

# Sexey's School Pupil Premium Strategy Statement 2024/2025

This statement details how our school help's to improve the attainment of students in receipt of Pupil Premium funding. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for students in receipt of Pupil Premium funding for last academic year.



## School overview

Detail	Data
Number of pupils in school	524 (KS3/KS4) 146 (KS5)
Proportion (%) of pupil premium eligible pupils	13.5% (71 of 524)
Proportion (%) of service pupil premium eligible pupils	3.6% (19 of 524)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022-2023, 2023-2024, <b>2024-2025</b>
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Aaron Reid - Executive Headteacher
Pupil premium lead	Ross Dalzell - Deputy Headteacher and Pupil Premium Lead Charmaine O'Dell - Pupil Premium Champion
Governor / Trustee lead	Matt Pierson - Pupil Premium (Local Governor Committee member) Emma Good - Support Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,950.00
Service premium funding allocation this academic year	£6,800.00
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£100,750.00</b>

## Part A: Pupil Premium strategy plan: Statement of intent

At Sexey's school we have the determination to be exceptional in all that we do, and we place students at the heart of everything. We strive for all students, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across the curriculum, particularly in EBACC subjects. We are outward facing and use the latest evidence-based research from the Education Endowment Foundation (EEF), seek good practice from schools where they have closed their attainment gap, as well as seek and use advice, support and guidance from Marc Rowland (Pupil Premium expert) to inform our strategy and practice.

We target the use of Pupil Premium funding to ensure that our students who are in receipt of Pupil Premium funding, receive the highest quality of education and support to enable them to become resilient, socially responsible citizens of the future. We recognise our students who are in receipt of Pupil Premium funding may face a wide range of barriers which could impact on their learning. At the heart of this, is our school's unrelenting commitment to ensure that students in receipt of Pupil Premium have the same opportunities as other students, feel cared for and have the mental well-being to sustain their learning to achieve. To ensure high quality teaching for all students, supported by high quality subject specialist tutoring and further supported through providing breadth of experience and opportunity so no student is disadvantaged by quality.

## **Objectives**

To ensure High-Quality teaching for all students with a focus on pupils who are in receipt of Pupil Premium funding.

To reduce the attainment gap between students who are in receipt of Pupil Premium funding and those who are not.

For all students who are in receipt of Pupil Premium funding to aspire to achieve their target grades which are based on the Cognitive Ability Tests.

To ensure that teaching and learning opportunities meet the needs of all the students.

To enable all students who are in receipt of Pupil Premium funding experience academic success.

To support students to develop their social and emotional wellbeing and to further develop resilience.

Pupil premium funding will be aligned to students' personalised and individual requirements following tailored needs analysis.

## **Achieving the objectives**

Provide all teachers with high quality CPD to ensure that students access effective quality first teaching.

Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.

Target funding to ensure that all students have access to counselling, trips, clubs and first-hand learning experiences.

Provide opportunities for all students to participate in enrichment activities including sport and music.

Provide appropriate pastoral support to enable students to access learning within and beyond the classroom.

**This is not an exhaustive list, and strategies will change and develop based on the needs of individuals.**

## Challenges

This details the key challenges to achievement that we have identified among our students who are in receipt of Pupil Premium funding

Challenge number	Detail of challenge
1	<p><b>Social, emotional and mental health</b></p> <p>Through observations, online wellbeing app and student and family discussions, we have identified that social, emotional, and mental health for many students are of concern. This is due to several factors both in school and out of school which include catching up lost learning and friendship groups. These have affected all students, but some of our families who are in receipt of Pupil Premium funding have been particularly affected.</p>
2	<p><b>Progress and Attainment at KS3 and KS4</b></p> <p>Externally validated data and internal assessment data shows that students who are in receipt of Pupil Premium funding achieve less well than their peers at the end of KS3 and KS4 especially with the core subjects of English, mathematics, and science.</p>
3	<p><b>Aspiration and motivation</b></p> <p>Observations and student voice discussions indicate that many of our students who are in receipt of Pupil Premium funding are sometimes not aware of the possibilities and opportunities available to them beyond further education either at Sexey's or in a different educational setting.</p>
4	<p><b>Attendance, punctuality, and behaviour</b></p> <p>Attendance data for students who are in receipt of Pupil Premium funding is lower on average compared to those who are not. This will have a negative impact on progress. Observation and staff feedback indicates that the behaviour of some of our students in receipt of Pupil Premium is negatively impacting their academic progress.</p>

