

Pupil premium strategy statement – Kingsthorpe College

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	1294 (Y7 – 11)
Proportion (%) of pupil premium eligible pupils	23.9% [309 students]
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)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	19 th December 2024 [1 st published] Reviewed and published on 30 th December 2025
Date on which it will be reviewed	1 st December 2026
Statement authorised by	Sharan Matharu (Headteacher)
Pupil premium lead	Helen Gilligan
Governor / Trustee lead	Julia Harnden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 294 550
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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>	£294 550

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to **accumulate advantage** for disadvantaged students. No matter what experiences they have had in the past, we see it as our duty to ensure they feel successful now and in the future. We aim to instil self-agency in our young people to allow them to make choices, seize opportunities and thrive in life.

Our strategy is about ensuring that students have access to all the opportunities they need to thrive in school, while recognising that it isn't always easy for disadvantaged students to 'step forward' to the opportunities that the school community provides.

The way we are approaching the leadership of the disadvantaged agenda is by using a matrix way of working, empowering all leaders across our school to take ownership of their specialist areas, enabling us to be strategic and responsive to the changing needs of our students.

Our Trust Key Principles:

- All disadvantaged students should **be known well in school**, and they should feel 'seen' and valued as members of the school community.
- All disadvantaged students should **experience high quality teaching** which enables them to experience success and accumulate knowledge and intellectual curiosity.
- All disadvantaged students should **be challenged and work within a culture of high aspiration**.
- All disadvantaged students should **be able to 'step forward' to opportunities** to lead, participate and engage in the wider life of the school. This includes through cultural capital, formal and informal roles in the student body and cross-curricular enrichment.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress</p> <p>From the data shown in tables 1-6 below we can see there are gaps between the attainment of pupil premium and non-pupil premium students. The following challenges are the ones that have been evident most over the last 3 years and those which this strategy statement will focus on</p> <ul style="list-style-type: none">• The attainment of boys and lower prior attaining pupil premium students suggests that future strategies need to ensure these groups are focussed on.• The progress 8 and attainment 8 of pupil premium students is decreasing at a faster rate than other pupils which is following the national trend.• The gap between pupils premium and non-pupil premium students has widened over the past three years following the national trend.• Students who have multiple vulnerabilities, for example SEND and PP, make up smaller cohorts however the attainment of students with intersectionality is significantly lower than other cohorts.
2	<p>Attendance</p> <p>Pupil Premium students are shown, on average, to have lower attendance to school and higher levels of persistent absences as shown in tables 7 and 8. The gap between Pupil Premium and non-Pupil premiums students for both attendance and persistent absences have increased in 2024 to 9.8% and 33.1% respectively; strategies must be employed to effectively reduce these gaps. The attendance of pupil premium students reduces as they move through the year groups at Kingsthorpe college quicker than non-pupil premium students.</p>
3	<p>Reducing barriers and meeting the needs of students</p> <p>Strategies designed to promote engagement in the wider life of the school need to be highly effective for both students and families as there have been low numbers of students attending trips to gain more cultural capital. Conversations with staff indicate that pupil premium families do not always engage with school as much as non-pupil premium families; however, there is no data to corroborate this. We will endeavour to increase this engagement so that we can</p>

