



# **Pupil Premium Statement 2025-2026**

Approved by Local Governing Body

Chair of Governors: John Garner

Date: 17th December 2025

Review date: December 2025

## Pupil premium strategy statement

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

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

### School overview

Detail	Data
School name	Ruislip High School
Number of pupils in school *	1047
Proportion (%) of pupil premium eligible pupils * <i>* Figures exclude sixth form numbers</i>	23.4% Year 7 - 19.5% Year 8 - 25.5% Year 9 - 24.2% Year 10 - 23.3% Year 11 - 24.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-28
Date this statement was published	
Date on which it will be reviewed	November 2026
Statement authorised by	Gareth Davies (Headteacher)
Pupil premium lead	Marie Coltman (Deputy Headteacher)
Governor / Trustee lead	Jacqui Beaumont

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,750

## Part A: Pupil premium strategy plan

### Statement of intent

At Ruislip High School, we believe that, regardless of background, all students should be supported to meet their potential in all areas of our curriculum, which is ambitious and challenging. Our aim is to remove barriers to the achievement of students identified as disadvantaged because we believe that there should be no ceiling to our ambition for any group of students. Consequently, the focus of our pupil premium strategy is to support disadvantaged students to achieve their full academic potential by reducing wider non-academic barriers to their achievement, and by developing their cultural capital through curriculum enrichment activities that will ultimately help them to become successful in and beyond school.

At Ruislip High School, pupil premium funding is allocated to support students who attract government pupil premium funding, which includes students entitled to free school meals in the past six years, students in care or previously in care, as well as any student or groups of students identified as being disadvantaged by the school, including vulnerable students, such as those who have a social worker, and young carers. The Virtual School acts as a local authority champion to promote the progress and educational attainment of children and young people who are, or who have been, in care so that they achieve educational outcomes comparable to their peers. School staff have links with the Virtual School to ensure a joined-up approach for looked after children.

The key principle of Ruislip High School's strategy plan is that schools can make a difference to the lives of all students through high-quality teaching and personalised approaches that help to reduce any barriers. High-quality teaching is at the core of our approach, with a focus on areas where disadvantaged students 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 'other' students in our school. Implicit in the intended outcomes detailed below, is the intention that 'other' students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our key aims are to focus on:

- improving attendance for students that attract the pupil premium;
- developing Year 7 and Year 8 students' literacy which has been severely disrupted over the course of the pandemic, with a particular focus on disciplinary reading across the curriculum;
- providing emotional and wellbeing support, including emotional support and counselling as required;
- increasing parental engagement with hard-to-reach families;
- increasing the number of students that attract the pupil premium opting to study a modern foreign language at GCSE;
- ensuring that most students that attract the pupil premium stay on to the sixth form;

- ensuring that students that attract the pupil premium are prepared for appropriate destinations when they leave the sixth form, for example high-quality universities and apprenticeships;
- ensuring that comprehensive systems are in place to track the achievement of students that attract the pupil premium from the outset of their time at school.

Through our approach, we will respond to systemic challenges and individual needs, which are rooted in the analysis of robust diagnostic assessment as opposed to assumptions about the impact of disadvantage.

At Ruislip High School we have agreed that the following points are non-negotiable:

- Every member of staff is to take responsibility for the quality of education and outcomes for students that attract the pupil premium, meaning that students are to be challenged in their work with any misconceptions being identified early and addressed.
- Staff will intervene early as barriers to learning for this student group arise.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>The school recognises the importance of outstanding attendance for all students. The fact that the attendance of students who attract the pupil premium is below that of 'other' students is a priority for the school to address. For 2024-2025, attendance of students who attract the pupil premium (87.5%) was 5.1% lower than for 'other' students (92.6%). The school is committed to raising attendance percentages to pre-pandemic levels and has set an ambitious target of 94% attendance for all students and a persistent absentee level of 10% or lower.</p>
2	<p><b>Aspiration</b></p> <p>Students who attract the pupil premium can need support to identify how to realise their aspirations and to overcome the challenges that will present on the way there.</p> <p>This can be linked with low expectations and this is evident in option choices at transitions between key stages. The school recognises that students who attract the pupil premium may require more support in applying for the sixth form, further education, university and career paths than 'other' students.</p>
3	<p><b>Parental Engagement</b></p> <p>Parental engagement, such as attendance at parents' evenings, can be challenging for students identified as disadvantaged. The school has always recognised this and has instigated strategies such as having Family Liaison Officers (FLOs) and Assistant Heads of Year (AHOYs) who have parental engagement as a key priority. However, the school</p>

