



PUPIL PREMIUM STRATEGY STATEMENT 2025-26

SCHOOL OVERVIEW

Number of pupils in school [Years 7-11]	1013
Proportion [%] of pupil premium eligible pupils	35%
Academic year/years the pupil premium strategy plan covers	3 Years
Date this statement was published originally	October 2021
Date this version was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Curriculum Committee
Pupil Premium Lead	Beth Hart
Governor Lead	Glynis Ross-Wood

FUNDING OVERVIEW

ALLOCATION

Pupil premium funding	£388,075
Pupil Premium funding carried forwards from previous years	£0
Total budget this academic year	£388,075

STATEMENT OF INTENT

Our intention is that all students, irrespective of their socio-economic background, follow an ambitious and engaging curriculum that embeds knowledge, develops skills and enriches their lives and learning. Through high expectations we aim to create successful, responsible and well-informed young adults; despite the significant challenges, the School's intent is that all are able and willing to make a positive contribution to society.

We are proud that our disadvantaged students continue to perform above the national average. However, a gap remains between the outcomes of our disadvantaged and non-disadvantaged cohorts. For this reason, our Pupil Premium Strategy continues to prioritise high attainment, supporting disadvantaged students to access further education and employment in line with their non-disadvantaged peers. Embedded within the desired outcomes below is the expectation that the attainment of non-disadvantaged students will also be sustained and improved, ensuring progress for all.

Our five Curriculum Aims—to provide a well-sequenced, literacy-focused, careers-centred, enriched and society-centred curriculum—are underpinned by our commitment to improving the life chances and sense of belonging of our disadvantaged cohort. These aims are informed by educational research from the Education Endowment Foundation, The Sutton Trust and ImpactEd, which highlight literacy as a key driver of improved attainment and recognise that high-quality careers guidance significantly enhances social mobility, particularly for disadvantaged students.

Our Enriched curriculum is designed to build Cultural Capital and challenge students beyond the National Curriculum, while our Society-centred curriculum aim seeks to celebrate our diverse community and promote Fundamental British Values

Inclusive high-quality teaching and learning is at the heart of our approach. Prioritising delivery by subject specialists ensures our staff have in-depth and rich understanding of their specialisms; allowing them to promote a love of their subject through adaptive pedagogical techniques and well-sequenced curriculums. In-class strategies, such as 'Show-me-Boards' and 'cold calling' ensure all students are engaged and participating in lessons. Key Stage 3 intervention programmes, including Reading Mentors and Scholars Club and Key Stage 4 interventions, including Extended School Tuition and Academic Support Sessions, prioritise Disadvantaged students.

We use a range of strategies to proactively encourage positive student behaviours including the use of Family Engagement Officers and our Family Engagement Hub, Behaviour Committee meetings and the use of the Alternative Curriculum Hub programme. These strategies are all aimed at targeting pre-emptive and proactive support for children that present challenging behaviours. Our approach will be responsive to common challenges, individual needs and rooted in robust diagnostic assessment – not assumptions about the impact of disadvantage.

We are committed to supporting personal development and nurturing the interests and talents of all our students. Evidence suggests that participation in extra-curricular opportunities improves attendance, behaviour and peer relationships for all students, including lower income families. Our enrichment provision will be a key strategy in improving the well-being and cultural capital of our disadvantaged cohort, allowing them to excel.

CHALLENGES

No single difficulty or barrier hinders the success of our disadvantaged students. Every child comes to the School with a unique set of experiences, aspirations and prior achievement. However, some of the common barriers are:

1	Levels of Literacy Disadvantaged students underperform compared to their non-disadvantaged peers in English Literature and English Language GCSE. Whilst their outcomes and progress are consistently, significantly above the national, the attainment gap remains. Mean Reading KS2 Scaled score for the Year 7 2025-26 cohort are 101 PP and 106 Non-PP
2	Levels of Numeracy Disadvantaged students underperform compared to their non-disadvantaged peers in Mathematics GCSE. Whilst their outcomes and progress, are consistently, significantly above the national, the attainment gap remains. Mean Maths KS2 Scaled score for the Year 7 2025-26 cohort are 102 PP and 107 Non-PP.
3	Social and Emotional issues Referrals to our Well-being Hub and discussions with students, families and teachers have identified social and emotional issues for many students. We have experienced an increased need for bereavement counselling, support for anxiety and depression and low self-esteem.
4	Lack of aspiration and cultural capital Interviews with our Careers Advisor suggest that disadvantaged students require greater guidance to identify pathways in education and employment. Furthermore, they require an increased level of support to reach their goals in comparison to their non-disadvantaged peers and are at an increased risk of becoming NEET. Historically, a lack of aspiration has been demonstrated by a lower attendance from FSM students at academic intervention sessions and disadvantaged students have not taken as much advantage of our extracurricular enrichment opportunities. Whilst this has significantly improved, it needs to remain a focus.
5	Attendance FFT reports that in 2024-25 FSM6 National Attendance was 86.2% compared to 93.3% for Non FSM6. Whilst our FSM6 Attendance was 89.4%, 3.2% above the National, there remains a gap. In parallel to the National trend, we have seen a substantial increase in Persistent Absence since Covid-19, but remain below National Averages, particularly for FSM6.
6	Suspension rates Higher levels of Suspensions are experienced by Disadvantaged students. The Suspension rate for students eligible for Free School Meals was 27.55 compared to 5.99 Nationally in 2023-24, DFE . Nationally, 60% of suspensions are for Disadvantaged children. Our internal suspension data shows that our Disadvantaged students have a suspension rate that is consistently higher than their non-disadvantaged peers. Whilst this is better than the national average, Disadvantaged students are disproportionately over-represented.