	<p>reduce barriers and meet needs by getting to know our students well. This will include fully funding music lessons (1 instrument) for the academic year for pupil premium students; this reflects what the school does for aptitude students.</p>																																								
4	<p>Reading Ages / Language and Literacy</p> <p>The NGRT tests taken at either the end of the 2024-25 (years 8 – 10) or start of the 2025-26 (year 7) shows that there are gaps in the mean standardised age score for reading between pupil premium and non-pupil premium students as shown in the table below. The largest gap seen is in Year 8.</p> <table border="1"> <thead> <tr> <th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th></tr> </thead> <tbody> <tr> <td>PP (mean SAS)</td><td>91.5</td><td>92.1</td><td>104.3</td><td>96.6</td></tr> <tr> <td>Non-PP (mean SAS)</td><td>99.6</td><td>106.1</td><td>106.1</td><td>104.2</td></tr> <tr> <td>Gap</td><td>7.9</td><td>14.0</td><td>1.8</td><td>7.6</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th></tr> </thead> <tbody> <tr> <td>PP, average reading age</td><td>10:04</td><td>10:08</td><td>13:11</td><td>12:09</td></tr> <tr> <td>Non-PP, average reading age</td><td>11:09</td><td>13:06</td><td>14:01</td><td>14:05</td></tr> <tr> <td>Gap</td><td>1:05</td><td>2:10</td><td>0:02</td><td>1:08</td></tr> </tbody> </table> <p>Students within years 7, 8 and 10 are shown to not only be significantly behind their peers within the school, but they are also significantly behind their peers nationally. Students need to be quickly identified and intervention put in place so that they can access the curriculum.</p>		Year 7	Year 8	Year 9	Year 10	PP (mean SAS)	91.5	92.1	104.3	96.6	Non-PP (mean SAS)	99.6	106.1	106.1	104.2	Gap	7.9	14.0	1.8	7.6		Year 7	Year 8	Year 9	Year 10	PP, average reading age	10:04	10:08	13:11	12:09	Non-PP, average reading age	11:09	13:06	14:01	14:05	Gap	1:05	2:10	0:02	1:08
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5	<p>Behaviour and attitudes</p> <p>Pupil premium students are disproportionately represented in behaviour data, including suspension and serious incidents as seen in tables 10 and 11. From the data seen in these tables, there must be a particular focus on female pupil premium students as well as SEND pupil premium students in supporting their barriers to learning and meeting their needs as their average number of days of suspensions per pupil is higher than their non-pupil premium peers.</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
<p>1. Attainment and progress among pupil premium students across the curriculum at the end of KS4 is in line with their non-pupil premium peers, including the key grades of 4+, 5+ and 7+ in English and Maths.</p> <p>The attainment gap is reduced between PP and non-PP students.</p> <p>The attainment gap is reduced between students who are both PP and SEND and their peers.</p>	<ul style="list-style-type: none">i. Pupil premium students make accelerated progress in line with school expectations and national averages.ii. Increased number of PP students are entered for the Ebacc qualification and achievement at grades 4+, 5+ and 7+ improves.iii. Learning walks and lesson visits show that PP students are engaged actively in their learning.iv. PP students have access to and are utilising resources to support with their learning (e.g.: CPG revision guides, after-school/holiday intervention sessions)v. PP students are identified and enrolled in intervention programmes early to ensure sustained rapid progress is made.vi. LSA's know their SEND-PP student well and support them with appropriate and effective intervention both in lessons and provision.
2. PP students have excellent levels of attendance and punctuality.	<ul style="list-style-type: none">i. The attendance of PP students is at least in line with national averages.ii. Students with low attendance are supported by the school's attendance and pastoral team, including the use of attendance contract meetings and local authority referrals are made where requirediii. Clear and effective use of the school's attendance policy is used, with timely and appropriate referrals made once the threshold is met.

	<ul style="list-style-type: none"> iv. Mentoring takes place regularly so that students are aware of their attendance figures, and barriers to attendance are addressed quickly. v. Rewards are actively promoted and tracked with PP students.
<p>3. PP students engage in the wider life of school activities to improve their cultural capital</p> <p>Increased engagement of families of PP students with school</p>	<ul style="list-style-type: none"> i. All PP students attend at least one extra-curricular club during the school year ii. All PP students attend at least one school trip during the school year. iii. At least 80% of PP families make appointments for parents evening and at least 75% attend iv. All PP families to have had contact with a member of staff from school at least once during the academic year v. A significant uptake to be seen of PP students having fully funded music lessons outside of the curriculum
<p>4. PP students read fluently, regularly and widely with good comprehension, enabling them to develop literacy skills so that they can easily access the curriculum and both national and internal assessments.</p>	<ul style="list-style-type: none"> i. PP reading ages improve so that they are no longer significantly behind national average. ii. PP students with low reading and or comprehension are identified early and engage in suitable interventions. iii. PP students will be retested following reading interventions to show rapid progress being made. iv. Books of PP students demonstrate they are explicitly taught tier 2 and 3 vocabulary and are supported to use these within their own work.
<p>5. Pupil premium students demonstrate a positive attitude to their learning.</p> <p>Both behaviour sanctions and achievement points given to PP students are similar to their non-PP peers</p>	<ul style="list-style-type: none"> i. Learning walks and lesson visits show that students are engaged and active in their learning ii. There is a reduction in behaviour incidents for PP students. iii. Books and assessments of PP students demonstrate sustained progress of knowledge and skills over time with evidence of knowing more and remembering more.