	<p>recognises that a small number of parents do not engage, and this is a challenge the school is committed to addressing. The target for this year is to ensure attendance at parents' evenings is in line for students that attract the pupil premium and 'other' students and is at least 97%.</p> <p>Engagement in extracurricular opportunities continues to be an area the school values. The school has an Above &amp; Beyond programme and the Above &amp; Beyond team will continue to implement strategies to engage disadvantaged students such as an early offer of clubs to make sure that students who attract the pupil premium are given priority. Leaders will monitor this group of students' participation rates.</p>
4	<p><b>Literacy</b></p> <p>Particularly after lockdown, when much work was completed online, and some students did not engage with all work provided, improving literacy levels continues to be a challenge. The average reading age of disadvantaged students in Year 7 in 2025-26 is 11 years, compared with an average of 13 years and 3 months for 'other' students in that year group. The school is data rich; ensuring relevant data, coupled with appropriate reading strategies, are shared with all teachers is a key strategy for the academic year.</p>
5	<p><b>The progress of disadvantaged students compared to their peers.</b></p> <p>The assessment data from all year groups across the school has identified that students who attract the pupil premium do not make similar levels of progress as their peers. This is evident in the 2023 / 2024 Year 11 cohort's performance, where students who attract the pupil premium achieved a Progress 8 score of 0.25. Although this score is positive, it is still below 'other' students at Ruislip High School who achieved a provisional progress 8 score of 0.69.</p> <p>School staff continue to work to improve the use of assessment and feedback to support students to know more and remember more.</p>
6	<p><b>Wellbeing and Mental Health</b></p> <p>For some students that attract the pupil premium, there are issues surrounding mental health and wellbeing that can cause them to fall behind their peers. Some students who attract the pupil premium disproportionately struggle with self-regulation in and outside the classroom.</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 attract the pupil premium do not have gaps in their learning due to absences from school.	<p>To sustain high attendance which is better than national average and in line with 'other' students as demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students being no more than 6%;</li> <li>the gap between the attendance of students that attract the pupil premium and 'other' students is reduced from 5.1% to no more than 2%.</li> </ul>
The school's KS4 and KS5 curriculum pathways together with tailored careers information, advice and guidance ensure that more students who attract the pupil premium are enabled to stay on to the sixth form.	<p>To reduce in-school variation of student outcomes as demonstrated by:</p> <ul style="list-style-type: none"> <li>the number of students who study a language to increase year-on-year;</li> <li>an increase in the percentage of disadvantaged students who enter the sixth form, rising to be at least in line with 'other' students. 50% of disadvantaged students enrolled into the Sixth Form in 2024, compared to 51% of other students. This aim was therefore almost met bar a 1% difference. In 2025, 48% of disadvantaged students enrolled into Year 12 from Year 11, compared to 68% of other students. Although this is a greater gap than in the previous year, we have increased our number in Year 12 significantly. There has therefore been an increase in the raw number of disadvantaged students into the sixth form this year.</li> <li>AHOY role in sixth form has the post-16 bursary as part of their responsibility and alongside the Head of Sixth form, have this year streamlined the bursary application process. This has been recently launched and students are in the process of applying.</li> </ul>