5	<p><b>Parental engagement</b></p> <p>Our observations and discussions suggest that parents of some students who are in receipt of Pupil Premium funding are less engaged with school, so it is important to ensure that support is available.</p>
6	<p><b>Access to wider opportunities and experiences</b></p> <p>To ensure that all students who are in receipt of Pupil Premium funding have the same opportunities as those who are not. We will continue to support and resources for extracurricular activities that students may wish to partake in such as the Duke of Edinburgh Award, sports clubs, and music lessons to reduce this as a barrier to their progress and development.</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 who are in receipt of Pupil Premium funding have strong attendance.	<p>There is an improving trend in the reduction in the attendance figure for students who are in receipt of Pupil Premium funding and those who are not.</p> <p>Attendance of all students entitled to Pupil Premium is above 96%</p> <p>Improved attendance leading to improved attainment</p>
Consistently high quality first teaching	<p>All lessons are at least “good”</p> <p>Students experience a consistently high-quality learning experience every lesson, every day.</p> <p>Consistently high expectations in quality and quantity of work students produce in all lessons</p> <p>Teaching is adaptive to the student’s needs, inclusive and ensuring positive progress is made.</p> <p>Student’s literacy improves using the NGRT to evaluate success.</p>
Attainment 8	Attainment 8 gap reduced compared to 2024 results and shows a continual improvement over time.
Progress 8	Progress 8 gap reduced compared to 2024 results and shows a continual improvement over time.
High quality experiences and opportunities	<p>Positive trend in number of students who are in receipt of Pupil Premium funding engaging in extracurricular offer in school and local community.</p> <p>Students who are in receipt of Pupil Premium funding play key roles as student leaders (Peer mentors, Year council, Sexey’s Parliament, Prefects)</p> <p>Pupils who are in receipt of Pupil Premium funding do not become NEET</p>

	Pupils who are in receipt of Pupil Premium funding have progression rates to post 16 and Further Education show a positive trend
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## Activity in this academic year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,500

Activity	Evidence that supports this approach	
<p><b>Teaching and Learning focus</b></p> <p>To embed the use of evidence-based teaching methods.</p> <p>To ensure the use of adaptive and inclusivity teaching, ensuring positive progress for all, particularly SEND and pupils who are in receipt of Pupil Premium funding</p> <p>To support teachers with personalised CPD and coaching</p>	<p><a href="https://www.sec-ed.co.uk/content/best-practice/adaptive-teaching-explained-what-why-and-how#:~:text=Seeking%20to%20understand%20pupils">https://www.sec-ed.co.uk/content/best-practice/adaptive-teaching-explained-what-why-and-how#:~:text=Seeking%20to%20understand%20pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	2,3,4



<p><b>CATs, NGRT and PASS</b></p> <p>To use the standardised diagnostic assessments of Cognitive Ability Tests (CATs), New Group Reading Tests (NGRT) and Pupil Attitudes to Self and School (PASS) to identify barriers to learning and ensure teachers use these assessments to plan support for students in classrooms and interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>2</p>
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### Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,039

Activity	Rationale	Evidence that supports this approach	Challenge number(s) addressed
<p><b>PP Champion</b></p> <p>To have oversight of all students who are in receipt of Pupil Premium funding and interventions being implemented.</p> <p>To liaise between parents and school (subjects and pastoral) and identify need/support required.</p>	<p>Develop and share knowledge of effective strategies to support students in receipt of Pupil Premium funding</p> <p>Personalisation of intervention and support for maximum engagement and impact</p> <p>Building strong relationships to support success</p>	<p><a href="#">guidance-for-teachers/using-pupil-premium</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Curriculum support</b></p>	<p>To ensure that students in receipt of Pupil Premium funding have the same</p>	<p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p>	<p>1,2,3,</p>