	<ul style="list-style-type: none"> iv. Student/staff/parent voice show positive attitudes to learning. v. Enhance previous PASS survey outcome which have reflected lower scores in shows increase in 'feelings about school' [Nov 24: 60.7%; 15.7th percentile], 'attitudes to attendance' [Nov 24: 57.5%; 17.8th percentile] and 'response to curriculum demands' [Nov 24: 54.8%; 17.5th percentile]
<p>6. Students who are both SEND and pupil premium show increased attainment levels, excellent levels of attendance and punctuality and similar behaviour sanctions and achievement points to their peers.</p>	<ul style="list-style-type: none"> i. LSA's know their SEND-PP students well and support them with appropriate and effective intervention both in lessons and provision. ii. Learning walks and lesson visits show SEND-PP students are engaged actively in their learning iii. SEND-PP students accelerated make progress in line with school expectations and national averages. iv. The attendance of SEND-PP students is at least in line with national averages.

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: £ 125 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will receive appropriate CPD sessions based on current research and evidence to facilitate the development of high quality first teaching. In 2024/25 There will be a particular focus on adaptive teaching, feedback and homework. By the end of the 3-year strategy more focus will be on metacognitive strategies.	DfE, Using Pupil Premium: guidance for school leaders [Feb 2024] EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Feedback EEF, Teacher Toolkit: Homework EEF, Guidance report: Teacher Feedback to Improve Pupil Learning EEF, Cognitive Science Approaches in the Classroom: A Review of the Evidence EEF, Evidence Review: Metacognition and self-regulation	1, 3, 4, 5
NPQs, training and staff wellbeing initiatives in place to support teacher retention and recruitment For example, apprenticeships, NPQLT, NPQMB, NPQSL, NPQEL, fortnightly POS, annual wellbeing day, leadership development programme.	EEF Guide to the Pupil Premium EEF, Evidence Review: Flexible working approaches EEF, Evidence Review: Workload review EEF, Evidence Review: Review of evidence on teacher quality, recruitment and retention EEF, Evidence review: Characteristics of Effective Professional Development EEF, Evidence Review: Teacher Professional Development	1, 3, 4, 5

A coaching culture to be developed for all staff to ensure classroom practice is improved	EEF Guide to the Pupil Premium EEF, Evidence reviews: Review of evidence on teacher quality, recruitment and retention	1, 3, 4, 5
Pupil premium strategic leadership to ensure progress data is being used to inform future planning and provision in line with student/cohort needs. Leadership also to ensure effective implementation.	EEF, Guidance report: A School's Guide to Implementation EEF, Evidence Review: Implementation in Education	1, 2, 3, 4, 5
The purchase and maintenance of student loan ICT facilities	EEF Guide to the Pupil Premium EEF, Guidance report: Using Digital Technology to Improve Learning	1, 3, 5
Diagnostic assessment software, including GL assessments which provide benchmarking functionality, purchased and utilised	EEF Guide to the Pupil Premium EEF, Evidence Insights: Diagnostic Assessment	1, 2, 3, 4, 5
Lead practitioners employed to support in development of high quality teaching and learning, assessment and feedback	EEF Guide to the Pupil Premium EEF, Guidance report: Effective Professional Development	1, 3, 4, 5

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

Budgeted cost: £ 109 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group tuition	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: One to One Tuition EEF, Teacher Toolkit: Small Group Tuition Sutton Trust Report – Tutoring: The New Landscape	1, 3, 4
Literacy/reading interventions <ul style="list-style-type: none"> - Tutor reads to take place in two tutor times per week across year 7 to 11 - Explicit teaching of vocabulary within all subjects - Small group interventions for students identified as being significantly below average. - Lexia intervention for those students identified as being below national average 	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Reading Comprehension Strategies EEF Guidance Reports: Improving Literacy in Secondary Schools EEF, Evidence Review: Secondary Literacy EEF, Evidence Review: Literacy Development EEF, Evidence Review: Reading Programmes EEF, Evidence Review: Writing Programmes EEF, Evidence Review: Writing Practice Review	1, 4
A strategic and robust careers programme to ensure students are appropriately prepared for their post-16 choices, including guaranteed access to an impartial careers interview	EEF, Evidence Review: Careers Education EEF, Evidence Review: Employer Engagement in Education	1, 3
Targeted 1:1 academic mentoring to take place with sixth form	EEF, Teacher Toolkit: Mentoring	1, 2, 3, 5

students, tutors, heads of year, deputy heads of year and SLT		
Support for attendance to Year 11 revision weekend – small group tuition	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Small Group Tuition Sutton Trust Report – Tutoring: The New Landscape	1, 3
Teaching assistant deployment and appropriate interventions in place both within lessons and in SEND provision	EEF Guide to the Pupil Premium EEF Teacher Toolkit: Teaching Assistant Interventions EEF Guidance report: Making the best use of teaching assistants	1, 2, 3, 5
Support with subject specific resources and materials including revision guides	EEF, Guidance report: Working with Parents to Support Children's Learning	1, 3, 4

