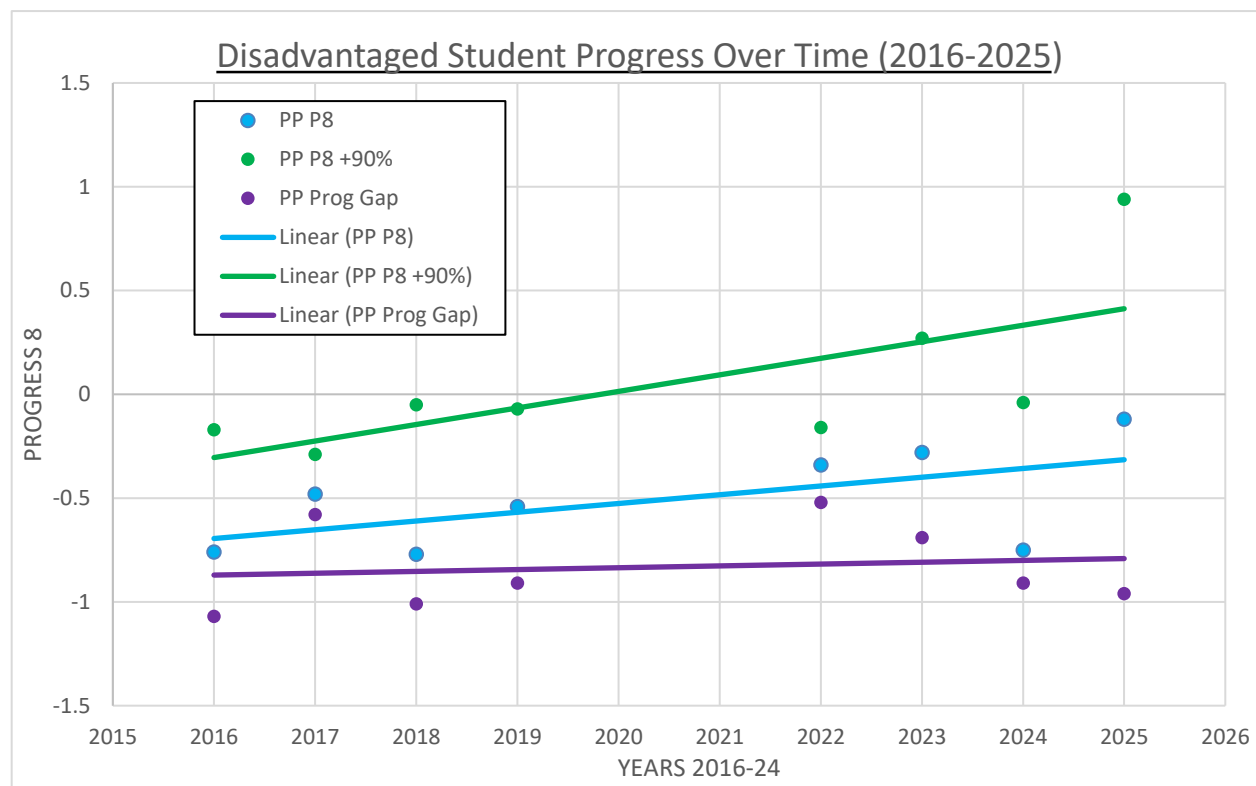
Pupil premium funding allocation this academic year	£ 446,395
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 446,395

PART A: Pupil premium strategy plan

Statement of intent

Although there are progress fluctuations between different cohorts of disadvantaged students, disadvantaged student progress is improving over time, with our highest Year 11 disadvantaged Progress 8 score of 0.13* in 2025 (illustrated by the blue line in the below graph). However, the gap between disadvantaged and non-disadvantaged students remains relatively stable over time.

Data collected over time shows that disadvantaged students who are not persistently absent from school are making significantly better progress than persistently absent disadvantaged students. Results for this group indicate that they typically make similar progress to all other students of equal ability, nationally. However, in 2025 disadvantaged students with 90%+ attendance made significantly better progress than all other students of equal ability nationally (as indicated by the green dots and line in the above graph). Although we continue to develop adaptive and inclusive teaching strategies, we have turned our focus to improving disadvantaged student attendance in the classroom and reducing the number of persistently absent disadvantaged students, so that all disadvantaged students can make progress in line with or in excess of their peers.



*Data for 2024 and 2025 from 4Matrix Share & Compare. Progress in 2025 is based on Year 7 student CAT scores.

