

Pupil premium strategy statement – Frome College

2024.25

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 (2024.25 data)

Detail	Data
Number of pupils in school	1282 (KS3&4 = 957)
Proportion (%) of pupil premium eligible pupils	22.1%% (KS3&4 = 25.6%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022 until 2025 (3rd year of a 3-year plan)
Date this statement was published	Dec 24
Date on which it will be reviewed	Sept 25
Statement authorised by	Emma Reynolds
Pupil premium lead	John Robson
Governor / Trustee lead	Marianne Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,955
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£235,955

Part A: Pupil premium strategy plan

Statement of intent (written for 3 yr strategy in Sept 22)

At Frome College, we continue to support not just the closing of the long-term discrepancies in achievement of pupil premium students but also the wider cohort who are still impacted by the disruptions to education that occurred during the pandemic.

Our pupil premium and wider catch-up strategy for this academic year is to ensure all children are ready to learn and able to access our broad and challenging curriculum. In addition, we are aiming to close the gap between disadvantaged and other students. We will do this in two main ways: through quality first teaching and through implementation of evidence-driven interventions. By evidence-driven we mean two things: firstly, interventions that have been shown to work; and secondly, using school attainment and progress data to identify particular gaps and needs.

In addition, we believe that socio-economic background should not determine children's academic achievement. This belief is grounded not simply in ideology, but in evidence. We believe that it is possible that all children can achieve given the appropriate environment and support structures. The plan also outlines a number of wider strategies which targets these inequalities.

Challenges (parts redefined for 2024.25 due to changes in performance measures nationally in 2025)

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

Challenge number	Detail of challenge
1	PP students have lower achievement than their non-PP counterparts. This is clear in the lower levels of attainment e.g. % achieving grade 4 and grade 5 in particular in English and maths and in the number of GCSEs completed.
2	PP students have weaknesses in their literacy which presents a daily barrier to their learning. This is diagnosed through reading tests on entry and CAT4 data.
3	PP students have lower attendance rates than their non-PP counterparts and when in college they have higher rates of behaviour points and exclusions and lower rates of achievement points.
4	PP students develop and have less access to cultural capital experiences. They have lower rates of participation in wider College experiences e.g. sports and clubs. Both of these impact upon their wider character development.

Intended outcomes (parts redefined for 2024.25 due to changes in performance measures nationally in 2025)

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
Reduction in the achievement gap between PP and Non-PP students.	Data will particularly focus on overall attainment around grade 4 and 5 achievement in English and Maths as well as the breadth of subjects studied. Data analysis will ensure the influence of outliers within the PP data does not cloud judgements upon what are the most effective strategies moving forward. Departments will have a convincing narrative supported by data to justify their approach to PP interventions in their subject area that go beyond whole college initiatives.
Uplift in PP literacy levels.	Uplift in overall literacy levels when tested. Testing will be focussed on years 9 and 10 with improvement benchmarked against baseline scores taken in Year 9. Departments will have a convincing narrative around their approach to literacy teaching in their subject area.
PP attendance will rise. PP behaviour incidents will fall. PP rewards will rise	PP attendance rates will rise closing the gap between them and non-PP students and the gap in both behaviour points and achievement points will also close when compared to previous years.
Improved cultural capital and character development of PP students	Increase by PP students in wider college involvement e.g. DofE, Cadets, trips, sports team involvement, club participation.

Activity in this academic year – 2024.25

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the disruptions of the pandemic we have reaffirmed the use of the PP First strategy with all teaching staff.	Research shows that high quality first teaching has the greatest impact on PP outcomes.	PP First requires teachers to continuously and consistently positively discriminate to support all