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform assistance	Sutton Trust: Parent Power (2018)	2, 3
Breakfast club	EEF Guide to the Pupil Premium EEF, Evidence Review: Free School Breakfast Provision	2, 3
Support for participation in wider school activities including trips and visits, DofE, music lessons etc	EEF Guide to the Pupil Premium Sutton Trust Blog – Violin, Clarinet, Football and Choir	2, 3

All PP students are offered a music lesson which will be fully paid for the academic year which is reflective of the Aptitude program we have running at Kingsthorpe College.		
Employment of an extra deputy head of year with delegated responsibility to support PP students with both emotional needs as well as attendance, and behaviour and to enhance positive links with families.	EEF Guide to the Pupil Premium EEF, Teacher Toolkit: Social and Emotional Learning EEF, Teacher Toolkit: Behaviour Interventions EEF, Guidance report: Working with Parents to Support Children's Learning	2, 3, 5
Attendance team to closely monitor and support PP families quickly where required alongside Head of Year.	EEF Guide to the Pupil Premium EEF, Guidance report: Working with Parents to Support Children's Learning EEF, Evidence Review: Attendance Interventions Rapid Evidence Assessment	2
Admin support to contact PP families and support in making appointments for parents evening.	EEF Guide to the Pupil Premium EEF, Guidance report: Working with Parents to Support Children's Learning	2, 3
Set up pupil premium family drop-in sessions regularly across the year to ensure support required is identified early.	EEF Guide to the Pupil Premium EEF, Guidance report: Working with Parents to Support Children's Learning	2, 3

Total budgeted cost: £ 294,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25 Analysis

Attainment and Progress	
Intended outcomes	Impact Summary
Attainment and progress among pupil premium students across the curriculum at the end of KS4 is in line with their non-pupil premium peers, including the key grades of 4+, 5+ and 7+ in English and Maths.	<p>Tables 1 – 6 show data relating to progress and attainment amongst different subgroups of PP students.</p> <p>The attainment 8 scores of our PP students has reduced at a faster rate than their non-PP peers over the last 3 years (see table 3) which follows the current national trend for PP students.</p> <p>Whilst we saw an improvement in the percentage of Pupil Premium students who attained key grades (4+, 5+ and 7+) in both English and Maths from 2023 to 2024, these have reduced significantly in 2025 and the gap has widened for a number of measures, only reducing for the attainment of grades 7+ in English and Maths by almost 3%.</p>
The attainment gap is reduced between PP and non-PP students.	<p>The average attainment 8 grade of PP students has dropped more than their non-PP peers in all buckets (see table 2), but this is reflective whole school, and strategies will need to be employed to support students in the upcoming academic years.</p>
The attainment gap is reduced between students who are both PP and SEND and their peers.	<p>Whilst there remains a large difference between students who are both PP and SEND and their peers, this group have significantly improved their attainment 8 average grades from 2024 – at least doubling the attainment shown in the previous academic year.</p> <p>Revision guides were purchased for every Year 11 pupil premium student and we subsidised the attendance of 35 students (25.9% of attendees) to the year 11 revision weekend which was focussed on English, Maths and Science.</p>

The data shown indicates that the implementation of our plan has not been sufficiently effective to raise the attainment of this cohort and we have followed a national trend of the pupil premium gap widening. However, we are ambitious for all students at Kingsthorpe college so the progress and achievement of this cohort will continue to be a focus of the strategy plan.

