

# Guiseley School Pupil premium strategy statement 2024-7

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
Number of pupils in school	1441 (1162 Y7-11)
Proportion (%) of pupil premium eligible pupils	14.0% (17.3% Y7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 31 <sup>st</sup> 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Clayton
Pupil premium lead	Rachel Probert
Governor / Trustee lead	Anna Sarjantson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,050
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£265,050

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is one of the most important tools we have in school to help address the stubborn gap between family income and education. Guiseley School is committed to ensuring all of our students have the highest aspirations in their next steps of choice and have the literacy skills and academic qualifications to enable them to achieve this. We want all students to have a true sense of belonging and that everything Guiseley School has to offer is 'for them', regardless of background. We will ensure that our disadvantaged students are known by staff and that we work with both students and families to tackle the challenges they may face to remove barriers to learning and engagement with school life.

### ***Key principles:***

- Quality teaching benefits all students but is disproportionately beneficial for the most disadvantaged,
- Building positive relationships and maintaining high expectations are fundamental to improving outcomes
- All students should be supported to reach the highest levels of attainment through high quality curriculum design and delivery
- All students should become strong readers
- All students should be able to engage fully with all aspects of school life and feel part of the school community

### ***Aims:***

- To ensure quality first teaching for every disadvantaged student through well sequenced and challenging curriculum planning. EEF: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'
- To build positive relationships with our disadvantaged cohort and their families to support and share high aspirations
- To create a sense of belonging in our school for all students so they understand that all opportunities are 'for them'
- To ensure effective checking for understanding is a cornerstone of our teaching practice and that adaptations are made to teaching as a result of this
- To establish and help overcome barriers to attendance in order for students to access learning
- To ensure all pupil premium students make accelerated progress in reading
- To support our disadvantaged cohort with personalised pathways and interventions to help repair any gaps in knowledge or understanding
- To build greater resilience in our students so they feel they can tackle increasing challenge

## Challenges

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

Challenge number	Detail of challenge
1 Attendance to school and lessons	Attendance and PA levels for PP students have improved to in line with national averages, but the gap between PP attendance and non-PP attendance remains large and pupil premium students are more likely to lose learning to days in isolation than their non-disadvantaged peers. This can result in gaps in their knowledge, impacting on outcomes. These are also students for whom external factors mean they can struggle to feel like school benefits them and so attending school is not always an imperative.
2 Academic resilience	English and Open bucket outcomes for PP students are not as strong as in other subjects. The resilience of students can be lower in English where all questions require long essay responses and gaps in knowledge of set texts become barriers to progress. Greater resilience is required in some of the open bucket subjects to ensure coursework outcomes are as strong as they can be.
3 Reading levels	The reading age gap between PP and non-PP grew after Covid-19 and PP students are nearly three times as likely to be 'working below expected standards' in reading in their KS2 SATs when they come to us. PP students are also twice as likely to be reading below average for their age on entry than their non-disadvantaged peers. This can result in some students finding it harder to access texts in lessons and, if reading gaps persist, disengaging in lessons and reading due to the social isolation they may feel when they sit on the outskirts of a reading community.
4 Engagement with school	Whilst attendance at after school events, parents' evenings, attendance and behaviour support meetings has improved, it remains lower than other cohorts in school. Engagement with wider school opportunities for our PP cohort has increased significantly but they are still more likely to miss out on the cultural and social capital that trips and co-curricular clubs bring.
5 Engagement in lessons	Disadvantage students can display lower effort in lessons and fall behind without systematic checking systems being routinely deployed and positive framing being used. As such, teachers do not always get the best out of disadvantaged students in the classroom.

## 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
All disadvantaged students receive quality first teaching in their lessons with staff supporting their progress through personalised strategies in the classroom and through appropriate ability grouping	<ul style="list-style-type: none"> <li>• All curricula are well sequenced and challenging, enabling students to attain the highest academic outcomes and build greater resilience with longer writing tasks and well structured teaching of NEA</li> <li>• All PP students are put in appropriate teaching groups to enable them to make accelerated progress. Any setting/streaming is strategic and positive.</li> <li>• Coaching drop ins show clear evidence of teachers having carefully considered seating plans and teacher methodologies and pedagogical choices to support and benefit our most disadvantaged students</li> <li>• Lesson drop ins show staff use focus 5, name the lap and cold calling to systematically check the understanding of PP students</li> <li>• QFT and Focus 5 is a focus of deep dives, monitoring visits and coaching drop-ins</li> <li>• Positive framing is used consistently with students to build relationships</li> <li>• Data monitoring shows PP students making clear progress towards the aspirational targets set by the school</li> </ul>
PP students make greater progress and the gap between disadvantaged and their non-disadvantaged peers is reduced	<ul style="list-style-type: none"> <li>• PP attendance is above national and PA is below the national average</li> <li>• 100% compliance with school-based attendance interventions for every PP student</li> <li>• Increased attendance of PA students in harder to reach families</li> <li>• PP outcomes in English and the Open bucket are in line with Maths and the EBacc and PP progress continues to improve, reducing the disadvantaged gap further</li> <li>• Reporting and evaluation of intervention impact and review of strategies on a termly basis, including reading and small group intervention</li> </ul>
Greater engagement with school and academic aspirations	<ul style="list-style-type: none"> <li>• Increased attendance at school events (e.g. parents evenings), at least in line with pre-pandemic levels</li> </ul>