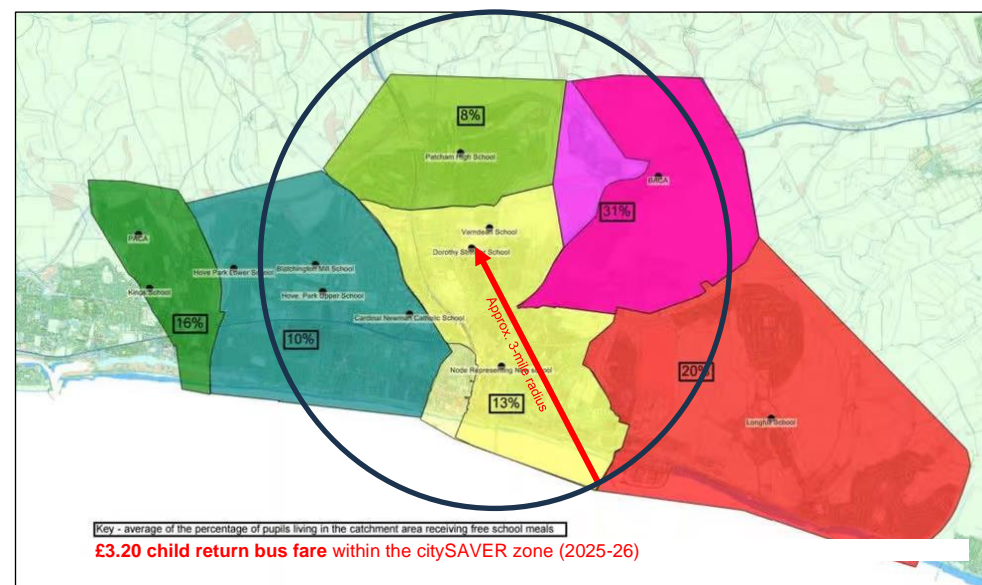
Challenges

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

Challenge number	Detail of challenge
1	ATTENDANCE: A high percentage of disadvantage students are persistently absent from school and therefore make lower than expected rates of progress. We expect this to worsen as increasing numbers of students entitled to free school meals are likely to join our school following changes the BHCC catchment areas and admissions policy.
2	ATTENDANCE: A disproportional number of disadvantaged students are absent within school because of poor self-regulation which results in them missing learning and making lower than expected rates of progress.
3	ATTENDANCE: Lower than expected starting points in literacy and oracy results in some disadvantaged students removing themselves from lessons (either physically or mentally) to avoid learning which they find challenging.

*BHCC Catchment Area & Admissions

- Catchment area changed for September 2026 entry.
- Priority given to children eligible for free school meals up to 30% of individual school admissions
- 5% open admission for pupils from single-school catchment areas
- Parent/carers offered four choices when applying for secondary school



Intended outcomes

This details the outcomes we are aiming for **by the end of this strategy plan in August 2029**.

Intended outcome	Success criteria and targets
IMPROVED ATTENDANCE TO SCHOOL	<ul style="list-style-type: none"> • To improve our attendance equal to or in excess of the DfE annual Attendance Baseline Improvement Expectation (ABIE). • To see improvements in disadvantaged student attendance, year on year, compared to the same calendar point the previous year. • To improve our attendance, so we are in the top quartile of DfE 'Similar Schools' for FSM students. • To reduce any identified attendance drops, typically associated with transition between key stages.
IMPROVED ATTENDANCE WITHIN SCHOOL	<ul style="list-style-type: none"> • The number of truancy logs recorded on the SLG should decline over time for disadvantaged students. • The number of truancy logs recorded on the SLG is proportional to the percentage of disadvantaged students in school. • The number of 'Minutes Late to Class' recorded on SIMS should decrease over time. • The number of 'Minutes Late to Class' recorded on SIMS logged for disadvantaged students should be proportional to the percentage of disadvantaged students in school.
IMPROVED SENSE OF BELONGING IMPROVED RELATIONSHIPS IN SCHOOL	<ul style="list-style-type: none"> • Median disadvantaged student attitude to school score should be 1.7 (excellent) and the gap in attitude learning should diminish • The enrolment of KS3 disadvantaged students in extra-curricular clubs should be proportional to the percentage of disadvantaged students in Dorothy Stringer School • The participation of disadvantaged students in school trips should be proportional to the percentage of disadvantaged students in Dorothy Stringer School • Disadvantaged students in student leadership positions should be proportional to the percentage of disadvantaged students in Dorothy Stringer School. • Increasing numbers of disadvantaged students reporting they feel they belong at Dorothy Stringer School in annual Social Inclusion survey. • Increasing numbers of disadvantaged students reporting they have positive relationships with members of teaching staff in the annual Social Inclusion survey • The vast majority (approximately 80%) of disadvantaged student parent/carers attend parent evenings, meeting pre-lockdown averages.