<p>Providing support for students to ensure they have the same opportunity or experiences open to them.</p>	<p>access to the resources, choices and opportunities as those who are not.</p>		
<p><b>Tutor Reading Programme</b> Provide support for the dedicated reading programme.</p>	<p>To support the schools Tutor Reading Programme with support to purchase new novels to enhance the experience for students  To enhance students' literacy and oracy  To broaden students, experience of reading.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>2,3,6</p>
<p><b>Raising Attainment</b> Provide academic support for students when it is requested.</p>	<p>To be able to target key students who are in receipt of Pupil Premium funding with attendance, identified subjects support for group or 1:1 in person/ online tutoring.  Supporting parents/guardians with cost of tutoring.  Additional support for students in receipt of Pupil Premium funding who may need extra help with future planning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="#">Careers statutory guidance.pdf</a>  <a href="https://www.tandfonline.com/doi/full/10.1080/02667363.2023.2269082">https://www.tandfonline.com/doi/full/10.1080/02667363.2023.2269082</a></p>	<p>2,5</p>

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

Budgeted cost: £56,211

Activity	Rationale	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Counselling</b></p> <p>Fund for an external counsellor to increase capacity to ensure students with identified needs are supported quickly.</p>	<p>To continue to support the recovery of students and aid the transition to access the curriculum and succeed.</p> <p>Accessing Free Emotional Health support externally is becoming significantly challenging for families.</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties</p>	<p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p>	<p>1, 3, 4</p>
<p><b>Careers support for students in receipt of Pupil Premium funding</b></p> <p>To fund for external career support ensuring that all students in receipt of Pupil Premium funding have access to it with moving to adulthood.</p>	<p>High aspirations to ensure no student gets left behind or becomes NEET.</p> <p>Support to challenge students to consider high</p>	<p><a href="#">Careers statutory guidance.pdf</a></p>	<p>1,3,4,6</p>

	<p>quality Post 16 provision and Further Education</p> <p>Additional appointments for those students who may need extra help with future planning</p>		
<p><b>Social and Emotional well-being support for students and parents (Tuning into Teens)</b></p> <p>Through the use of external agencies to provide high quality personalised Parent and Family support</p>	<p>Supporting attendance team and Pupil Premium Champion to ensure all stake holders are engaging with improving attendance</p> <p>Supporting personal development and support for students, building self-belief, aspiration and provide encouragement.</p> <p>To ensure families who need help and support in order to engage with school and seek external help to address barriers to attendance and education are able to access it at the point of need</p>	<p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1,2,3,4,5</p>

<p><b>Pastoral Support</b> <b>(Social and Emotional Well-being)</b></p> <p>To support funding for Pastoral Support Team which will focus on the welfare of students who need additional 1:1 or small group interventions.</p>	<p>Supporting the pastoral team with students who need help with their well-being and ensure that they feel listened to.</p> <p>Supporting attendance team and Pupil Premium Coordinator to ensure all stake holders are engaging with improving attendance</p> <p>Supporting personal development and support for students, building self-belief, aspiration and provide encouragement.</p>	<p><a href="https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/">https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</a></p> <p><a href="https://youthendowmentfund.org.uk/toolkit/social-skills-training/">https://youthendowmentfund.org.uk/toolkit/social-skills-training/</a></p> <p><a href="https://www.churchofengland.org/resources/mental-health-resources">https://www.churchofengland.org/resources/mental-health-resources</a></p> <p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	<p>1,3,4</p>
<p><b>Extra-Curricular support</b></p> <p>Providing support for students in receipt of Pupil Premium funding</p>	<p>To ensure that students in receipt of Pupil Premium funding have the same</p>	<p><a href="#">supporting the most academically able disadvantaged pupils.pdf</a></p>	<p>3,6</p>

have the same opportunity or experience e.g. trips, music and singing lessons)	access to the resources, choices and opportunities as non-Pupil Premium students.		
<b>Uniform</b> Ensuring that students in receipt of Pupil Premium funding are education ready and not affected by not having uniform due to affordability.	To ensure students attendance is not affected by not having uniform due to affordability	<a href="#">school-uniform</a>	1

**Total budgeted cost: £100,750**

## Part B: Review of the previous academic year

### Outcomes for students in receipt of Pupil Premium funding

#### Attainment and Progress

There were eleven Year 11 students who were in receipt of Pupil Premium funding in the 2023-2024 cohort. The KS2 Average Point Score was 104.6.