INTENDED OUTCOMES

This explains the outcomes we are aiming for by the end of our current strategy plan and the success criteria they will be measured against.

Improved reading levels among disadvantaged students in KS3	Reading assessments to demonstrate a measurable improvement in comprehension skills among disadvantaged students and a smaller disparity between scores of disadvantaged and their non-disadvantaged peers.
Improved attainment among disadvantaged students at the end of KS4	We aim to achieve and sustain 9-4 of +75% and 9-5 of +50% in English and Maths for Disadvantaged students.
Improved attendance for all students, particularly the disadvantaged students	Sustained high attendance demonstrated by: <ul style="list-style-type: none">• Maintaining the overall attendance rate for disadvantaged students above 92%• The overall persistent absence rate for disadvantaged students being below 20%
Decreased Suspension rates for all students, particularly for disadvantaged students	Sustained low exclusion rates demonstrated by: <ul style="list-style-type: none">• Fixed term Suspensions for disadvantaged students being no more than 10% of the cohort
Improved well-being for all students, particularly those that are disadvantaged	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• Disadvantaged students to participate in enrichment activities in line with non-disadvantaged peers

ACTIVITY IN THIS ACADEMIC YEAR

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

TEACHING [FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION]

BUDGETED COST FROM PUPIL PREMIUM: £290,000

ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Continuing Professional Development	<p>Our CPD Programme is focused on implementation of high-quality Assessment for Learning strategies, that can increase engagement and motivation, identify misconceptions and allow teachers to effectively respond to the needs of their students.</p> <p><u>EEF Embedding Formative Assessment</u></p> <p>Our CPD programme also supports teachers in improving their pedagogical practice in literacy and oracy.</p> <p><u>EEF Improving Literacy in Secondary Schools report</u> <u>EEF Reading strategies evidence</u> <u>EEF Oracy strategies evidence</u></p>	1 2 4
High levels of Curriculum allocation to Literacy via Drop Everything and Read Programme and Lesson time allocation	<p>The School recognises the established links between improved literacy and successful life chances, particularly for disadvantaged students.</p> <p><u>EEF Improving Literacy in Secondary Schools report</u> <u>EEF Reading strategies evidence</u> <u>EEF Oracy strategies evidence</u></p>	1 4
Additional teaching staffing in English and Maths	<p>Additional staffing has supported the increase in the number of English lessons and accommodates smaller class sizes in English and Maths. Smaller classes allow teachers to provide increased individualised support and improved quality of feedback.</p> <p><u>EEF Feedback evidence</u> <u>EEF Reduced class size evidence</u> <u>EEF Individualised Instructions evidence</u></p>	1 2 4
Achievement Mentor	<p>Recruitment of an Achievement Mentor is intended to inspire, organise and motivate disadvantaged students with their GCSE Revision to improve their attainment</p> <p><u>EEF Mentoring evidence</u></p>	1 2 4

TARGETED ACADEMIC SUPPORT [TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS] BUDGETED COST PUPIL PREMIUM AND RECOVERY PREMIUM: £40,000		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Interventions to support underachieving and disadvantaged students	Tuition targeted at specific needs and knowledge gaps can be an effective method to support underachieving students, including disadvantaged. EEF Small Group Tuition evidence EEF Individualised Instructions evidence EEF Extended School evidence	1 2 4
Reading intervention programme for underachieving students	Reading comprehension strategies can have a positive impact on students' ability to understand a text and enrich their vocabulary. EEF Reading strategies evidence EEF Oracy strategies evidence	1

WIDER STRATEGIES [RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING] BUDGETED COST PUPIL PREMIUM: £60,000		
ACTIVITY	EVIDENCE TO SUPPORT THIS APPROACH	CHALLENGE ADDRESSED
Attendance Manager	Improved attendance has a direct correlation with improved attainment. DfE School Attendance guidance	3 5
Two Enrichment Coordinators	Improved promotion and monitoring of our disadvantage provision to allow even more targeted interventions. DfE Extended Activity Provision in Schools report EEF Physical Activity evidence	3 4
Enrichment activities including Music clubs, peripatetic lessons, sporting clubs, coding clubs, Art clubs, science clubs, book clubs, academic societies, competitions and many more	Disadvantaged students will experience increased cultural capital and improved attendance, behaviour and peer relationships through participation in extra-curricular and enrichment opportunities. DfE Extended Activity Provision in Schools report EEF Physical Activity evidence EEF Social and Emotional Learning evidence	1 2 3 4 5 6
Social and Emotional interventions and support clubs	Our Well-being Hub, Learning Mentor and School Counsellor provide students with bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. EEF Social and Emotional Learning evidence	3 4 5 6
Hardship fund	Our most vulnerable students receive support in purchasing uniform, academic and enrichment trips and resources.	3 4 5 6

PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on students and the progress we have made towards our intended outcomes.