Activity in 2025-26

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

SECTION A: Leadership, CPD, Research and Teaching & Learning

Budgeted cost: £214,277

Activity	Evidence that supports this approach	Challenge number(s)
<p><u>Forensic Analysis of Disadvantaged Student Attendance Data</u></p> <ul style="list-style-type: none"> SLT Lead for Attendance and SLT Disadvantaged Student Coordinator to routinely and robustly monitor school attendance data, making full access of all available statistical information, including DfE Monitor Your School Attendance, FFT Aspire, Studybugs and SIMS. Data to be shared with Governors, SLT, Middle Leaders, Form Tutors and other staff as part of sharing the impact of working together. 	<ul style="list-style-type: none"> <i>DfE Guidance - Improving school attendance: support for schools and local authorities – South East. (27 Sep 2021)</i> <i>Working together to improve school attendance: Guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities. - DfE (Aug 2024)</i> 	<p>1</p>
<p><u>Review of Strategic Approach to Improving Attendance</u></p> <ul style="list-style-type: none"> SLT Lead for Attendance and Disadvantaged Student Coordinator to conduct an annual review of Pupil Premium and Attendance Strategies against the DfE Attendance Toolkit, introducing, evaluating and adapting strategies as required. SLT Lead for Attendance and Disadvantaged Student Coordinator to work together with other senior and middle leaders within school, SLT attendance leaders and disadvantaged student champions from other schools, the Local Authority and the University of Sussex School Inclusion Group to develop our Pupil Premium and Attendance Strategies. SLT Lead for Attendance and Disadvantaged Student Coordinator to attendance relevant CPD and conferences to gather best practice. SLT Lead for Attendance and Disadvantaged Student Coordinator to visit and learn from DfE 'Similar Schools' with higher rates of FSM student attendance than ours. 	<ul style="list-style-type: none"> <i>DfE Guidance - Improving school attendance: support for schools and local authorities – South East. (27 Sep 2021)</i> <i>Working together to improve school attendance: Guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities. - DfE (Aug 2024)</i> 	<p>1 2 3</p>

<p><u>Fortnightly Attendance Meetings</u></p> <ul style="list-style-type: none"> • Heads of Year to attend fortnightly meetings with the Attendance Officer to review year group attendance data which should then be shared by Heads of Years with Form-Tutors. They will also use the SLG Attendance Action Pages to review attendance mentoring within their year group. The aim of these meetings is to identify need, discuss actions and facilitate early attendance interventions. 	<ul style="list-style-type: none"> • <i>Working together to improve school attendance: Guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities.</i> - DfE (Aug 2024) 	<p>1</p>
<p><u>Conduct Student Voice Activities</u></p> <ul style="list-style-type: none"> • Disadvantaged Student Coordinator and the Attendance Officer to organise student voice activities to provide information about barriers to attendance. Students selected will be disadvantaged students who have a history of persistent absence. This will enable us to identify trends which can be addressed strategically and bespoke interventions based on individual student need. 	<ul style="list-style-type: none"> • <i>Working together to improve school attendance: Guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities.</i> - DfE (Aug 2024) 	<p>1 2 3</p>
<p><u>Promote Adaptive Teaching, Literacy and Oracy within classrooms</u></p> <ul style="list-style-type: none"> • To ensure that learning is accessible to all and presents an appropriate level of challenge, we will continue to promote adaptive teaching, literacy and oracy strategies across the school curriculum through a whole school CPD programme and department meetings. (For example, 'ACE') • The application of these teaching and learning strategies is reviewed during curriculum learning walks. Developmental feedback is given to staff based on our Five Pillars of Learning and the Stringer Seven. Feedback recorded on StepLab to inform future CPD. • At the start of each academic year, KS3 reading test scores are shared and explained to staff to inform adaptive teaching across the curriculum. • The Tutor Group Reading Programme is used to model good quality reading, develop oracy and promote reading for pleasure. 	<ul style="list-style-type: none"> • <i>EEF - What are the Characteristics of Effective Teacher Professional Development? A Systematic Review & Meta-analysis (Oct 2021)</i> • <i>Reading comprehension strategies – EEF assessed impact: +6 months</i> • <i>Oracy Education Commission (2024) 'We need to talk'</i> • <i>EIF (2017) 'Language as a wellbeing indicator' report</i> 	<p>3</p>
<p><u>Smaller Class Sizes (nurture groups)</u></p> <ul style="list-style-type: none"> • Continued additional staffing in English & Maths to permit smaller/nurture classes in Maths and English, particularly for LPA & lower-MPA disadvantaged students. This facilitates the development of positive relationships and permits more opportunities for 1:1 support within the classroom. 	<ul style="list-style-type: none"> • <i>Reducing class sizes - EEF assessed impact: +2 months (English) +1 month (Maths)</i> • <i>Mastery Learning – EEF assessed impact: +6 months (Maths)</i> 	<p>3</p>
<p><u>Facilitating student return to the classroom</u></p> <ul style="list-style-type: none"> • Heads of Department to develop 'Empty Chair' lessons, so absent students are able to keep up with learning (if able) when absent for occasional lessons or long periods of time. Catch-up work to be presented in an easy to access, understand and find on the school SLG. Students who engage with catch-up work to be rewarded for their engagement. 	<ul style="list-style-type: none"> • <i>Homework – EEF assessed impact - secondary +5 months</i> 	<p>1</p>