	<ul style="list-style-type: none"> <li>• Reduced PP numbers in detention and isolation as a result of parents engaging more actively with school systems and meetings</li> <li>• Increased attendance of PA students in harder to reach families</li> <li>• Increase in PP students moving onto level 3 courses post 16</li> <li>• % of PP students engaged with co-curricular activities is at least in line with non-PP students</li> <li>• Increase in PP participation in trips and visits</li> </ul>
Levels of reading that allow all PP students to access the GCSE curriculum and beyond	<ul style="list-style-type: none"> <li>• All PP students have a reading score that is average for their age group (stanine 4 on the NGRT test) by the end of Key Stage 3</li> <li>• Reading interventions ensure that PP students make accelerated progress compared with their peers and they move onto the universal offer by the end of Key Stage 3</li> <li>• Staff have the knowledge and expertise to support weaker readers in the classroom and apply pedagogical practices to do so, removing barriers to learning and supporting reading skills. QA of lessons shows this is happening</li> <li>• Data monitoring shows PP students making clear progress towards the aspirational targets set by the school</li> </ul>

## 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: £43,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular training input with staff to improve their understanding of our PP cohort and their barriers linking to training on</i>	NFER: meeting individual learning needs EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child'	1, 4, 5

<i>unconscious bias and the use of positive framing. Staff will be supported to develop more meaningful relationships with students and how this can impact on lesson planning and behaviour management .</i>	<a href="https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum">https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum</a> Securing relationships with pupils	
<i>Staff will have training on name the lap+ and cold calling in conjunction with their 'Focus 5' to ensure timely and effective monitoring and feedback for all disadvantaged students. Systems embedded to quality assure the use and impact of Focus 5, cold calling and name the lap+</i>	NFER: meeting individual learning needs EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child' <a href="https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum">https://researchschool.org.uk/durrington/news/addressing-the-catch-up-conundrum</a> Securing relationships with pupils  EEF: Feedback impact +6 months  'Addressing educational disadvantage in schools and colleges the Essex way' edited M Rowland	2, 5
<i>Department CPD programme and wider staff CPD to target key whole school Teaching and Learning strategies as well as subject specific pedagogical developments e.g, English building writing resilience</i>	EEF Pupil Premium Guidance: Dixons Kings Academy case study	2, 5
<i>Assistant headteacher to continue to embed whole school reading strategy, to support improvement of disadvantaged students, remains a key focus for school improvement. Regular staff training on creating a culture of reading, disciplinary reading and supporting weaker readers in the classroom. Strategy is research based, developed and embedded through training and QA cycles.</i>	EEF Toolkit: reading comprehension strategies (+6 months impact) EEF Improving Literacy in Secondary Schools 'Now the whole school is reading': supporting struggling readers in secondary school – Ofsted research 2022	3

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

Budgeted cost: £55,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Personalised plans for PP students who are in danger of not meeting basics at 4 and 5 in English and NEA in the open bucket. Advocacy in place for vulnerable learners.</i>	EEF toolkit: 1:1 tuition EEF Toolkit: feedback NFER: meeting individual learning needs	2
<i>Targeted intervention in English and Maths – short term and focused on key skills/gaps in knowledge</i>	EEF toolkit: small group tuition	2
<i>1:1 reading intervention for Key Stage 3 students whose reading attainment is below average for their age, including additional SEN support TLR 2 appointment to lead whole school teaching reading strategy Intervention programme to be expanded and refined to ensure students make the most progress in reading.</i>	EEF toolkit: small group tuition EEF toolkit: reading comprehension strategies 'Now the whole school is reading': supporting struggling readers in secondary school – Ofsted research 2022	3
<i>Employment of academic mentor and Key Stage Managers to provide personalised support and coaching/mentoring for students around revision and resilience, reviewed and adapted every term.</i>	EEF: Pupil Premium Guidance Key Principles 'Quality teaching helps every child' NFER: meeting individual learning needs	4, 5

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

Budgeted cost: £150,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Systematised pastoral interventions to ensure greater parental participation in school events – including embedding careers discussions</i>	EEF Toolkit: Parental Engagement EEF Careers education summary 2016 'Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.'	4
<i>Appointment of Key Stage leaders to support with PP and disadvantage attendance through daily contact home and</i>	EEF Toolkit: Parental Engagement (+4 months impact)	1 and 4



