



The Wilnecote School

Title: Pupil Premium Strategy

Member of leadership team with lead responsibility for oversight and update of policy	Mr. M Herbert
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Pupil Premium Strategy Statement

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 effect that last year's pupil premium had within our school.

School overview

Detail	Data
School name	The Wilnecote School
Number of pupils in school	956
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25/26 - 28/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Fosket
Pupil premium lead	Mark Herbert
Governor / Trustee lead	Mike Howell

Funding overview

Detail	Amount 2025 - 2026
Pupil premium funding allocation this academic year	£ 244,248
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 244,248

Part A: Pupil premium strategy plan

Statement of intent

We value and promote three main areas of achievement for all our students, including those in receipt of pupil premium, which are enabled both through curricular and co-curricular teaching and activities.

1. Academic Achievement

We have the highest expectations for all learners. We provide a broad, balanced and ambitious curriculum taught by specialist teachers who are passionate about their subjects and the success of every young person. Our aim is that all students, including those who are disadvantaged or have additional needs, make strong progress and achieve qualifications that open doors to future education, training and employment.

2. Attendance

We believe that excellent attendance is essential for success. Our intent is to ensure all students attend regularly, feel safe, and are fully engaged in school life. We work proactively with families to remove barriers to attendance, recognising that every day in school contributes to stronger outcomes and positive long-term habits.

3. Personal Development

We are committed to developing confident, respectful and responsible young people. Through a rich personal development and behaviour programme—including enrichment, careers education, character development, positive behaviour expectations, and safeguarding—we aim for all students to leave Wilnecote equipped with the skills, values and resilience needed for adult life.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower Attendance and Higher Persistent Absence</p> <p>Analysis shows that PP students at Wilnecote experience lower attendance and higher rates of persistent absence than Non-PP peers, reflecting the wider local context in which parts of Tamworth fall within the 20% most deprived neighbourhoods nationally (English Indices of Deprivation, DLUHC). This is consistent with DfE national attendance and persistent absence data, which demonstrates a strong correlation between disadvantage and absence, and is further supported by DfE research on the link between absence and attainment at KS2/KS4.</p>
2	<p>Low Literacy and Vocabulary Gaps</p> <p>Local primary data shows prior attainment below national averages, particularly for disadvantaged pupils (DfE, KS2 Performance Tables). Many children in the surrounding area also come from households where adults have limited formal qualifications—approximately 29% of adults in Tamworth hold no formal qualifications (ONS Census 2021 / Nomis Local Authority Profile). This context contributes to reduced early reading exposure, resulting in low reading ages and underdeveloped Tier 2 and Tier 3 vocabulary on entry to Year 7 (EEF, <i>Improving Literacy in Secondary Schools</i>; Beck, McKeown & Kucan, <i>Bringing Words to Life</i>).</p>
3	<p>Limited Cultural Capital and Reduced Life Experiences</p> <p>Tamworth’s deprivation indicators—specifically the Income Deprivation Affecting Children Index (IDACI) and the Index of Multiple Deprivation (IMD)—highlight restricted financial capital and fewer opportunities for enrichment (MHCLG, <i>IMD 2019</i>; DfE, <i>IDACI Dataset</i>). As a result, some disadvantaged pupils have more limited cultural experiences, which can impact their ability to access context-rich curriculum content across subjects such as literature, history, geography and the arts (EEF, <i>Cultural Capital and Attainment</i>; Ofsted, <i>Education Inspection Framework</i>).</p>
4	<p>Lower Parental Aspirations and Limited Educational Support</p> <p>The area has a high proportion of lone-parent households and adults with low or no formal qualifications (ONS Census 2021; IMD Local Authority Profile), which can reduce confidence in supporting home learning and navigating educational pathways. This context is associated with lower aspirations and more variable educational engagement among some disadvantaged pupils (EEF, <i>Parental Engagement</i>; DfE, <i>The Link Between Absence and Attainment</i>).</p>
5	<p>Lower Prior Attainment on Entry (KS2)</p> <p>KS2 outcomes for pupils entering Wilnecote—particularly those from disadvantaged backgrounds—are below national averages, with historic gaps of approximately -0.8 compared to national benchmarks (DfE, <i>KS2 Performance Tables</i>; Local Authority Transition Data). This means many PP pupils arrive below age-related expectations, creating a substantial barrier to accessing the secondary curriculum (EEF, <i>Improving Literacy in Secondary Schools</i>; Ofsted,</p>