Parents of students who attract pupil premium support their child to engage in all aspects of school life.	<p>Attendance at parents' evenings is in line for students that attract the pupil premium and 'other' students at 97%.</p> <p>90% of Year 7 and 8 students that attract the pupil premium engaging in Above &amp; Beyond (extracurricular) activities at some point throughout the academic year</p>
<p>Students who attract pupil premium are supported to develop their literacy.</p> <p>Reading age tests take place at the beginning of Year 7 and are used as baseline data to allocate initial intervention, with the weakest 10% of readers supported by the Learning Support Faculty.</p> <p>Students receiving intervention will be re-tested following the intervention and all students will be retested at the end of the academic year.</p>	The school is planning to have reading tests implemented at the conclusion of the academic year demonstrate that students who attract the pupil premium funding make progress in line with other students across the school.
To achieve and sustain improved wellbeing for all students, including those who attract the pupil premium	<p>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations will show that students are more able to sustain positive wellbeing and know where to seek support should they require this.</p> <p>A significant increase in participation in enrichment activities, particularly among students that attract the pupil premium.</p>

## 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: £102,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading - invest in CPD for teachers to	Research (EEF) is clear that "high-quality teaching is the most	1 - Attendance

<p>ensure that all students have access to high-quality teaching and disciplinary literacy. A digital and physical CPD library has been created to support staff in this.</p> <p>The Lead Practitioners will lead on the whole school focuses of; Independence, Resilience, Classroom Culture and Adaptive teaching to raise the standards of learning across the school</p> <p>Subject specific assessment maps will identify how staff will implement the <a href="#">Whole-school assessment and feedback policy</a> and the section relating to 'Supporting students identified as disadvantaged' in the Teaching and Learning policy.</p>	<p>important lever that schools have to improve outcomes for disadvantaged pupils”.</p> <p>Providing high-quality feedback to students is integral to effective teaching (<a href="#">EEF guidance</a>). Evaluating how well students have learned the curriculum will support teachers with future planning, for example addressing misconceptions and providing challenge when students show they are ready for more demanding work will be central to this approach.</p> <p>Quality assurance activities such as learning walks and book looks will show the effectiveness of the Teaching and Learning and Assessment policies.</p>	<p>2 - Aspiration 3 - Engagement 4 - Literacy 5 - Teaching and Learning</p>
<p>Embed the use of Arbor to raise the profile of vulnerable and/or disadvantaged students amongst all staff and ensure all interventions are reviewed and effective.</p>	<p>The visual representation of the data provided by this platform further enables all staff to plan and organise their classrooms to maximise learning opportunities and highlight where further intervention is required. This is also an excellent management tool for personalised analysis of behaviour and rewards.</p>	<p>2 - Aspiration 3 - Engagement</p>
<p>Embed a reading policy - a whole-school approach to increase the understanding, and retention, of Tier 2 and Tier 3 vocabulary and embed disciplinary literacy across the</p>	<p>Low literacy is an indicator not only of poor academic outcomes but also: “People with poor literacy skills are more likely to be unemployed, have low incomes and poor health behaviours [...] earn 12% less than those with good literacy skills (National Literacy Trust).</p>	<p>4 - Literacy</p>

<p>curriculum and promote a love of reading (<a href="#">EEF Improving Secondary Literacy recommendations 1 &amp; 2</a>)</p>	<p>The focus on vocabulary is based on research for improving secondary literacy (<a href="#">EEF</a>), particularly recommendations 1 and 2 (focus on disciplinary literacy and targeted vocabulary instruction).</p> <p>Curriculum-based improvements for all students are intended to complement specific literacy interventions such as one-to-one and small group support with a clear focus and measurable outcomes.</p> <p>Dedicated reading hour in Year 7 to focus and develop reading skills to improve literacy, pace and accuracy.</p> <p>Reading tutorial programme from Year 7 to 11 where students are given a dedicated weekly tutorial to focus on either fiction or academic reading.</p> <p>The evidence will be gleaned through reading age data, book looks and learning walks as well as interviews with students. Student work seen in book looks will show that students have learnt Tier 2 and Tier 3 vocabulary.</p>	
<p>Improving literacy in all subject areas in line with recommendations in the <a href="#">EEF Improving Literacy in Secondary Schools</a> guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>. Evidence will be seen through learning walks and book looks.</p>	<p>4 - Literacy 4 - Teaching and learning</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention aimed primarily at students with the lowest reading ages.</p> <p>The school employs an English intervention teacher three days a week. This teacher targets interventions for our lowest 20% of readers, where their reading ages are below their chronological ages, to support their reading skills and progress.</p> <p>The maths intervention teacher targets students from Key Stage 3 who are not making expected progress in maths in line with students of similar ability.</p>	<p>Research (EEF) consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>EEF has researched literacy at transition to secondary school (<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition</a>) and how to improve literacy in secondary schools (<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>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF research: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>)</p> <p>Adopting a targeted reading intervention for students identified as disadvantaged who need additional help to comprehend texts and address vocabulary gaps will support students' ability to comprehend texts and read for meaning (EEF research: <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 - Aspiration</p> <p>4 - Literacy</p>