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

Budgeted cost: £79,601

Activity	Evidence that supports this approach	Challenge number(s)
<p><u>Targeted Literacy Support</u></p> <ul style="list-style-type: none"> All KS3 students to undertake a literacy assessment at the start of each academic year, to enable targeted intervention. Identified students to receive targeted literacy support. Under the guidance of a specialist literacy teacher, literacy tutors to work with small groups of identified students. This involves both inference reading and reciprocal reading interventions. Students involved take pre and post assessments to reveal progress and to inform next steps. Post intervention assessments are reviewed by the tutor with the oversight of our specialist literacy teacher. 	<ul style="list-style-type: none"> <i>Reading comprehension strategies – EEF assessed impact: +6 months</i> <i>Phonics – EEF assessed impact: +5 months</i> <i>Brooks. G (2016) 'What works for children and young people with literacy difficulties'</i> 	<p>3</p>
<p><u>Alternative Provision (Foster Centre)</u></p> <ul style="list-style-type: none"> Reduced timetable provision for severely absent students. Small group, 'stage not age' lessons in core subjects alongside life coaching and forest school to boost confidence and encourage a return to mainstream lessons. The Foster Centre is a separate building in a quiet woodland area of our school. This provision will be boosted by an online offer which runs parallel to the curriculum and is tracked by staff. Time limited 12-week package of group and 1:1 support for a small minority of students who present challenging behaviours. This package has the aim of reintegrating students into mainstream lessons and preventing exclusion. 	<ul style="list-style-type: none"> <i>Behaviour Interventions - EEF assessed impact: +3 months</i> <i>Social & Emotional Learning - EEF assessed impact: +3 months</i> <i>Outdoor Adventure Learning - EEF assessed impact: +4 months</i> 	<p>1 2</p>
<p><u>Alternative Curriculum (in school)</u></p> <ul style="list-style-type: none"> The alternative curriculum runs alongside mainstream lessons. Timetables are bespoke to the needs of individual students including as many mainstream lessons as possible. Small groups lessons include a range of academic and pastoral sessions and are held in a room within the main school building. 	<ul style="list-style-type: none"> <i>Behaviour Interventions - EEF assessed impact: +3 months</i> <i>Social & Emotional Learning - EEF assessed impact: +3 months</i> 	<p>2</p>
<p><u>Y9 Brilliant Club Scholars Programme</u></p> <ul style="list-style-type: none"> High prior attaining Y9 disadvantaged students are targeted for this super-curricular academic programme which teaches self-regulation, resilience and independence while stretching student knowledge and study skills. This programme is aspirational and engages students with higher education possibilities. Students who participate in the Scholars Programme will be strongly encouraged to enrol in the Year 10 Level 2 High Project Qualification. 	<ul style="list-style-type: none"> <i>Brilliant Club Annual Impact Report</i> 	