	<i>Education Inspection Framework</i>).
6	Reduced Resilience, Self-Regulation and Behavioural Readiness Socio-economic disadvantage within the local area is associated with higher stress, fewer structured routines and more limited access to pastoral or enrichment support (ONS Census 2021; IMD Local Authority Profile). As a result, some PP pupils demonstrate lower resilience, weaker self-regulation skills and higher levels of low-level behaviour incidents, which can reduce learning time (EEF, <i>Improving Behaviour in Schools</i> ; DfE, <i>Behaviour in Schools Guidance</i>).
7	KS4 Attainment Gap at GCSE Disadvantaged pupils historically achieve lower outcomes at KS4 than their non-disadvantaged peers, particularly in English and maths. Progress 8 and Attainment 8 scores for PP pupils remain below national benchmarks, reflecting lower starting points and persistent gaps that are not fully closed by the end of Key Stage 4 (DfE, <i>Secondary School Performance Tables</i> ; FFT Aspire). This can limit progression to post-16 education, apprenticeships and employment (DfE, <i>Post-16 Destinations Data</i> ; EEF, <i>Pupil Premium Guidance</i>).

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
Improved attendance for disadvantaged cohort	<ul style="list-style-type: none"> Attendance for disadvantaged students is in line with or above Non-PP attendance. The proportion of disadvantaged students who are persistently absent is reduced to a minimal level and continues to decline over time.
Improved attainment outcomes of PP students at KS4	<ul style="list-style-type: none"> PP students achieve at or above national PP averages at KS4. PP Attainment 8 shows sustained year-on-year improvement. The gap between PP and Non-PP Attainment 8 is consistently narrowing and is minimal by the end of the strategy period.
Improved attainment outcomes of PP students at KS3	<ul style="list-style-type: none"> PP students demonstrate measurable progress from KS2 starting points across core subjects. In-class and cohort-level attainment gaps between PP and Non-PP reduce year-on-year. KS3 PP attainment is in line with, or close to, Non-PP outcomes from comparable starting points by the end of the strategy period.

<p>Academic literacy best practice is embedded into teaching and learning as part of existing Key Stage 3 and 4 curriculum development.</p>	<ul style="list-style-type: none"> • Pupils with reading ages below 10 are identified early and supported. • Rapid progress is evident for pupils entering with significant literacy gaps. • PP pupils consistently use subject-specific academic vocabulary and produce higher-quality extended responses.
<p>Increased cultural capital.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils access a broad SMSC curriculum through assemblies and PSHE. • Disadvantaged students in Years 7 & 8 access free musical instrument tuition and perform class, assembly and whole school where they can. • PP participation in extra-curricular activities and trips and visits is encouraged, supported financially when appropriate.
<p>Raised aspirations of disadvantaged students and their parents for post-16 and post-18 education, training and employment opportunities.</p> <p>All PP students participate in carers events in school.</p> <p>All PP students receive carers appointments to support choices Post 16.</p>	<ul style="list-style-type: none"> • Disadvantaged students receive effective, personalised advice and guidance to support appropriate post-16 applications. • All PP students have a clear pathway Post 16 in Education or training.

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 : £ 120,484

Activity	Evidence that supports this approach	EEF Impact	Challenge number (s) addressed
Staff CPD on Focus five responsive teaching (High quality first teaching), Pupil premium students are at the forefront of responsive teaching.	Responsive teaching is a core component of high-quality first teaching and is central to our Pupil Premium strategy. In line with EEF guidance, teachers routinely check understanding, adapt instruction, and provide timely feedback so teaching meets pupils' needs in the moment. This approach is particularly effective for disadvantaged pupils, helping to close gaps by ensuring learning is accessible, well-sequenced and responsive. Research - Williams, Hattie, Sweller, Rosenshine	+6	2, 3, 5, 7
Strengthen the T&L process by embedding effective formative assessment which moves learning on. "Every Lesson Counts: Structuring Impact for All" Guided practice.	Strengthening the teaching and learning process through embedded formative assessment ensures that every lesson counts. In line with EEF guidance, teachers use purposeful questioning, guided practice and checks for understanding to identify misconceptions and adapt teaching in real time. This approach supports disadvantaged pupils particularly well by providing timely feedback, appropriate scaffolding and clear next steps that move learning on.	+6	2, 5, 7
Assessment and Performance Tracking - Class teacher identifies underperformance at pupil level via use of accurate data level to inform planning and intervention	EEF evidence on Feedback identifies feedback as having a high impact on pupil progress (typically around +6 months), particularly when it is timely, specific and focused on helping pupils improve rather than simply telling them whether they are right or wrong. Research - Williams, Hattie, Sweller, Rosenshine	+6	2, 3, 5, 7
Curriculum developments to improve literacy and to develop cultural capital	Ongoing curriculum improvements support PP students in developing literacy skills and widening their cultural literacy as part of a universal approach. Curriculum approach to create 'outstanding' quality of education supported by evidence based research including: Rosenshine's 'Principles of Instruction', Counsell's 'Disciplinary Knowledge' and the work of Young and Sweller. EEF Impact of High-Quality Teaching and Learning		2, 3, 5, 7