Reading Ages / Language and Literacy																					
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<p>PP students read fluently, regularly and widely with good comprehension, enabling them to develop literacy skills so that they can easily access the curriculum and both national and internal assessments.</p>	<p>Lexia reading interventions were put in place for 18 students in years 7 to 9. 5 of these students were pupil premium and the intervention ran for 12 weeks. The standardised age score for the pupil premium students raised by 10 points from an average of 84 to 94.</p> <p>The 'Tutor Reads' programme continued this academic year. Through this initiative students in all year groups read a novel once a week in form time. Feedback from staff was that being only once per week meant that students were not having enough opportunity to develop continuity with the book. Therefore, once the book was completed, from groups were give booklets containing appropriate extracts to read.</p> <p>The oracy project was started towards the end of the academic year and whilst the explicit teaching of vocabulary was taking place in some subjects, this was rolled out to more curriculum areas. This will continue into the academic year 25-26 as part of our communicate policy.</p> <p>The table below shows the reading ages at the start of the year and end of the year for Years 7 through to 10 for PP students. The most progress was seen with our year 8 PP cohort who made more than the standard amount, however two-year groups made no progress.</p> <table border="1"> <thead> <tr> <th></th><th>Start of academic year 2024-25</th><th>End of academic year 2024-25</th><th>Progress made</th></tr> </thead> <tbody> <tr> <td>Year 7 PP [non-PP]</td><td>96.4 [105.8]</td><td>96.4 [105.9]</td><td>0 [0.1]</td></tr> <tr> <td>Year 8 PP [non-PP]</td><td>99.4 [104.5]</td><td>104.2 [106.2]</td><td>4.8 [1.7]</td></tr> <tr> <td>Year 9 PP [non-PP]</td><td>98.1 [101.7]</td><td>98.1 [104.6]</td><td>0 [2.9]</td></tr> <tr> <td>Year 10 PP [non-PP]</td><td>94.1 [103.6]</td><td>95.4 [105.5]</td><td>1.3 [1.9]</td></tr> </tbody> </table> <p>We conducted Sounds Write interventions with 13 of our SEND students in the academic year 2024-25; 4 of these students (30.8%) were also PP. In the baseline tests the students had a mean SAS of 75.2, with PP students being at 69.0. By the end of this intervention, the group had made 3.3</p>		Start of academic year 2024-25	End of academic year 2024-25	Progress made	Year 7 PP [non-PP]	96.4 [105.8]	96.4 [105.9]	0 [0.1]	Year 8 PP [non-PP]	99.4 [104.5]	104.2 [106.2]	4.8 [1.7]	Year 9 PP [non-PP]	98.1 [101.7]	98.1 [104.6]	0 [2.9]	Year 10 PP [non-PP]	94.1 [103.6]	95.4 [105.5]	1.3 [1.9]
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	points progress on average. The PP students made accelerated progress of 5.5 points with the non-PP cohort making 2.3 points closing the gap by 3.2 points from a difference of 8.9 to 5.7.																																
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Success Criteria	Impact Summary																																
PP students engage in the wider life of school activities to improve their cultural capital	<p>Trips: 991 students from our whole school community have been on at least one trip in the academic year 2024-25, with 159 of our pupil premium students attending at least one trip. The percentage of pupil premium students attending a trip this year increased significantly more than the non-PP students and our gap closed to just 2%.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Trip attendance</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2024-25</td> <td>32%</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>2025-26</td> <td>58%</td> <td>60%</td> <td>2%</td> </tr> </tbody> </table> <p>Clubs: We have seen a significant increase of the number of students attending clubs in the academic year 2024-25 compared to 2023-24, both PP and non-PP; this is partly down to more robust recording of clubs which in the academic year 2023-24 was skewed as the data was only capturing clubs such as breakfast club and SEND support. In 2024-25 39% of students attended a club, with 37% of pupil premium students attending at least one club, compared to 19% and 18% respectively in 2023-24.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Extra-curricular clubs</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2024-25</td> <td>18%</td> <td>19%</td> <td>1%</td> </tr> <tr> <td>2025-26</td> <td>37%</td> <td>39%</td> <td>2%</td> </tr> </tbody> </table> <p>All students in year 7 through to year 11 took part in different enrichment activities through our electives programme of Physical & Adventurous, Cultural and Creative. This programme gives all PP students access to wider curriculum activities. Many students also took part in activities days giving PP students access to enrichment activities during the school day following to a successful year of attendance, behaviour and attainment. These diverse activities and trips included: Cadburys World, Theme Park, Go Ape Adventure course, paddleboarding and a safari park.</p>		Trip attendance				PP	Non-PP	Gap	2024-25	32%	56%	24%	2025-26	58%	60%	2%		Extra-curricular clubs				PP	Non-PP	Gap	2024-25	18%	19%	1%	2025-26	37%	39%	2%
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	<p>Every student in year 11 had a careers appointment with our school careers advisor with pupil premium students being given the first appointments. Our internal data shows only 2 students who are NEET, however both students were PP.</p> <p>Out of the 82 students who did Duke of Edinburgh in the academic year 2024-25, only 6 were pupil premium students (7.3%). We had a slightly larger proportion take part in our combined cadets forces, with 8 students out of the 51 who started the year (15.7%) being pupil premium. We supported PP students who wanted to take part in these enrichment activities with uniform for CCF and loaning camping equipment for DofE as well as subsidising their sign-up fees.</p>										
Increased engagement of families of PP students with school	<p>Less than 50% of Pupil Premium families in Years 8 - 11 attended parents' evenings in the academic year 2024-25. With Year 7 being our best attended at 52%. A team of pastoral staff and those with responsibility for overseeing PP call each family prior to parents evening to make appointments. Some families have had meetings at a separate time convenient for them; others have requested written reports instead. In the academic year 2025-26, we need to keep a record who have engaged in parents' evenings in alternative ways.</p> <table border="1" data-bbox="792 751 1230 933"> <tbody> <tr> <td>Year 7</td><td>52% attendance</td></tr> <tr> <td>Year 8</td><td>47% attendance</td></tr> <tr> <td>Year 9</td><td>29% attendance</td></tr> <tr> <td>Year 10</td><td>36% attendance</td></tr> <tr> <td>Year 11</td><td>48% attendance</td></tr> </tbody> </table> <p>We held an information evening for Year 11 pupil premium families where we spoke about revision techniques and ordered revision guides and equipment for students. Whilst this was attended by fewer than 10 families, important information was gathered in this evening to support our students and will be rolled out further in the 2025-26 academic year.</p>	Year 7	52% attendance	Year 8	47% attendance	Year 9	29% attendance	Year 10	36% attendance	Year 11	48% attendance
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Attendance	
Success Criteria	Impact Summary
PP students have excellent levels of attendance and punctuality.	<p>The attendance gap between our PP and on-PP students decreased slightly last year by 0.5% overall after a 3-year decline following covid (see table 7). This was particularly noticeable in our Year 8 into 9 cohort where the gap has reduced by 3% over the two years from 11% to 8.3%. However, the gap has not reduced enough and therefore attendance, particularly of our PP students, remains a prominent focus of our strategy.</p> <p>Interventions to improve attendance which were utilised during the academic year 2024-25 included: attendance meetings and contracts with family; daily attendance and late reports; target 90 students; a termly pastoral report sent to parents reporting the number of hours of learning missed along with the percentage attended.</p> <p>Target 90 students was an initiative brought in at the end of the 2023-24 academic year where the pastoral team focused on students whose attendance had fallen but are still able to attend 90% sessions overall. This was linked to introduction of the attendance banding tool which helped to quickly identify students who fell into the at risk of PA category for attendance. Using this early intervention strategy ensured that PA stayed below national at 22.1%. In 2024-25 the target 90 groups were fluid over the course of the year so it is difficult to look at the data.</p> <p>The persistent absence gap between PP and non-PP students has had a significant decrease of 7.3% from the 2023-24 academic year to 2024-25 from 33.1% to 25.8%. Whilst the percentage of non-PP students persistently absence rose by 4% over the past 2 academic year, the PP students dropped by 3.5%. Only 2 cohorts of PP students reduced their PA percentage: Year 7 into 8 by 1.2% and Year 10 into 11 by 0.8%. A focus on developing relationships with students and families has supported this decrease in students who are PA; after each day of absence, families are contacted to see if any further support is needed to ensure students return to school. Early data suggests that this meant over 70% of students returned to school the following day following this wellbeing contact.</p> <p>We are aware that there has been an increase in our late statutory attendance marks from 2023-24 to 2024-25.</p> <p>Our strategy has shown that whilst impact has been seen in the last academic year, we need to continue to focus PA students across all year groups as well as punctuality [see table 9] where</p>