Improved reading levels among disadvantaged students in KS3

72 Students with low reading levels have received over 2000 hours of targeted support through the Ruth Miskin Fresh Start Programme, supporting students with phonics and basic reading skills. All students have progressed through the programme. The Ruth Miskin Programme has now been developed into our Phoenix Programme to support students to improve their levels of reading comprehension in addition to phonics. This has included the integration of the FFT Reciprocal Reading programme. Ofsted 2022, stated that 'Literacy underpins the curriculum in all subjects'.

Improved attainment and progression among disadvantaged students at the end of KS4

For 2024-25 our Disadvantaged students achieved our strongest outcomes yet for Basics. This was higher than last years target of 70% EM4+ and 45% EM5+, and significantly above the national Disadvantaged cohort.

Year	2022-23 HCS	2023-24 HCS	2024-25 HCS	2024-25 National
P8 Gap	0.4	0.15	-	0.7 [2024]
9-4 EM Disadvantaged	55%	66%	73%	44%
9-5 EM Disadvantaged	37%	40%	50%	26%

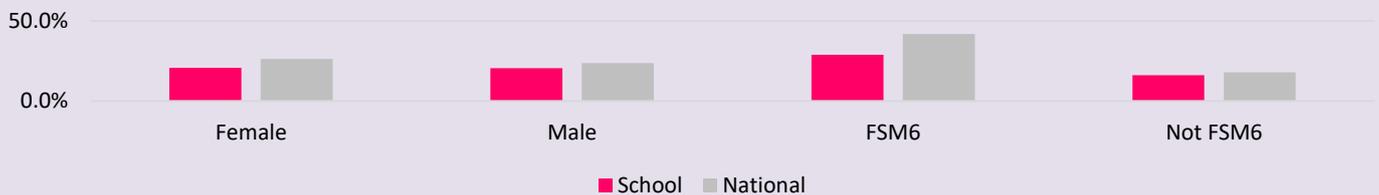
Improved attendance for all students, particularly the disadvantaged students

Our Attendance rates for all groups, including Disadvantaged have been above the National average throughout 2024-25, as recognised by our receipt of the FFT National School Attendance Award, placing us in the top 25% of similar Schools.

The School's Persistent Absence for 2024-25 was 20%, compared to 25% Nationally. For FSM6 it was 29%, compared to 42% Nationally.

Year	2022-23 HCS	2023-24 HCS	2024-25 HCS	2024-25 National
FSM6 Attendance	90.5%	91.9%	89.4%	86%
Absence gap [vs non-disadvantaged]	2.6%	2.7%	4.4%	7.2%

YTD Persistent Absenteeism [% of persistently absent pupils]



Decreased suspension rates for all students, particularly for disadvantaged students

In line with National trends, we have seen an increase in the number of Suspensions, particularly for our Disadvantaged cohort [8% Non-PP vs 16% PP]. This is below the national suspension rate of 27.55 for FSM [2023-24]. 52% of our suspensions are Disadvantaged students, below the national of 60%. This has been a key driver for our renewed focus on Behaviour within the school, aiming to reduce the need for student suspensions.

Improved well-being for all students, particularly those that are disadvantaged

The development of our Well-being Hub, encompassing our Safeguarding Team, our School Counsellor and Learning Mentor has improved our provision for Disadvantaged students, providing bespoke support to address anxiety, depression, bereavement and aid students in forming positive relationships with staff and students. Over 500 students were supported in 2024-25 through a variety of projects, interventions and clubs, with disadvantaged students comprising between 38-66% of the cohort, dependent on the programme.

We have over 500 students enjoying clubs such as karate, yoga, football, badminton, coding, chess, journalism, art, choir and peripatetic music lessons. As a result of targeted encouragement, 38% of FSM students are participating, which is in line with our non-disadvantaged cohort. Female participation, and particularly FSM Female participation, continues to be an area of development. Our recruitment of two Enrichment Coordinators, highlights our commitment and drive to improving the personal development of our students.

We believe that our focus on high quality teaching and learning, commitment to continuing professional development for our staff, our well-sequenced and coherent curriculum, our pastoral support systems and our use of targeted intervention strategies, positively contribute to raising the attainment, progress and life chances of our Disadvantaged students. The Pupil Premium spend is reported to the Governors' Finance and General Purposes meeting in the Autumn Term.