Use of class charts to support identification	Detailed pupil profiles, including student postcards, enable the easy and rapid identification of Pupil Premium pupils. In line with EEF evidence, this supports responsive teaching and efficient targeting of strategies and interventions, ensuring support is accurately matched to need and maximises impact for disadvantaged pupils.		1,2,5
Marking and Feedback Policy supports improved and directed dialogic teaching	Very high impact for very low cost based on extensive evidence (+6) EEF identifies feedback as one of the most effective strategies for improving pupil outcomes. This is supported by Hattie and Timperley (2007), who show that feedback focused on the task, process and self-regulation—rather than praise alone—makes learning visible, enables responsive teaching and accelerates progress, particularly for disadvantaged pupils. EEF Impact of Feedback	+6	2, 4, 5, 7
Reading Strategy Guided Reading Love of Reading Intervention - Library	Reading comprehension strategies - very high impact for very low cost based on extensive evidence (+6) Phonics - very high impact for very low cost based on extensive evidence (+5) Evidence base includes work of - Quigley, Lemov and Becks EEF Impact of Phonics	+7 +5	2, 5, 7
GL Assessment	In line with EEF guidance, standardised assessment is used to establish secure starting points, identify gaps and monitor progress over time. GL assessment data supports responsive teaching and targeted intervention for Pupil Premium pupils, ensuring support is accurately matched to need and maximises impact.		2, 5, 7
Homework Club to support PP students to complete homework. Detentions for C3 Homework for PP students reduced - due to removal of barriers and Homework club offer	Quicker progress for PP students to gain access to homework clubs Open access to Homework clubs for ALL students Homework club department rota to ensure full curriculum coverage EEF homework research - low cost, minimal evidence 5+ months progress. EEF - Extended School time through after school, lunch and holiday workshops.	+5 +3 +3	1,2,5

<p>Setting Policy - Ensuring students are in the correct teaching groups (with the correct teachers - Ownership of core HoD)</p>	<p>The school's hybrid strategy is based upon our context that mixed ability isn't always working and the need to provide greater phonics support for our weakest readers and stretch for our most gifted students.</p> <p>Applying RADY principles applied to target grades</p> <p>Gap of targets between PP and Non-PP reduced</p>		<p>1,2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,297

Activity	Evidence that supports this approach	EEF Impact	Challenge number(s) addressed
<p>SLT PP Champions, identified Key Stage 4 students mentored by members of SLT to support academic and personal progress.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.(+7) EEF Metacognition Impact</p> <p>Oral language interventions have very high impact for very low cost based on extensive evidence (+6) EEF Oral Language Impact</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Mentoring Impact</p> <p>University of Cambridge: Faculty of Education - Dialogic Teaching Research Programme</p> <p>"When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time they practice new ways of using language as a tool for constructing knowledge.'</p> <p>By engaging students in dialogue, teachers can:</p> <ul style="list-style-type: none"> - explain ideas - clarify the point and purpose of activities - 'model' ways of using language - help students grasp new ways of describing - phenomena." 	<p>+7</p> <p>+6</p> <p>+2</p>	<p>5, 6, 7</p>
<p>External music lessons are offered and funded to PP students</p>	<p>EEF identifies arts participation as having a moderate positive impact on attainment (typically +3 months' progress), particularly through improved engagement, confidence and self-regulation. National evidence shows that children from low-income families are significantly less likely to access music tuition, creating a barrier to cultural and academic opportunity. By using Pupil Premium funding to remove financial barriers to instrumental lessons and music participation, the school ensures disadvantaged pupils can access this high-impact provision, supporting both personal</p>	<p>+3</p>	<p>2,3</p>