Comparing the external examinations, the performance of students in receipt of Pupil Premium funding;

Attainment 8 for PP students was 43.27 and non-PP was 52.26.

The attainment gap in 2023 was  $-15$  and in 2024 it was  $-8.9$  which represents a closing of the Attainment gap.

Progress 8 for PP students was  $-0.52$  and non-PP was  $+0.43$ .

EBacc entry was 55% in 2024 with 45% achieving a standard pass (grade 4) and 27% achieving a Strong pass (grade 5).

Four PP students had a positive Progress 8 score, with the highest three scores being  $+1.88$ ,  $+0.94$  and  $+0.68$ .

Two students achieved success in the Functional Skills examinations, with the detail below.

#### Tutoring

From September 2023 we had 28% of PP students involved with Tutoring in EBacc subjects, focussing on Maths and English. One student had online tutoring with MyTutor for English Language and Mathematics. Two students had Maths 1:2 tutoring in school.

Tutoring was offered to all the PP students with all parents contacted.

## **Attendance**

For the academic year of 2023-2024 the attendance for PP students was below the whole school attendance. For 2024-2025 we will continue to track the attendance of PP students with a weekly meeting with our Attendance Team. We will ensure that individual conversations are taking place to understand social and emotional and or curriculum barriers students may be experiencing.

**2023-2024 Whole school attendance 88.37%**

**2023-2024 Pupil Premium attendance 82.94%**

**2023-2024 Non Pupil Premium attendance 89.03%**

## **Recovery Intervention Assistant KS3**

The member of staff responsible, identified students using SAT, CAT and NGRT tests. The focus was on improving students English and Mathematics. English sessions for each student occurred once a week for one hour. The lessons consisted of three different parts focusing on spelling and grammar, comprehension and learning different literary devices and how to use them. Assessments used the Wide Range Achievement Test (WRAT) and used the following;

- Word Reading: measures untimed letter identification and word recognition.
- Sentence Comprehension: measures the ability to identify the meaning of words and to comprehend the ideas and information in a sentence using an untimed modified cloze procedure.
- Spelling: measures an individual's ability to write letters and words from dictation without a time limit.
- Math Computation: measures an individual's ability to count, identify numbers, solve simple oral math problems, and calculate written math problems with a time limit.

Maths sessions for each student occurred once a week for one hour. The lessons were focused around more of a coaching approach and allowed the students to receive some input and assist each other in their learning. The subjects to study in Maths were selected due to the areas that were highlighted as the weakest in their baseline assessments.



**English Intervention: 90.9% improved on their Word Reading, Spelling and Sentence Comprehension**

**Maths Intervention: 83.3% improved**

### **Laptops for Students**

There are currently (September 2024) 11 students in receipt of Pupil Premium funding who have a laptop on loan for use at home. ([EEF research](#))

### **Literacy Support**

An implementation plan was written which looked at a 2-year plan. This plan has four strands; Disciplinary literacy, literacy marking, Curriculum glossary, Engagement in Literacy. This was designed using the Education Endowment Foundation framework for literacy. ([EEF research](#))

As part of the collective effort to improve disciplinary literacy across the school, Years 7 and 8 now have one afternoon tutor time dedicated to an aspect of literacy. This also forms part of our Literacy Implementation Plan. To support tutors in delivering each session (and to minimise workload), PowerPoint presentations were created for the first half term which are all in the same format for consistency. Each half term has a focus, for example Autumn term is spelling, then move onto punctuation and grammar. Each presentation consists of two slides. The first gives simple instructions, and the second contains the answers for pupils to self-check (answers are also at the back of the booklet, differentiation and teacher use). To support staff, definitions of key terms are in the notes section.