		PP students in their classes.
All teaching staff continue to have performance management targets linked to the academic performance of PP & SEN students.	This strategy has proved to be successful in previous years	PP (and SEN) students in examination groups e.g. Year 11 and Year 13 classes
PP outcomes play a central role in Department evaluations.	This strategy has proved to be successful in previous years and helps to ensure PP outcomes sit at the forefront of department leaders' minds throughout the academic year.	The academic progress of all PP students across all subjects
On-going commitment to teacher CPD focussing on research-based improvements in pedagogy. This year we are focussing on training around adaptive teaching as well as our ongoing work on retrieval practice, behaviour management and literacy/reading.	Research shows that high quality first teaching has the greatest impact on PP outcomes.	Improvements in all students including PP and SEN.
Explicit teaching of literacy in daily lessons across all subjects. Focus centres around improving oracy and reading in lessons	The literacy strategy is based upon the 7 recommendations laid out in the EEF Literacy Guidance document.	Improvements in all students including PP and SEN.
Additional teaching time given to English department to deliver weekly reading intervention with all Year 9 students	The literacy strategy is based upon the 7 recommendations laid out in the EEF Literacy Guidance document.	Improvements in all students including PP and SEN.
Annual licences for a number of IT packages e.g. sparx to support maths achievement, that help promote independent study across a wide range of subjects. PP students targeted for additional support in accessing and becoming proficient with these packages to aid their progress.	Engagement with these packages can easily be monitored allowing us to see PP progress.	All students including PP and SEN.

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A number of staff have chosen working to support PP students in their subject area as part of their performance management. They coordinate PP catch up and intervention work across their subjects. This can include after college, weekend or holiday sessions.</p>	<p>This strategy has proved to be successful in previous years</p>	<p>PP students in specific subjects in Years 9-11.</p>
<p>Inclusion support including mental health counselling and students placed in the College's onsite Aspire alternative provision. Specific staff employed to deliver this provision.</p>	<p>This strategy has proved to be successful in previous years and provision has been increased to counteract the negative effects of the pandemic lockdown.</p>	<p>Students are referred into inclusion support by the pastoral team and SDQ initial assessments are used to match the intervention to the student need</p>
<p>Grow it Cook it curriculum offer. Developed for students who need additional literacy support and struggle with the workload associated with 4 option subjects.</p>	<p>Introduced and developed over a number of years this is a hugely popular option with all the participating students and has helped develop a positive attitude to their school experience in the majority of cases.</p>	<p>PP students are given priority in accessing this oversubscribed course and the % of PP students on the course runs at around 70%.</p>
<p>Parents Evening Plus with Years 9 - 11 and associated follow up.</p>	<p>This strategy has proved to be successful in previous years and has helped to engage hard to reach families</p>	<p>Following data analysis around 15 PP students from each year group are invited alongside their parents to a targeted intervention meeting with SLT.</p>
<p>Targeted literacy support using staff with specialised training and utilising packages such as Lexoniks, touch typing and read write toolbar.</p>	<p>This strategy has delivered measurable improvements in student reading ages and literacy ability.</p>	<p>Once baseline tested students are selected in Year 9 for targeted support at various levels (typical numbers = around 100 students will participate over the academic year). PP students are prioritised in selection. This support also continues into</p>

		Year 10 for those who have struggled to make progress (45 students targeted). A wider range of staff have been trained this year so we anticipate greater numbers completing this intervention.
Targeted pastoral support and mentoring. This can include support, monitoring and interventions around poor behaviour or weak progress.	This strategy has proved to be successful in previous years particularly in improved behaviour for learning and engagement with school	Targeted groups (prioritising PP students) across each House within Years 9-11 are identified using attitude to learning scores and behaviour stats throughout the year.
Use of external providers to deliver subject specific revision or wider study skills	This strategy has proved to be successful in previous years with positive student feedback compiled through follow-up evaluation forms	Some events will target the whole year group however when numbers are limited PP students will be prioritised.
Out of term time additional tuition . Taking place on weekends and holiday periods (particularly Easter). College staff deliver revision/catch up sessions across the full range of KS4 subjects.	This strategy was expanded last year and proved particularly successful at supporting students	All students however within this PP students are targeted to attend through focused student and parental contact.
PP mentoring . By SLT and senior staff small groups of PP students are mentored to support them with key aspects within the specific year	Recognition that issues/challenges for Yr11 PP students could have been avoided or 'headed off' earlier if the right interventions/support had been in place earlier	Approximately PP 15 students in year 9, 10 and 11 selected for support in small group sessions. General support plus some targeted aspects - Year 9 to support option selection; Year 10 working with students who have high coursework challenge or more academic curriculum selections, Year 11 meeting coursework deadlines and revision organisation.
Attendance . Detailed ongoing analysis of weekly and termly data is used to shape specific interventions to target and support school refusers, those on part time timetables, those below 85%	This is a core strategy and expectation of all schools. Frome College's PP statistics are disproportionately affected by outliers who almost always have very poor attendance. Those PP who attend well generally secure	All students but within this PP students are positively targeted and prioritised.