	<p>there has been an increase in the number of late statutory attendance marks seen in the last two academic years.</p>
<p>Behaviour</p> <p>Success Criteria</p> <p>Pupil premium students demonstrate a positive attitude to their learning.</p>	<p>Impact Summary</p> <p>On average PP students received 240 achievement points over the course of the academic year 2024-25 compared to 301 on average for non-PP students. The largest gap was seen in year 9 where on average non-PP students receive 113 points more than PP students; this year group was also the largest gap in 2023-24 and the gap has widened by 38 points. The smallest gap was seen in year 11, however the number of points awarded to this year group was smaller probably due to less time in school due to it being an examination year.</p> <p>The gaps between male and female PP and non-PP students remained relatively similar as they did in the previous academic year with a gap of 59 and 62 points respectively. However, these gaps have widened from last year due when they were 25 points for the male cohort and 23 for the female cohort of students.</p> <p>Gaps between PP and non-PP students may also be attributed to the gaps in attendance as shown above.</p>
<p>Both behaviour sanctions and achievement points given to PP students are similar to their non-PP peers</p>	<p>Whilst the average number of days of suspension per PP student has reduced by 0.13 over the last 2 academic years, the gap between PP and non-PP students has remained the same at 0.76 days as seen in table 11. Female PP students remain the cohort with the largest gap between their non-PP peers at 1.04 days on average; this is the only cohort to have widened their gap (an increase of 0.09).</p> <p>The largest gap was seen in Year 8 where PP students received 1.5 days suspensions on average compared to their non-PP peers; this was also the year group that had the largest gap in 2023-24, however this is a reduction from the previous year, and the gap has also reduced by 0.42 days.</p>