### **Teaching Priorities**

SEND training was provided for all staff to inform and guide them through how to support students especially on their return to school. Focus for teaching and learning for this and next academic year is to look at adaptive teaching ([EEF blog on Adaptive teaching](#)).

## **Key Stage 4 Functional Skills**

Students have 5 dedicated lessons per fortnight for Functional Skills. Below are the results the students obtained. This supported all students to be able to progress onto their chosen next steps in education or training.

In the 2023-2024 cohort, there were 5 students in the Functional Skills group, with two of them in receipt of Pupil Premium funding.

### **English Level 1:**

100% of the cohort were entered with 100% of them passing

100% of PP students passed.

<b>Element</b>	<b>Number Entered</b>	<b>Pass rate</b>
Speaking and Listening	5	100%
Reading	5	100%
Writing	5	100%
Maths	5	100%

### **English Level 2**

<b>Element</b>	<b>Number Entered</b>	<b>Pass rate</b>
Reading	2 (1 PP)	100%
Writing	2 (1 PP)	100%

### **Mathematics Level 1:**

100% of the cohort were entered with 80% passing

The students who did not pass level 1 maths were entered numerous times, with each time the papers being recalled to see the errors and misconceptions.

Support and intervention were put into place with students attending after school as well.

### **Mathematics Level 2:**

40% (2 students) of the cohort were entered with 50% (1 student) of them passing, and this student was in receipt of Pupil Premium funding.

### **Curriculum Support, Extra-Curricular Support and Uniform**

Students in receipt of Pupil Premium funding have access to a full range of resources, in school and at home, which removes the barrier to attendance and to fully access the curriculum. Uniform, PE kit, essential text and revision guides, ingredients for Food Technology, full range of stationery and art kits and laptops were provided.

Students in receipt of Pupil Premium funding had access to fully or highly subsidised Music, Singing, Acting and Speaking lessons to encourage participation and increase experiences.

Extra-curricular clubs and trips were fully or highly subsidised to remove the barrier of students not being able to attend and experience activities outside of school.

Duke of Edinburgh Award costs met for Pupil Premium and Service Child students to encourage participation.

### **Counselling and Pastoral Support Team**

All students in receipt of Pupil Premium funding have access to the Pastoral Team daily and extra support was increased for students who required it, whether that was being assigned a Key Worker, targeted 1-1 or group work support or counselling.

### **Careers Support**

All students in receipt of Pupil Premium funding have at least one appointment each academic year with our careers advisor. This is organised by the PP Champion. All students in 2023-2024 cohort have progressed onto further education or apprenticeship. 22% of students have stayed at Sexeys for 6th Form to study A-levels.

### **Destinations of Students in receipt of Pupil Premium Funding**

We had 4 students go to Yeovil College studying the following; T-Level Transition Programme in Engineering, Level 2 Beauty Therapy, Electrician Apprenticeship and Level 3 Sports Award.

2 students went to Strode College studying the following; Early Years Practitioner Apprenticeship and A-Levels.

1 student went to Bridgewater College to study Level 3 Engineering.

1 student went to Lackham College to study a Level 2 Horticulture Apprenticeship.

1 student went to Frome College to study A-Levels.

2 students stayed on at Sexey's to study their A-Levels.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
1:1 Alternative programme	REACH

## Service Pupil Premium Funding

Budgeted cost: £6,800

How our service pupil premium allocation was spent last academic year
<p>Pastoral and Counselling support</p> <p>Financial support of Duke of Edinburgh Awards.</p> <p>1:1 or group tuition if required.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Pastoral and Counselling support - Students are aware of which staff to talk to when needed. 1:1 support either via Pastoral or Counselling supports students emotionally through difficult times and encourages resilience and offers a safe space to learn new coping skills. Also supports general wellbeing, behaviour and improves attendance.</p> <p>Duke of Edinburgh Award – focus' on life skills such as confidence, resilience, and socialising. Also boosts wellbeing, behaviour, attendance, and aspiration.</p> <p>1:1 or small group tuition – provides targeted support for identified students and in turn improves academic outcome and self-confidence.</p>

## Further information

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by Pupil Premium. This will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Students in receipt of Pupil Premium will be encouraged and supported to participate.