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

Budgeted cost: £251,665

Activity	Evidence that supports this approach	Challenge number(s)
<p><u>Tutor-Time Programme: belonging, resilience and well-being</u></p> <ul style="list-style-type: none"> Following our work with The University of Sussex School Inclusion Group, we have developed a tutor-time programme based on the principles and tools of social psychology to promote belonging, resilience and well-being. The School Inclusion Group help schools identify and tackle barriers that are holding back some groups of students with the aim of improving attendance, behaviour and attainment. Strategies include simple activities like playing together, similarities matching, values affirmation, mindfulness, meditation and learning about each other. 	<ul style="list-style-type: none"> <i>Helping schools help all their students thrive whatever their background: A Guide for school leaders. - The School Inclusion Group, University of Sussex</i> 	<p>2</p>
<p><u>Promoting a sense of belonging and engagement with school life</u></p> <ul style="list-style-type: none"> Promote a positive school culture with a new Y8 transition booklet to replicate positive impact of Year 7 transition booklet. Develop a similar booklet for Year 9 students at the start of 2026-27. Widen participation of student leadership positions by anonymising candidates in student vote and reserving some student leadership positions for staff nomination. Continue to encourage Y7 disadvantaged students to learn to play an instrument for free, by making use of the 'Create Music' fund and paying for the 40% shortfall out of the Pupil Premium Fund. Explore barriers to disadvantaged student enrolment in our extra-curriculum programme. Maintain increased provision for 1:1 careers appointments with independent careers advisor so that all disadvantaged students are offered at least one careers guidance appointment. Vulnerable disadvantaged students will be invited for more than one appointment between Years 9 and Y11. Continue to raise staff awareness of unconscious bias The parents of identified disadvantaged students personally invited to attend parent evenings. An appointment is scheduled before slots are opened up for general booking. 	<ul style="list-style-type: none"> <i>Working together to improve school attendance: Guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities. - DfE (Aug 2024)</i> <i>Sports & Arts Participation - EEF assessed impact: +2 months</i> <i>Arts Participation – EEF assessed impact: +3 months</i> <i>“Personal guidance is the highest-performing Gatsby Benchmark.”</i> <i>GATSBY: Personal Guidance in Careers – Summary of Research (Mar 2021)</i> 	<p>1 2</p>
<p><u>Banded Attendance Mentoring</u></p> <ul style="list-style-type: none"> Absence bands are guidelines, mentors can be based on student-staff relationships. Staff workload is considered when allocating students for mentoring. Absence bands from the previous academic year (including Year 6 attendance data) are used so that mentoring can start at the very beginning of each academic year. Working with Heads of Year, the Attendance Officer allocates students to staff, prioritising disadvantaged and SEND students. Staff record attendance actions on the SLG Attendance Action Pages and, where appropriate, in CPOMS. 5-20% Absence: Form Tutor mentoring (approximately 5 students each). Focus on frequent 'light touch' interventions with practical non-data-based targets, our approach is '<i>Look after the people and the</i> 	<ul style="list-style-type: none"> <i>DfE Guidance - Improving school attendance: support for schools and local authorities – South East. (27 Sep 2021)</i> 	<p>1</p>

<p><i>percentages will look after themselves</i>'. Tutors provided with a detailed guidance in our in-house 'A Form Tutors Guide to Attendance Mentoring'.</p> <ul style="list-style-type: none"> • 20-50% Absence: Mentoring by Pastoral Managers, Learning Mentors, Heads of Year or SLT. Mentoring and interventions based on the use of local authority ATTEND forms which are completed with the student, parent/carers and professionals. ATTEND forms have been designed by an educational psychologist specifically for use with children aged 5-16 to help identify the underlying causes of absence and develop a personalised support plan. • 50-100% Absence: High level specialist and bespoke support from our Attendance Officer, SENDCo or InCo. 		
<p><u>Working together to reduce internal truancy</u></p> <ul style="list-style-type: none"> • Use the RESET system to deter internal truancy, whereby any student who is in school but refusing to attend their lesson is sent to the RESET room, where a restorative conversation will be had with the class teacher later that day, to encourage the student into future lessons. • Review the allocation of truancy action logs on the SLG, so that Heads of Department have more responsibility for students truanting their subject. • Staff deployed to patrol corridors during lesson time to speak with students who are out of class and to reduce incidents of late arrivals to lessons • Explore the expansion of the RESET system to improve student punctuality to lessons. • Remind staff to be 'on their doors' between lessons to encourage students to move swiftly to their next lesson. 	<ul style="list-style-type: none"> • <i>Behaviour Interventions - EEF assessed impact: +3 months</i> • <i>Social & Emotional Learning - EEF assessed impact: +3 months</i> 	2
<p><u>Supporting disadvantaged students in crisis</u></p> <ul style="list-style-type: none"> • Maintain a designated contact for CIC and Post-CIC students to provide personalised support for this group of disadvantaged students. This member of staff does not have a teaching timetable so is able to develop significant relationships with students and attend CP / PEP meetings. • Ring-fenced support fund for PP+ students in need (typically used for 1:1 tuition or professionally recommended therapy.) • Maintain pastoral managers in each year group. These non-teaching members of staff are able to support disadvantaged students with attendance, behaviour and well-being issues and supervise the regulation room. 	<ul style="list-style-type: none"> • <i>Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement - Eric Jensen (2013)</i> • <i>One-to-One Tuition - EEF assessed impact: +5 months</i> 	1 2 3
<p><u>Supporting families with the costs of attending school</u></p> <ul style="list-style-type: none"> • We employ a part-time Financial Support Officer to ensure prompt response to requests for support. • Continue to fund-raise so additional money is available to support disadvantaged student access school trips. • Where necessary, we continue to support disadvantaged students to feel part of our community by providing those students who live in challenging financial circumstances with school uniform items. 	<ul style="list-style-type: none"> • <i>Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Eric Jensen (2013)</i> • <i>School uniform - EEF assessed impact: unclear</i> 	1