	<p>24.6% of PP students received at least one suspension in the academic year 2024-25 which is a rise of 2.2% from the previous year. Of the PP students who received a suspension 47.6% received more than one which is a reduction of 6.1%. Only 7.4% of non-PP students received at least one suspension (an increase of 0.8%) and 40% of these students received more than one (a decrease of 7.4%).</p> <p>We are still seeing PP students pick up a disproportionate number of suspensions compared to their non-PP peers and therefore behaviour strategies continue to be a focus of our strategy.</p>
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Externally provided programmes

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

Programme	Provider
Maths Small Group intervention (Year 11)	Pet-Xi

Service pupil premium funding (optional)

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

The impact of that spending on service pupil premium eligible pupils

REVIEW OF 2024-25:

Table 1 – Year 11 Summer 2025 Level 2 Exam Results:

		PP [53] 2025	Non-PP [180] 2025	Gap 2025 [2024]	2025 national average, all pupils
Attainment 8		28.05	43.16	-15.11 [-8.87]	
English & Maths Grade 4+		34.5%	61.5%	-27% [-15.9%]	
English & Maths Grade 5+		10.9%	35.7%	-24.8% [-9.2%]	
English & Maths Grade 7+		1.8%	7.1%	-5.3% [-8%]	
Ebacc score		2.44	3.86	-1.42 [-0.78]	
Ebacc entries		21.8%	37.4%	-15.6% [3.6%]	

Table 2 – Headlines on Attainment

As there was no progress 8 scores for 2025, the data here has been replaced with Attainment 8 scores for the 4 buckets.

		Attainment 8				English Average A8 grade				Maths Average A8 grade				Ebacc Average A8 grade				Open Average A8 grade			
		Number	2025	2024	2023	2019	2025	2024	2023	2019	2025	2024	2023	2019	2025	2024	2023	2019	2025	2024	2023
Overall	233	39.65	40.37	42.84	39.86	4.55	4.72	4.95	4.00	3.89	3.94	4.10	3.63	3.83	3.85	4.02	3.77	3.76	3.83	4.23	4.43
Male	109	39.65	39.08	39.92	38.03	4.37	4.44	4.53	3.75	4.13	4.01	4.05	3.69	3.97	3.80	3.80	3.63	3.58	3.59	3.78	4.09
Female	124	39.65	41.72	46.12	41.34	4.72	5.01	5.43	4.20	3.66	3.87	4.15	3.59	3.71	3.90	4.26	3.88	3.92	4.09	4.73	4.71
PP	53	28.05	33.48	36.43	35.33	3.32	3.92	4.34	3.56	2.80	3.35	3.45	3.19	2.68	3.13	3.33	3.33	2.59	3.18	3.62	3.95
Non-PP	180	43.16	42.35	44.27	41.46	4.92	4.95	5.09	4.16	4.21	4.11	4.24	3.79	4.18	4.05	4.17	3.92	4.11	4.02	4.37	4.60
SEN	38	24.85	22.55	30.69	23.21	2.98	2.52	3.46	2.40	2.30	2.26	3.00	2.15	2.32	2.16	2.80	2.13	2.44	2.18	3.12	2.57
SEN & PP	14	19.05	8.29	25.28	22.59	2.40	1.07	3.00	2.50	1.80	0.57	2.33	1.75	1.69	0.95	2.07	1.96	1.86	0.71	2.80	2.74

Table 3 – Key Stage 4, Three-Year Trend

	2025	2024	2023	National Average 2025
Pupil Premium Students				
Progress 8	N/a	-0.74	-0.47	N/a
Attainment 8	28.05	33.48	36.43	
English & Maths Grade 4+	34.5%	42.6%	40.9%	
English & Maths Grade 5+	10.9%	29.6%	25.0%	
English & Maths Grade 7+	1.8%	3.7%	2.3%	
Non-Pupil Premium Students				
Progress 8	N/a	-0.09	0.05	N/a
Attainment 8	43.16	42.35	44.26	
English & Maths Grade 4+	61.5%	58.5%	66.8%	
English & Maths Grade 5+	35.7%	38.8%	38.8%	
English & Maths Grade 7+	7.1%	11.7%	6.1%	

Table 4 – Key Stage 4, 2024 Pupil Premium Outcomes by prior attainment. No prior attainment in 2025 due to no SATs.