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> Increase attendance of students that attract the pupil premium utilising Assistant Heads of Year (AHOYs) to strategically intervene with key families. Using the Tracker system and Attendance Reflection booklets to engage students more with their attendance rates.	The teacher toolkit has brought about successful change to the attendance at Ruislip High School when it was first introduced. This is based on a case study from <a href="#">Educating Stamio: Breaking down barriers to good attendance</a> .	1 - Attendance
<b>Behaviour</b> Decrease the number of fixed-term exclusions given to students that attract the pupil premium through interventions and programmes devised and delivered by AHOYs.	Mentors work with students who are at risk of exclusion and those students that have had an exclusion. AHOYs also liaise with external mentors who work with students to give students that attract the pupil premium new experiences that support various pathways in further education. AHOYs work with parents to help support the students at home and school and this partnership is invaluable in helping reduce the number of Fixed Term Suspensions (FTSs). It improves the home-school communication and support network.	2 - Aspiration 3 - Engagement
<b>Parental Engagement</b> Increase attendance of parents of students that attract the pupil premium to parents' evenings through interventions and programmes devised and delivered by Assistant Heads of Year.	'Parental engagement has a large and positive impact on children's learning.' DfE (2010)	2 - Aspiration 3 - Engagement
<b>Family Liaison Officers (FLOs) - SEND and DA students</b>	FLOs assist in tackling underachievement by working in partnership with families, in a school	1 - Attendance 2 - Aspiration 3 - Engagement

Utilise dedicated staff who work closely with parents/guardians and students to help encourage regular attendance and engagement with school.	context. The FLOs aim to enable students, particularly those that attract the pupil premium, to have full access to educational opportunities and to overcome barriers to learning and participation. This includes monitoring attendance.	
<b>School counsellor</b> The counselling provision supports the emotional and mental health needs of students.	“Counselling can assist students to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals.” (Counselling in schools, a blueprint for the future, DfE 2006)	1 - Attendance 2 - Aspiration 3 - Engagement 6 - Wellbeing and mental health
<b>WeStrive</b> Utilise the company to provide one-to-one mentoring in order to support students with mental health issues, anxiety, behaviour and anger management.	Both students and parents have communicated the need for mental health support in school. Students’ well being improves when they are able to express their emotions in an appropriate environment. Feedback from parents and students is positive in relation to the impact that this has had on improving attendance and overall mental health so we are continuing the programme.	1 - Attendance 2 - Aspiration 3 - Engagement 6 - Wellbeing and mental health
<b>Alternative provision</b> Employ BUILD to work with some of our most vulnerable students, supporting them with a more practical career path and working one-to-one with students who are at risk of being permanently excluded.	Students have achieved vocational qualifications alongside their academic achievements in school. Vulnerable students struggling in mainstream education receive an opportunity of one-to-one tuition during these placements. This has helped to improve students’ overall attitude to learning, level of focus and aspirations for the future.	1 - Attendance 2 - Aspiration 3 - Engagement
<b>Uniform and other essential supplies</b> Uniform and other essential supplies, including support towards school trips and school equipment	Research (EEF) shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1 - Attendance 3 - Engagement 6 - Wellbeing and mental health