<ul style="list-style-type: none"> • Subsidising the government free school meal grant so that FSM students can access a free breakfast as well as a meal deal during the school day. • Fully stocked pencil cases (and calculators) to be provided to form-tutors to loan/give to disadvantaged students who may have come to school without the equipment required to fully engage with class activities. 		
<p><u>Liaison with B&H Buses to improve service</u></p> <ul style="list-style-type: none"> • Disadvantaged Student Coordinator and SLT Attendance Lead to continue to attend Education & Transport Forum, a citywide meeting with secondary, college and university students and staff, senior staff from the bus company and the local authority. 	<ul style="list-style-type: none"> • <i>Working together to improve school attendance: Guidance for schools, academy trusts, governing bodies and local authorities on maintaining high levels of school attendance, including roles and responsibilities.- DfE (Aug 2024)</i> 	1

Total budgeted cost: £545,543

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 students.

2024-25 was an agreed PLANNING YEAR to facilitate a thorough review of our practice.

REVIEW OF SECTION A: Leadership, CPD, Research and Teaching & Learning
<p><u>Forensic Analysis of Disadvantaged Student Attendance Data</u></p> <ul style="list-style-type: none">• Baseline attendance data collated and tracking systems set up using multiple data sources, including FFT Aspire, Studybugs and SIMS, but mainly based on the new DfE Monitor Your School Attendance pages. Baseline data shared with Governors, SLT, Middle Leaders, Form Tutors and other staff as part of the new drive of working together to improve attendance.
<p><u>Review of Strategic Approach to Improving Attendance</u></p> <ul style="list-style-type: none">• Disadvantaged Student Coordinator also appointed as new SLT Lead for Attendance to ensure focus on improving attendance in the disadvantaged student cohort.• New 5-year Attendance and Pupil Premium Strategy developed. Strategies cross-referenced against DfE Attendance Toolkit. Evaluation ongoing.• New Attendance Policy written and Staff Roles and Responsibilities (Attendance) drafted.• SLT Lead for Attendance and Disadvantaged Student Coordinator worked with other senior and middle leaders within school, SLT attendance leaders and disadvantaged student champions from other schools, the Local Authority and the University of Sussex School Inclusion Group to develop our Pupil Premium and Attendance Strategies.• SLT Lead for Attendance and Disadvantaged Student Coordinator to attended DfE conferences, 'Breaking down the barriers to opportunity: South-east Transforming secondary school attendance' in which attendees were introduced to the new DfE Monitor Your School Attendance pages and Absence Banding to facilitate with the targeting of intervention.• Internal webpages developed. The new SLG Attendance Action Pages will be used to review attendance mentoring.
<p><u>Fortnightly Attendance Meetings</u></p> <ul style="list-style-type: none">• Heads of Year (and Pastoral Managers) attended fortnightly meetings with the Attendance Officer to review year group attendance data which is then disseminated to by HOYs to Form-Tutors. Reviewed absence banding data and students who would benefit from attendance mentoring allocated to staff on an escalating scale. Discussions held around individual student attendance.
<p><u>Promote Adaptive Teaching, Literacy and Oracy within classrooms</u></p> <ul style="list-style-type: none">• CPD sessions provided to introduce staff to strategies which will promote oracy across the curriculum. INSET and department time dedicated to creation of oracy strategies, adapted to subject areas. CPD provided to promote adaptive teaching across the curriculum including regular input through the teaching and learning bulletin to provide research based support for developing adaptive teaching.