attendance and students who struggle with internal truancy.	good results so this is a key pillar in our improvement strategy.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students are also prioritised for careers appointments and support to raise aspirations to help focus e.g. trips to HE	This strategy has proved to be successful in previous years and has helped to engage hard to reach students and has been helpful in engaging hard to reach families	Year 11 PP students but also used as an intervention strategy with PP students in other year groups
PP students are prioritised in option choices when designing student curriculums	This strategy has proved to be successful in previous years in targeting PP students identified as having the greatest academic potential to improve and successful in raising attendance in low attenders.	Variable but typically around 10-15 students in each year group.
PP funds continue to be made available to reduce the resources gap e.g. purchasing of uniform, IT at home, revision books, music lessons, technology, food, art and photography resources.	This strategy has proved to be successful in previous years	Variable but typically supports up to 40% of PP students in some way.
Supporting the development of cultural capital and PP students' wider involvement in aspects of the College that promote character development e.g. DofE, Cadets, preferential (and subsidised) places on trips; Year 11 Achievement club	This strategy has proved to be successful in previous years in helping student engagement and attendance	Variable but typically supports up to 40% of PP students in some way.
Transition support –building on successful projects over the last 3 years students are mentored to support the transition from Year 8 into Year 9.	This strategy in various guises has proved to be successful in previous years with universally positive student feedback	Approx 30 Yr8 students selected using data and pastoral input. Historically this group has been approx. 60% PP.

<p>Literacy initiatives – coordinated through the library a range of literacy/reading initiatives to support the development of reading for pleasure amongst students e.g. readathon, reading challenge, Post 16 reading buddies, guest authors, murder mystery competition</p>	<p>Previously successful this is an ongoing strategy to reach and encourage a wider cohort of students to engage in reading for pleasure</p>	<p>All students however PP students are targeted/prioritised for events such as guest authors and Post 16 reading buddies.</p>
<p>Healthy habits – initiative designed to encourage PP/FSM students to think and act more positively around nutrition, hydration and exercise as part of recognising how this feeds into improved academic outcomes</p>	<p>Every day only around 45 % of students eligible for free school meals actually take up their free meal. In addition, PP students are underrepresented in sporting activities within the school</p>	<p>All students who are eligible for free school meals</p>

Total budgeted cost: £ £297,127

Review of the academic year 2023.24

Outcomes for disadvantaged pupils

Data analysis – DfE performance tables Dec 2024

	All	PP	LEA Not PP	England Not PP
P8	0.04	-0.54	-0.02	0.16
	All	PP	LEA All	England All
% EBac	13.5	7	29.7	44.7
A8	40	29.6	42.7	45.9
% Grade 5+ in Eng + Ma	35	16.9	45.1	53.1
% Grade 4+ in Eng + Ma	55.9	33.8	67.9	72.7
Exam entries		6.6	7.2	7.6

This is a review of last year's implementation (Year 2 of 3) of the 3-year strategy -

Teaching (for example, CPD, recruitment and retention)

Activity	Comment on the implementation of this strategy	RAG rating of current progress towards achieving the intended outcome
Following the disruptions of the pandemic we have reaffirmed the use of the PP First strategy with all teaching staff.	PP First was implemented by staff and monitored through the observation cycle and general lesson walks and subject reviews during 2023.24. Research indicates around 75% of all schools implement such a strategy.	Although the evidence for the consistent implementation is strong overall PP outcomes and closing the PP gap still remain a challenge - although the gap has closed slightly over the last 3 years. PP First should continue to be an expectation within overall PP strategy
All teaching staff continue to have performance management targets linked to the academic performance of PP & SEN students.	All teachers had targets associated with the PP outcomes in their classes focused predominantly upon Year 11.	PP scores variable across subjects with a number achieving higher scores indicating there are some areas that are successful with PP students and expertise exists within the organisation that can be shared. PP outcomes in each