	HPA	MPA	LPA
Pupil Premium			
Progress	-0.79 [3]	-0.55 [30]	-1.07 [17]
Attainment	58.83	42.00	16.25
Non-Pupil Premium			
Progress	0.06	-0.02	-0.32
Attainment	64.66	44.51	24.88

Table 5 – Key Stage 4, 2024 Pupil Premium Outcomes by Gender

	Male	Female
Pupil Premium		
Progress	-0.96	-0.55
Attainment	28.59	38.02
Non-Pupil Premium		
Progress	-0.23	0.08
Attainment	41.74	42.86

Table 6 – Key Stage 4, 2025 Pupil Premium Outcomes by Gender (no progress 8 score)

	Male	Female
Pupil Premium		
Attainment	27.19	29.53
Non-Pupil Premium		
Attainment	40.24	39.97
Gap [2024]	13.15 [13.15]	10.44 [4.84]

Table 7 – Attendance:

	2025	2024	2023
Year 7 PP	87.3%	86.8%	90.2%
Year 7 Non-PP	94.1%	95.8%	94.0%
Year 8 PP	84.7%	85.1%	86.6%
Year 8 Non-PP	93.9%	93.4%	93.0%
Year 9 PP	81.8%	83.6%	82.0%
Year 9 Non-PP	92.8%	93.1%	91.9%
Year 10 PP	79.6%	79.7%	82.6%
Year 10 Non-PP	91.9%	91.6%	90.5%
Year 11 PP	78.7%	79.3%	80.1%
Year 11 Non-PP	88.8%	90.5%	84.8%
ALL PP STUDENTS	83.4%	83.7%	84.3%
ALL NON-PP STUDENTS	92.7%	93.5%	90.9%
Gap	9.3%	9.8%	6.6%

Table 8 – Persistent Absentees:

	2025	2024	2023
Year 7 PP	48.6%	52.8%	40.7%
Year 7 Non-PP	11.4%	10.4%	16.3%
Year 8 PP	51.6%	49.1%	45.0%
Year 8 Non-PP	19.6%	12.75%	18.6%
Year 9 PP	58.3%	38.9%	61.4%
Year 9 Non-PP	19.8%	18.84%	23.1%
Year 10 PP	46.8%	52.5%	48.3%
Year 10 Non-PP	20.8%	19.7%	30%
Year 11 PP	51.7%	41.1%	83.3%
Year 11 Non-PP	32.6%	28.2%	67.1%
ALL PP STUDENTS	45.0%	48.5%	47.0%
ALL NON-PP STUDENTS	19.2%	15.4%	26.2%
Gap	25.8%	33.1%	20.8%

Table 9 - Punctuality

	2025	2024
Year 7 PP	7.02%	5.32%
Year 7 Non-PP	1.94%	1.66%
Year 8 PP	7.29%	5.12%
Year 8 Non-PP	2.78%	2.06%
Year 9 PP	7.65%	6.96%
Year 9 Non-PP	3.18%	3.82%
Year 10 PP	7.79%	6.93%
Year 10 Non-PP	5.13%	4.27%
Year 11 PP	8.92%	9.53%
Year 11 Non-PP	5.88%	6.17%
ALL PP STUDENTS	7.67%	6.71%
ALL NON-PP STUDENTS	3.72%	3.55%
Gap	3.95%	3.16%

Table 10 – Suspensions per year group:

	Average number of days suspensions per pupil	
	2025	2024
Year 7 PP	1.44	2.24
Year 7 Non-PP	0.29	0.32
Year 8 PP	1.94	1.46
Year 8 Non-PP	0.44	0.29
Year 9 PP	1.54	0.64
Year 9 Non-PP	0.24	0.46
Year 10 PP	0.84	1.38
Year 10 Non-PP	0.34	0.48
Year 11 PP	0.53	1.32
Year 11 Non-PP	0.30	0.50

Table 11 – Suspensions per subgroup:

	Average number of days suspensions per pupil	
	2025	2024
Whole cohort	0.51	0.64
PP students	1.27	1.40
Male	0.43	0.57
PP Male	0.88	1.27
Female	0.59	0.56
PP Female	1.63	1.51
SEND	1.14	1.42
PP SEND	1.92	2.39