- The application of oracy and adaptive teaching strategies was reviewed during a week-long series of curriculum learning walks and an external Oracy Working Party Group from a local research school. Observations revealed that there were 'green shoots' and that staff were starting to promote oracy, but the use of strategies was not consistent across the curriculum. Developmental feedback given to departments to focus their use of resources. Oracy will remain a CPD priority in 2025-26. Explored alternative CPD provision to facilitate staff training in key areas, such as oracy and adaptive teaching, which is key to the improving outcome for disadvantaged students.
- Five Pillars of Learning and the Stringer Seven developed to improve teaching and learning consistency and expectations across the curriculum. These will be introduced in 2025-26 when curriculum learning walks will focus on these key areas of teaching and learning.

Smaller Class Sizes (nurture groups)

- Maintained increased staffing in Maths and English to facilitate small nurture groups in KS3 as well as KS4. When this strategy was first introduced it did not appear to have any impact on student outcomes, but there were anecdotal reports of improved attitudes to learning in these classes and reports of better relationships with class teachers. 2024-2025 was the first year in which students had benefitted from nurture groups through KS3 into KS4 and the results are encouraging. When comparing the P8 score for these students in nurture groups compared to their P8 scores in other lesson, students made better progress in nurture classes.

REVIEW OF SECTION B: Targeted academic support

Targeted Literacy Support

- All KS3 students to undertake a literacy assessment at the start of the academic year, to enable targeted intervention. Identified students to receive targeted literacy support.
- Under the guidance of a specialist literacy teacher, literacy tutors worked with small groups of identified students. This involved both inference reading and reciprocal reading interventions. Students involved took pre and post assessments to reveal progress and to inform next steps.
- At the end of KS3 in the academic year 2024-25, the percentage of disadvantaged student standardised reading scores at or above 85 was 83.5% and the median disadvantaged student standardised reading scores was 100.

Alternative Provision (Foster Centre), Alternative Curriculum (in school) and Additional Pastoral Support

- New space allocated to running an alternative provision within Dorothy Stringer. The building was renovated and refurbished.
- Reduced timetable provision piloted for severely absent students, most of whom are disadvantaged. Small group, 'stage not age' and 1:1 lessons in core subjects were introduced. Procedures developed for staff working with this vulnerable group of students.
- The Inclusion Team continued to create regularly reviewed, time-limited reduced timetables for identified students who presented challenging behaviour and were at risk of permanent exclusion. They worked in collaboration with outside agencies, students, and families to build a sense of belonging and relationships.
- The Inclusion Team continued to develop the alternative curriculum timetable for students who struggle to attend/engage with mainstream lessons. New full-time alternative curriculum teachers were recruited to specialise and develop teaching resources for identified students to increase the attendance and engagement of students accessing the Alternative Curriculum.
- Many students had access to a hybrid model which encourages the maximum number of mainstream lessons while providing small group sessions for others. These ran alongside structured and meaningful intervention times, that relate to the challenges the students are facing, combined with regular educational trips to enhance learning.
- Learning Mentors worked proactively with students and families identified through our graduated approach. They held regular meetings with both students and parents/carers, providing consistent daily support to help remove barriers to learning.
- The Inclusion Coordinator maintained regular contact with key disadvantaged students and their families. This included liaising with external agencies where appropriate, developing targeted support plans, and ensuring relevant information is shared with staff teams and the wider staff body on a weekly basis to promote awareness and consistent support.
- A dedicated Forest School area was established, offering a welcoming and functional space accessible to all students. Identified groups participate in weekly sessions, and an after-school club has also been introduced to further enhance engagement and access.
- An Educational Psychologist conducted an annual review involving students, families, and staff, ensuring a collaborative approach to assessing needs and refining support strategies.

Y9 Brilliant Club Scholars Programme

- High prior attaining Y9 disadvantaged students were targeted for this super-curricular academic programme which teaches self-regulation, resilience and independence while stretching student knowledge and study skills. All students who participated in this programme were awarded the highest grade possible (Firsts) for their academic reports.
- To maintain high aspirations, students who participated in the Scholars Programme are prioritised for additional university campus visits and are strongly encouraged to enrol in the Year 10 Level 2 Higher Project Qualification.