<i>mentoring, including service children</i>	NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	
<i>Targeted support worker employed to work with harder to reach families to improve attendance and engagement with school</i>	EEF Toolkit: Parental Engagement (+4 months impact) NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1 and 4
<i>Tiered system of intervention for students with lower attendance and a graduated response across year groups to respond to patterns of absence.</i>	NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1
<i>EBSA pathway and specialist provision developed for lowest attenders</i>	NFER report: Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (2019)	1
<i>Increased training and resources for pastoral team to support in engaging parents in discussions and actions around attendance and behaviour including the development of a PP database</i>	EEF Toolkit: Parental Engagement (+4 months impact)	1 and 4
<i>All PP students prioritised for careers interviews. All Year 11 PP students have follow up support and a personalise Post-16 plan</i>	EEF Careers education summary 2016 'Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.'	2
<i>Change to trips and visits and extra curricular protocol – personal invitations to PP students to increase participation</i>	EEF Toolkit Arts participation +3 months	4
<i>CPD programme for all staff devised and delivered on supporting reading in the classroom and during form time</i>	EEF Toolkit: reading comprehension strategies (+6 months impact) EEF Improving Literacy in Secondary Schools 'Now the whole school is reading': supporting struggling readers in secondary school – Ofsted research 2022	3

**Total budgeted cost: £249,618**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Year	2023	2024	2025
Cohort Size	218	213	222
Disadvantaged Cohort Size	18	32	30
Basics at 4+	76%	77%	74%
Disadvantaged Basics at 4+	39%	47%	40%
Basics at 5+	59%	52%	52%
Disadvantaged Basics at 5+	22%	16%	20%
Attainment 8	50.67	49.39	49.51
Disadvantaged Attainment 8	35	34.49	35.23
Disadvantaged Progress 8	-0.45	-0.36	n/a
National disadvantaged Progress 8	-0.58	-0.57	n/a

GCSE outcomes for disadvantaged students have consistently improved since the 2019 exams (pre COVID). Disadvantaged Basics at 4+ increased to 47% in 2024. While they dipped again to 2023 levels in 2025 at 39%, they remain consistently above their 2019 level (35%). Disadvantaged basics have risen at 5+ since 2024, and remain significantly above 2019 levels (13%)

In addition, our disadvantaged P8 has improved from 2022 (-0.52) to -0.45 in 2023. In both 2019 and 2022, P8 scores sat just above national average -0.55 in 2022. In 2023, the school's results were again above national average but by a much larger margin of 0.13 (2023 national P8 is -0.58). In 2024 our PP P8 improved again with a P8 score 0.21 above national average. This bucks the national trend of a static disadvantaged P8 over the last 3 years. While this improvement shows strategies having impact, these levels remain below those of non-disadvantaged and further work to narrow this gap is important.

Attainment 8 outcomes have improved for PP students in 2025 from previous years.

Reading intervention data showed that the number of PP students with an SAS score of <88 reduced by 5% in Year 7, 10% in Year 8 and 8% in Year 9 last year. Less than 10% of our PP cohort at KS3 have SAS scores <88 now compared with 20% on entry. 80% of students receiving 1:1 reading intervention last year (PP and SEN students) made accelerated progress in their reading, compared with 53% of the whole cohort. 68% of the PP students in reading intervention made accelerated progress to at least average reading scores (5<sup>th</sup> stanine) and moved from the intervention pathway to the universal reading offer.

Attendance for our FSM cohort has increased every year for the last 3 years from 85.2% in 2022 to 87.3% in 2025. In 2024-5 attendance was 1.1% above national average. FSM PA students was also 2.3% below national at 38.6%

Quality assurance of classroom practice shows that key teaching strategies for disadvantaged pupils (Focus 5, Cold Calling, Name the Lap) are well embedded in classrooms. This was confirmed in the latest Ofsted visit where they stated: '[Teachers] consistently use school-wide strategies, such as 'Focus-5', so that pupils know what to expect in lessons.'

The Ofsted report in 2024 also acknowledged the impact of the work the school has undertaken in this area by stating 'Leaders consider all pupils' needs, including disadvantaged pupils and pupils with SEND. As a result, most pupils and students in the sixth form make good progress through the curriculum. This is because their teachers ensure that lessons build up knowledge over time' and acknowledging that 'leaders are ambitious to ensure that the school is inclusive and that there is a wide range of experiences for every pupil.'

The report also reflected the work of the strategy in its comments around what it is like to attend Guiseley School: 'Pupils enjoy coming to this school. They feel at home in its respectful and kind culture.'

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

Additional pastoral support for our SPP student – ad hoc mentoring around behaviour

**The impact of that spending on service pupil premium eligible pupils**

Improved behaviour in lessons