		subject were generally higher than the overall PP P8 score which was affected by PP students failing to complete a full suite of qualifications.
PP outcomes play a central role in Department evaluations .	PP interventions have taken place throughout the year with SLT line management focussing on target groups and collating the nature and impact of departmental intervention.	Looking at the P8 results. Some subjects recorded a positive PP gap i.e. PP students performed better than Not PP students. These subjects included: biology, chemistry, physics, dance, economics, French, hospitality and music. Some subjects had a very small gap between the PP outcomes and Not PP. These included: art, PE, sport and technology. Some subjects had high overall P8 scores and although there was a PP gap the PP P8 score was positive i.e. still strong when compared to national levels. These subjects included: drama, fashion, and photography.
On-going commitment to teacher CPD focussing on research-based improvements in pedagogy. This year we are focussing on training around retrieval practice, behaviour management and literacy/reading.	Research shows that high quality first teaching has the greatest impact on PP outcomes. CPD over the last 12 months focussed on adaptive teaching to support students particularly SEN students.	Building upon CPD focus retrieval practice alongside oracy embedded as a starter to most lessons. Regular academic reading in lessons trialled in some subjects -further work to be done on this. Considerable focus on adaptive teaching on going into 2024.25
Explicit teaching of literacy in daily lessons across all subjects. Focus centres around improving oracy and reading in lessons	Oracy starters now embedded in lessons and checked through lesson observation cycle. More work to be done around a students 'word count' through more consistent and widespread reading in lessons	Expectation around oracy and verbal contributions to lessons has improved as measured during the lesson observation cycle. Work ongoing to secure Dyslexia award (assessment April 2025 after 18 month implementation period)
Additional teaching time given to English department to deliver weekly reading intervention with all Year 9 students	Lessons took place weekly in terms 1-4 where students read a range of texts including short stories and 2x substantive texts	Change in leadership means quantitative impact has not been measured however qualitative student voice was once again positive Ofsted inspection during the year highlighted very positively the range of work done to promote reading.
Annual licences for a number of IT packages that help promote	SAM Learning used as the principle IT tool available to all	Although made available to all students including PP and SEN

independent study across a wide range of subjects. PP students targeted for additional support in accessing and becoming proficient with these packages to aid their progress.	students. Limited take up by departments who have largely chosen other available IT resources that they feel better serve their department aims.	there was limited use by departments and mixed usage by students with only a small number utilising it regularly for revision purposes. An expensive annual licence this will be reviewed early in 2024.25 when renewal is due to see if this continues
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 100,000

Activity	Comment on the implementation of this strategy	RAG rating of current progress towards achieving the intended outcome
A number of staff have chosen working to support PP students in their subject area as part of their performance management . They coordinate PP catch up and intervention work across their subjects. This can include after college, weekend or holiday sessions.	Changes to performance management for 2023.24 meant that there were no staff who chose to take on an additional PP specific role. PP champions were defined in the 3 core subjects. This strategy needs to be reviewed for 2024.25 in light of new performance management target setting.	PP outcomes in the core were mixed. Science overall had a small PP gap with the triple science all having a positive PP gap. Maths had a PP gap in line with the whole college gap and English had a slightly larger PP gap.
Employment of a Learning Mentor to support English/literacy interventions. Work includes guided reading groups, pre teaching of tier 3 vocabulary, Bedrock literacy work and support with English texts.	Reductions and phased removal of funding linked to the National Tutoring Program and Covid Catch up moneys meant lesser funds were redirected to support other interventions, so no QTS trained intervention worker was employed in 2023.24 however HTA intervention worker was employed to run a small am intervention base focussed on supporting non-attenders back into mainstream lessons.	A small number of students (total 10 – 5 were PP) were supported through the base however reintegration back into mainstream lessons was not successful in most cases with the base becoming the 'destination' rather than a stepping stone. Strategy changed for 2024.25
Inclusion support including mental health counselling and students placed in the College's onsite Aspire alternative provision. Specific staff employed to deliver this provision.	Students are referred into inclusion support by the pastoral team and SDQ initial assessments are used to match the intervention to the student need. Regular Place to be counsellor working at college as well as WHY (We Hear You), 4x	PP students are prioritised for mentoring and wellbeing support in liaison with the pastoral team to help improve commitment to learning and behaviour. In college 1to1 mentoring – 97 students 34 were PP; ELSA – 108 students 24 were PP; P2B 14 students 6 were PP and WHY 11