	development and academic progress.		
Attendance at extra-curricular clubs, curriculum enrichment activities and educational visits is systematically recorded. Where cost would be a barrier, Pupil Premium students are financially supported to ensure equitable access.	<p>EEF identifies arts, sports and enrichment activities as having a moderate positive impact on pupil progress when they are used to improve engagement, attendance and social belonging.</p> <p>EEF evidence shows that disadvantaged pupils are more likely to benefit when schools remove barriers to participation and deliberately use enrichment to strengthen:</p> <ul style="list-style-type: none"> • Attendance and punctuality • Behaviour and self-regulation • Motivation and engagement with learning • Sense of belonging and connection to school <p>EEF guidance on Social and Emotional Learning and Behaviour and Attendance highlights that pupils who feel connected to school and have access to wider experiences are more likely to attend regularly and engage positively in lessons, which in turn supports academic progress.</p>	+4	2, 3, 5, 7
Year 11 PP students receive core subject revision guides (English, Maths, Science)	<p>The EEF Teaching and Learning Toolkit shows that homework in secondary schools has a high positive impact on learning particularly when it is well structured and closely linked to classroom teaching.</p> <p>EEF guidance is clear that homework is most effective when it focuses on core curriculum knowledge in English, mathematics and science, allowing pupils to practise, consolidate and retain what they have learned in lessons. Structured independent study also supports reading development, as pupils are given more opportunities to engage with academic texts, vocabulary and extended reading beyond the classroom.</p> <p>EEF Homework Impact</p>	+5	2, 3, 5, 7
<p>Mastery Clinic Interventions - Targeted intervention focusing on gaps identified following assessment.</p> <p>Inclusive of small group maths tutoring.</p>	<p>EEF - Individual Instruction - Intervention for small groups - low cost, 4+ months progress</p> <p>EEF - Extended School time through after school, lunch and holiday workshops - high cost, high evidence 3+ month progress.</p> <p>Research - Williams, Hattie, Sweller, Rosenshine- identifying gaps and instructing to erase them.</p>	+4	2, 5, 7

Fresh Start	<p>Identified Pupil Premium students will receive the Fresh Start intervention to address gaps in early literacy. In line with guidance from the EEF, Fresh Start provides systematic, explicit phonics instruction and structured practice for pupils at risk of falling behind in early secondary education. This targeted intervention supports disadvantaged pupils to rapidly improve reading accuracy and fluency, enabling confident reintegration into mainstream lessons.</p> <p>EEF Impact Fresh Start</p>	+3	2, 5, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,497

Activity	Evidence that supports this approach	EEF Impact	Challenge number(s) addressed
Reducing missed learning episodes due to poor behaviour (suspensions)	<p>A layered behaviour and support system is used to reduce suspensions and improve engagement for Pupil Premium pupils. Individualised Education (IE), Student Support Plans and High-Risk Plans enable early identification and targeted intervention. A multi-disciplinary approach (Safeguarding, Inclusion, SEND, Pastoral and SLT) ensures coordinated support, while a rewards system recognises improvement and positive behaviour.</p> <p>EEF Behaviour Impact</p>	+3	1,4
Behaviour, Inclusion and Reducing Lost Learning	<p>Disadvantaged pupils are more likely to experience behaviour incidents, internal exclusion and removal from lessons, which significantly reduces their access to the curriculum. The EEF Behaviour Guidance identifies improving behaviour as a high-impact strategy for raising attainment, as time in lessons is a key driver of progress.</p> <p>The school uses a graduated behaviour and inclusion model to reduce repeat internal exclusion and keep Pupil Premium pupils in learning. This includes traffic-light timetables, seating plans linked to Focus Five, restorative detentions, positive contact with families, tutor monitoring and targeted KS3 PP workshops to prevent escalation. For higher-risk pupils, Pastoral Support Plans, School-Around-a-Child meetings and multi-agency working ensure early, coordinated intervention.</p> <p>By reducing lost learning time and strengthening relationships and self-regulation, this approach ensures Pupil Premium pupils have greater access to high-quality teaching, supporting improved attendance, behaviour and academic outcomes.</p> <p>EEF Behaviour Impact</p>	+3	1,4,6

<p>Pupil Premium students are supported financially and provided with any required kit or resources so that they are able to take part fully in Duke of Edinburgh Bronze and Silver award.</p>	<p>The Outdoor Adventure Learning programme develops the skills, attitudes and character that disadvantaged pupils need to become confident, resilient and well-rounded young adults. These are the qualities most valued by colleges, universities and employers, particularly for pupils who may have fewer opportunities outside school. EEF evidence shows that Outdoor Adventure Learning can have a positive impact on personal development and engagement when it is well structured and inclusive. Through this programme, disadvantaged pupils develop:</p> <ul style="list-style-type: none"> • Self-belief and confidence • A strong sense of identity and belonging • Initiative and responsibility • Awareness of their strengths and areas for growth • New talents and skills • Time-management and planning skills • The ability to work with and contribute to others • Positive peer relationships and friendships • Problem-solving, communication and presentation skills • Leadership and teamwork <p>EEF Outdoor Adventure Learning</p>	+1	1,3,6
<p>Regular meetings of the attendance team focus on interventions for students who are PP</p> <p>Targeted EWO involvement where necessary to support PP students and families with attendance.</p> <p>Targeted PP Workshops for identified students.</p>	<p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. 'The link between absence and attainment at KS2 and KS4' DFE March 2016</p> <p>EWO workshops working with targeted disadvantaged students. These workshops will be focussed on Year groups with the biggest gap in attendance from non-disadvantaged students. These have started with Year 10 students and attendance data will be tracked to monitor impact.</p> <p>'Improving attendance at school' DFE 2012</p>		1,4