REVIEW OF SECTION C: Wider strategies

Tutor-Time Programme: belonging, resilience and well-being

- A full-day workshop was held for all Heads of Year and key members of the senior and pastoral teams. The workshop was led by The University of Sussex School Inclusion Group. During this workshop, we developed ideas for a plan based on the principles and tools of social psychology to promote belonging, resilience and well-being. The School Inclusion Group helped us to identify and tackle barriers that are holding back some groups of students with the aim of improving attendance, behaviour and attainment. Strategies included simple activities like playing together, similarities matching, values affirmation, mindfulness, meditation and learning about each other. This has resulted in an overhaul of the Tutor-Time Programme, which was piloted in the Summer of 2025. A new tutor-time curriculum was developed and resourced.

Promoting a sense of belonging and engagement with school life

- A positive school culture was promoted with the development and introduction of a Year 7 transition booklet and award. Both staff and students felt that the Year 7 transition award helped students transition into Dorothy Stringer. Feedback has provided improvements for the next academic year, as well as the creation of a Year 8 transition booklet and award.
- We reviewed student leadership recruitment and application process. In future prefect application manifestos will be anonymised to prevent a popularity contest and unconscious bias. Staff will also have the ability to make executive appointments to ensure representation from all groups within our student body, this should ensure proportional representation of key student groups.
- We continued to encourage Y7 disadvantaged students to learn to play an instrument for free, by making use of the 'Create Music' fund and paying for 30% shortfall out of the Pupil Premium Fund. In 2024-25, the percentage of Y7 disadvantaged students who engaged with taster music lessons 65%. 57% of Y7 disadvantaged students engaged with music lessons and 87% of these students continued lessons throughout the year. Funding for this project will continue next year.
- We continued to provide and increased provision for 1:1 careers appointments with an independent careers advisor so that all disadvantaged students are offered at least one careers guidance appointment. By the end of Year 11, all disadvantaged students had been offered at least one careers appointment, providing personalised professional advice for students, especially in relation to their Post-16 destination. Unfortunately, last year saw a drop in attendance to appointments because of poor attendance to school. We will continue to offer this enhanced provision next year.
- We continued to raise staff awareness of unconscious bias, with this year's focus on social inequalities and stereotyping, led by Dr Matthew Easterbrook from the University of Sussex.

Banded Attendance Mentoring

- Following research based evidence provided by the DfE at their Attendance Conference, an absence banded mentoring programme was developed ready to be implemented in 2025-26.

Working together to promote positive behaviours

- Members of the senior team researched, developed and piloted a RESET programme which uses emotion coaching and restorative conversations to promote positive learning behaviours in the classroom. Staff received training around how the new approach would run, alongside sessions on the importance of restorative approaches and having restorative conversations.
- Staff voice from the 7-week pilot in the final half term of 24-25 academic year indicated an improvement in classroom and corridor behaviour, and improved relationships between staff and students. Staff felt that the restorative conversations had a positive impact on behaviour.

Supporting disadvantaged students in crisis

- We maintained a designated contact for CIC and Post-CIC support to provide personalised support for this group of disadvantaged students. This member of staff does not have a teaching timetable so is able to develop significant relationships with students and attend CP/PEP meetings.
- We maintained non-teaching pastoral managers in each year group. These non-teaching members of staff are able to support disadvantaged students with attendance, behaviour and well-being issues and supervise the regulation room, to encourage disadvantaged students back to the classroom.

Supporting families with the costs of attending school

- We continued to employ a part-time Financial Support Officer to ensure prompt response to requests for support.
- We continued to fund-raise so additional money is available to support disadvantaged student access school trips.
- Where necessary, provided some disadvantaged students with school uniform items.
- We continue to subsidise the government free school meal grant so that FSM students can access a free breakfast as well as a meal deal during the school day.
- We also provided fully stocked pencil cases (and calculators) for loan/keeps to disadvantaged students who may have come to school without the equipment required to fully engage with class activities.

Liaison with B&H Buses to improve local provision

- The Disadvantaged Student Coordinator attended termly Education & Transport Forums, a citywide meeting with secondary, college and university students and staff, senior staff from the bus company and the local authority. During these meetings a new bus route was agreed and additional buses added to popular bus routes which service post-code areas with high number of disadvantaged students. We are now also provided with single-use bus passes, so in the event of a financial emergency we can support students.

Externally provided programmes

Programme	Provider
Scholars Programme	Brilliant Club

Service pupil premium funding (optional)

Measure	Details