<p><b>Extended Curriculum</b></p> <p>An extended Curriculum lead has been appointed to ensure all students are able to benefit from the wider curriculum and opportunities that the school offers. The lead teacher of the extended curriculum is working to develop an enriching range of in-school and out of school trips and activities which link to the curriculum and/or enrich cultural capital. These opportunities include a 'whole year group trip' for each year group 7-11, with additional day and residential trips being offered to students as they progress through school. The focus of this work is on enriching the 'whole child' whilst complimenting their learning.</p>	<p>In Cultural Literacy (1988), ED Hirsch summarises that "to be culturally literate is to possess the basic information needed to thrive in the modern world". It follows then that, as teachers, we need to ensure that along with teaching the content of the curriculum, we are enabling students to function as well-informed individuals well after they leave school.</p>	<p>3 - Engagement 6 - Wellbeing and mental health</p>
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**Total budgeted cost: £262,750**

## **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 2024 to 2025 academic year.

#### **Improving Teaching and Learning**

The school has invested in lead practitioners who work with teaching staff on how to develop their practice including leading workshops during twilight INSET focused on, amongst other things, how to engage the most vulnerable learners across the school.

The school invested in diagnostic reading assessments and a reading strategy which involves all students in Year 7 receiving timetabled reading lessons taught by the English department and planned in conjunction with colleagues from primary schools in our Trust. Reading tests were also administered on the Year 6 into 7 transition day meaning students from a disadvantaged background with low reading ages could be immediately identified. An intervention teacher was employed to specifically support with helping the weakest readers.

The focus on reading continued through disciplinary literacy with training for curriculum leaders and teachers following ([EEF Improving Secondary Literacy recommendations](#)). This led to the creation of [reading guides](#) for all subjects and a focus on staff development; supporting students with low reading ages and promoting a love of reading through reading enrichment activities.

### **Targeted Academic support**

The school introduced a masterclass programme during tutor time. The programme allowed for targeted intervention in both mathematics and English for DA students and non-DA students. The DHT and AHT created a new monitoring system for Year 11 students. Which helped identify DA students underperforming thus allowing the Head of Faculties to put in place in class intervention. The school invested in the 'MyTutor' intervention programme which provided one-to-one targeted and tailored support for A-level students. This intervention worked exceptionally well for certain students but the challenge was ensuring that all sessions were attended.

KS3 reading age data was collated and analysed during Autumn term 2023, a Reading at Transition intervention plan was also set up which focussed on supporting students with a reading age that was less than their chronological age. Year 7 students were grouped according to their reading age and received one lesson a week working to improve their reading within this group. In addition to this, the school runs interventions for handwriting, social skills, literacy and numeracy. Students are selected for these interventions based on need and they are now also reported home to parents/carers. These interventions include a significant number of our pupil premium students.

### **Wider Strategies**

#### **Attendance**

The attendance policy was reviewed and an attendance strategy devised so that more preventative and supportive steps were introduced, including more attendance reviews. The Associate Assistant Headteacher set up half-termly meetings with Assistant Heads of Year (AHOY) to discuss the attendance of vulnerable students. The Attendance Manager continues to be pivotal in coordinating a more strategic approach across the school. Overall there was a 5.1% difference in the attendance of students who attract pupil premium funding and 'others'. The role of the Family Liaison Officer (FLO) is being used as an intervention strategy. The Associate Assistant Headteacher will meet half-termly with the FLOs This will remain a sharp focus for the school.

#### **Behaviour**

AHOY implemented more preventative measures to try and avoid high-level sanctions rather than being reactive to situations. However, disadvantaged students received more Fixed Term suspensions than 'others' in all year groups.

### **Student Support**

Heads of Year held study club sessions for students to support them with coursework and homework.