	ELSA and mentoring trained staff support student need.	students 3 were PP. Total 140 students supported 67 were PP = 47.9% Aspire - 13 students, 6 were PP. Intervention effective at supporting students at risk of permanent exclusion. 7 students in Year 11 all sat some/most of their GCSEs in core subjects.
Grow it Cook it curriculum offer. Developed for students who need additional literacy support and struggle with the workload associated with 4 option subjects.	Introduced and developed over a number of years this is a hugely popular option with all the participating students and has helped develop a positive attitude to their school experience in the majority of cases.	PP students are given priority in accessing this oversubscribed course and the % of PP students on the course runs at around 70%. Hospitality outcomes show PP students achieving above Not PP students on the course - student voice overwhelmingly supports the course and its impact in terms of keeping vulnerable students in college is hard to quantify
Parents Evening Plus with Years 9-11 and associated follow up.	This strategy has proved to be successful in previous years and has helped to engage hard to reach families. Following data analysis around 15 PP students from each year group are invited alongside their parents to a targeted intervention meeting with SLT.	Increased contact welcomed by those parents that engage and backed up by positive student voice. Need for more quantitative measurement of its impact
Targeted literacy support using staff with specialised training and utilising packages such as Lexonics, touch type read spell and read write toolbar.	This strategy has delivered measurable improvements in student reading ages and literacy ability.	Range of literacy strategies implemented over the year. Within all of these 39% of the cohort were PP students. Within each strategy – Lexoniks Leap – 60 students – 40% PP, average reading age improvement = 10.5 months; Lexoniks Advanced -138 students 33% PP students – average reading age improvement 3.7 years (this is to be reviewed to ensure accuracy / permanence); touch typing – 17 students, 47% PP; Reading groups - 40 students 43% PP; Functional handwriting - 30 students, 24% PP; Conversational groups - 20 students 50% PP.
Targeted pastoral support and mentoring. This can include support, monitoring and interventions around poor behaviour or weak progress.	This strategy has proved to be successful in previous years particularly in improved behaviour for learning and engagement with school of PP	Although the gaps between PP and Not PP have reduced for lower level incidents behaviour points for PP students are generally greater than that of Not

	students who are prioritised within this work. Students selected by pastoral leaders from ongoing behaviour stats and analysis of Attitude to Learning scores during data dives.	PP indicating there is still work to be done to support PP students develop their attitudes to learning. C1 incidents PP make up 32.8% of the incidents, C2 = 31.2%, C3 = 42.1% and C4 40.8% - compared with 24.3% of the cohort being PP students. Support has been implemented to try to reduce PP time in IER and exclusions and this is reflected in the stats with PP days in Internal Exclusion Room = 27.1% and exclusions = 31.3%
Use of external providers to deliver subject specific revision or wider study skills	This strategy has proved to be successful in previous years with positive student feedback compiled through follow-up evaluation forms. Some events will target the whole year group however when numbers are limited PP students will be prioritised.	Positively you and Elevate both again successfully used during the year to support student study skills development - targeted at the whole year group
Out of term time additional tuition. Taking place on weekends and holiday periods (particularly Easter). College staff deliver revision/catch up sessions across the full range of KS4 subjects.	One of the key interventions to support Year 11 PP students undertaken. Extensive program at Easter to support student achievement with smaller events in both Feb and May half terms	Although there is always work to be done to improve the % of PP who attend, 35% of all PP students attended and they made up 32% of the students who attended the workshops (they make up 21% of the Yr11 cohort)
Attendance. Detailed ongoing analysis of weekly and termly data is used to shape specific interventions to target and support school refusers, those on part time timetables, those below 85% attendance and students who struggle with internal truancy.	Strategy to improve attendance has developed during the year. Within this PP are prioritised	Overall PP attendance is 9.3% below the Not PP cohort with 40.6% of the severe absence students being PP which is higher than the college % PP of 24.3% within the KS3/4 cohort. Renewed focus needed in 2024.25

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

Budgeted cost: £ 97,127

Activity	Comment on the implementation of this strategy	RAG rating of current progress towards achieving the intended outcome
PP students are also prioritised for careers appointments and support	Focused on Year 11 PP students but also used as an intervention strategy with PP	All attending PP students seen within the first cohort of students interviewed. Considerable persistence to interview all PP students. 95% of PP students