### **School counselling and mentoring services**

The school employed a counsellor for four days a week. This provision was instrumental in supporting students' mental health. Thresholds for CAMHs referrals have risen and waiting lists have grown, therefore these students would have been without support had it not been for the school counselling service.

The school employed two mentors from the company WeStrive to deliver targeted mentoring to individual students. It is clear from qualitative feedback that the WeStrive interventions are having a positive impact on behaviour.

### **Alternative provision**

Provision such as Tutor doctor, ASEND and BUILD were used to support our students. ASEND was used to support our most vulnerable students who also have SEND and medical needs

### **School performance data**

#### **Progress 8 2024**

We have analysed the performance of our school's disadvantaged students during the 2023/24 academic year using key stage 4 performance data.

The disadvantage gap for pupil progress for 2024 at Key Stage 4 suggests that the achievement gap is diminishing. The Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4) for our 47 Year 11 students that attract the pupil premium funding was 0.25.

#### **EBacc**

In 2025, 13% of Year 11 students who attracted the pupil premium secured Level 5+ in all EBacc subjects compared with 30% of 'other' students at Ruislip High School. 18% secured Level 4+ compared with 40% of 'other' students at Ruislip High School. (At the time of writing this the national figures have not been published.) Compared with 2024, Year 11 students, who attracted the pupil premium, 19% secured Level 5+ and 21% secured Level 4+

#### **Attendance**

Overall attendance in 2024/25 was lower than the previous year at 91.70%, marginally lower than the national average of 91.91%. It is still not as high as the school's expectation.

We continue to be aware that challenges around wellbeing and mental health remain significantly higher than before the pandemic and the impact on students that attract the pupil premium has been particularly acute.

We now have the use of the new MIS Arbor which has a number of ways to efficiently track and monitor attendance and attendance changes. This along with a renewed focus on students eligible for Pupil Premium (led by the respective Assistant Heads of Year) and aiming to embed attendance as a whole-school culture and not just a policy should improve the attendance from the previous academic year to get us closer to a target of 96%.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
MyTutor - individualised lessons for students whose progress was affected by home circumstances/COVID	<a href="#">MyTutor</a>
GL assessments NGRT reading tests (all Key Stage 3 students have been tested)	<a href="#">GL assessments</a>
Academy21 for students who were unable to attend school	<a href="#">Academy21</a>
Innerscope - mentoring for students	<a href="#">Innerscope</a>

## Service pupil premium funding (optional)

***For schools that receive this funding, you may wish to provide the following information:***

Measure	Details
<p><b>How did you spend your service pupil premium allocation last academic year?</b></p> <p><b>What was the impact of that spending on service pupil premium eligible pupils?</b></p>	<p>Each year group has a study club which supports students where there are concerns about their progress.</p> <p>All service children who join the school mid-year meet with the Head of Year and the Headteacher and the meeting focuses on any support the student may need and how transitory their experience of school to date has been.</p> <p>The school employs mentors and a counsellor who are available to support service children, particularly when a family member is deployed.</p>

## Further information (optional)

Ruislip High School's pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding the intended curriculum, which is broad and ambitious and ensures all students, particularly students that attract the pupil premium, know more and remember more of the knowledge and skills needed to be successful.
- offering a wide range of high-quality extracurricular activities through our Above and Beyond programme to boost students' wellbeing, behaviour, attendance, and aspiration. Activities will include sports clubs, reading clubs and the Duke of Edinburgh's Award to balance a focus on improving students' confidence, social skills and learning of life skills. Students that attract the pupil premium will be actively encouraged and supported to participate.
- utilising support from our local [Mental Health Support Team](#) to support students' wellbeing.
- parents of students that attract the pupil premium will be given priority when booking parents' evening appointments
- Assistant Heads of Year will focus on the pastoral aspects of school life for students that attract the pupil premium.
- music instrumental lessons will be funded for students that attract the pupil premium.

### Planning, implementation, and evaluation

The Trust also has an active Pupil Premium Forum which meets regularly, shares best practice and evaluates strategies across the Trust schools.