<p>to raise aspirations to help focus e.g. trips to HE</p>	<p>students in other year groups to help motivate</p>	<p>recorded as moving on to education or training post GCSEs</p> <p>Destination data for PP students 2024:</p> <table border="1"> <thead> <tr> <th>Number of Year 11 students</th> <th>All</th> <th>PP - Students</th> </tr> </thead> <tbody> <tr> <td>Frome College</td> <td>163</td> <td>24</td> </tr> <tr> <td>Employment/Training</td> <td>4</td> <td>1</td> </tr> <tr> <td>Apprenticeships</td> <td>8</td> <td>1</td> </tr> <tr> <td>Wiltshire</td> <td>64</td> <td>25</td> </tr> <tr> <td>Bath College</td> <td>52</td> <td>15</td> </tr> <tr> <td>Beechen Cliff</td> <td>5</td> <td>0</td> </tr> <tr> <td>Army</td> <td>2</td> <td>0</td> </tr> <tr> <td>Other FE Establishments</td> <td>20</td> <td>1</td> </tr> <tr> <td>Unknown</td> <td>10</td> <td>3</td> </tr> <tr> <td>NEET</td> <td>9</td> <td>3</td> </tr> <tr> <td>TOTAL</td> <td>337</td> <td>73</td> </tr> </tbody> </table>	Number of Year 11 students	All	PP - Students	Frome College	163	24	Employment/Training	4	1	Apprenticeships	8	1	Wiltshire	64	25	Bath College	52	15	Beechen Cliff	5	0	Army	2	0	Other FE Establishments	20	1	Unknown	10	3	NEET	9	3	TOTAL	337	73
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<p>PP students are prioritised in option choices when designing student curriculums</p>	<p>Reduced number of students moving subjects as a result of changes to the options process and curriculum.</p>	<p>All PP students who applied for curriculum changes were given their choice ahead of Not PP students</p>																																				
<p>PP funds continue to be made available to reduce the resources gap e.g. purchasing of uniform, IT at home, revision books, music lessons, technology, food, art and photography resources.</p>	<p>Considerable resources allocated to both departments e.g. food tech for ingredients; art/photo/textiles/tech for materials; Science and Geography revision guides/workbooks and individual PP students for resources. Distribution across departments makes determining how many PP and how much money to each difficult to determine. Looking at refined tracking for 2024.25</p>	<p>PP student voice of Year11 indicates that 95% felt they were well supported with resources to support their learning</p>																																				
<p>Supporting the development of cultural capital and PP students' wider involvement in aspects of the College that promote character development e.g. DoFE, Cadets, preferential (and subsidised) places on trips;</p>	<p>New procedures developed and implemented during the year to ensure PP parents are aware of the support that can be applied for. Places on trips advertised to PP parents first and places for PP 'put aside' to encourage engagement. Priority funding to trips essential to GCSE progress with lesser contributions to trips that are less academically focused.</p>	<p>Since joining Frome College the students have completed the following:</p> <p>Year 11 - 77% of all year 11 have been on a school trip. 67% of PP students have been on a school trip</p> <p>Year 10 - 74% of all the students have attended a trip. 53% of PP students have attended a trip.</p> <p>Year 9 - 51% of all the students have attended a trip. 37% of PP students have attended a trip</p>																																				
<p>Transition support – Summer school - building on successful projects over the last 3 years</p>	<p>This strategy has proved to be successful over the last 2 years with universally positive student feedback</p>	<p>Insufficient funding available in 2023.24 to run this event in the same way as previously. Instead students from middle schools were brought up to college during</p>																																				

<p>students are mentored to support the transition from Year 8 into Year 9.</p>		<p>term 6 familiarisation days to help bridge transition – high % of PP within this group. Introduction of the ELP - Enhanced learning provision - in September 2023 to support a small number students to overcome cognitive challenges as well as issues with SEN need, attendance etc. Most of the funding comes from a source outside of PP budget but 60% (6 of 10) of the cohort are PP.</p>
<p>Literacy initiatives – coordinated through the library a range of literacy/reading initiatives to support the development of reading for pleasure amongst students e.g. readathon, reading challenge, Post 16 reading buddies, guest authors, murder mystery competition</p>	<p>Previously successful this is an ongoing strategy to reach and encourage a wider cohort of students to engage in reading for pleasure</p>	<p>Despite efforts to recruit PP students to participate only 18% of participants were PP – area of focus for 2024.25</p>

Total budgeted cost: £ £297,127