<p>Improving Aspiration of PP Students</p> <p>All Pupil Premium students in Years 8-11 will attend an Aspirational Careers Fayre designed to raise expectations, broaden awareness of future pathways and increase motivation for learning.</p>	<p>This approach aligns with EEF guidance on Careers Education, which highlights that structured careers programmes and employer engagement can improve pupils' motivation, confidence and future planning, particularly for disadvantaged pupils.</p> <ul style="list-style-type: none"> • Introduce pupils to a wide range of post-16 pathways, including sixth form, colleges, apprenticeships and universities • Help pupils understand the link between attendance, attainment and future opportunities • Raise ambition by providing direct contact with employers, training providers and education providers 		1,3,6,7
<p>Financial support for curriculum visits allocated on a needs basis and prioritised to curriculum essential visits.</p> <p>Financial support is provided for key revision guides at KS4: English, Maths, Science.</p> <p>Financial support, where needed, to allow Y11 students to engage with wider celebration events - Prom, Yearbook etc.</p>	<p>Some student families need support in accessing all curriculum areas. We aim to ensure that all students receive an inclusive education and that specific curriculum needs are met. Visits also allow students to develop cultural capital.</p>		3,4
<p>Inclusion support - Pupils are identified for mentoring and inclusion support through the triangulation of data (attendance, behaviour and attainment), parental meetings and pupil voice. This ensures that Pupil Premium pupils are targeted early and accurately, so support is matched to need and adjusted in response to impact.</p>	<p>The Education Endowment Foundation (EEF) shows that mentoring supports pupils' confidence, relationships, resilience and aspirations, which improves engagement and readiness to learn. When mentoring is delivered in small groups, it also draws on the high-impact principles of peer tutoring, which the EEF identifies as having a strong positive effect on progress.</p> <p>EEF evidence also highlights the importance of parental engagement in strengthening the impact of targeted support. By involving families, schools improve consistency between home and school, supporting better behaviour, attendance and learning.</p> <p>Pupil Premium pupils referred to Inclusion receive personalised mentoring and support based on need, ensuring barriers to learning are addressed early and pupils remain engaged with school, in line with EEF evidence.</p> <p>EEF Metacognition and Self-Regulation EEF Mentoring Impact</p>	<p>+7 +2</p>	1,4,6

<p>Targeted Work-Related Learning and Careers Program for KS4 Pupil Premium Students</p>	<p>Raising aspirations improves motivation, pathway choices and long-term outcomes for disadvantaged pupils. DfE research shows that pupils who lack clear career goals are significantly more likely to become NEET, while EEF evidence highlights that personalised careers education and employer engagement support successful progression into education, training and employment. At Wilnecote, this is delivered through the PSHE and Careers programme, ensuring PP pupils receive targeted, high-quality guidance to raise ambition and support strong post-16 outcomes.</p>		<p>4, 6</p>
<p>Access to wellbeing</p>	<p>Wellbeing and inclusion support for Pupil Premium pupils is coordinated across SEND, Pastoral and Academic Inclusion teams, in partnership with parents. This ensures that needs are understood holistically, strategies are aligned, and support is consistent, targeted and responsive, reducing duplication and preventing gaps in provision.</p> <p>EEF Metacognition Impact</p>	<p>+7</p>	<p>1,4,6</p>

Part B: Review of outcomes in the previous academic year

1. Academic Achievement

External Examination Attainment Year 11 - Attainment 8

%	2021	2022	2023	2024	2025
PP 4+	33.3	38.5	29.7	37	41.7
PP 5+	14.8	26.9	13.5	19.6	8.3
Non-PP 4+	66.7	66.3	51.4	60.7	53.5
Non-PP 5+	46.7	39.1	27.9	34.4	28.1

To gauge the performance of our disadvantaged pupils, we compared their outcomes with those of disadvantaged and non-disadvantaged pupils at a national level, locally, and with outcomes achieved by our non-disadvantaged pupils. Nationally, in the most recent published data, approximately 26% of disadvantaged pupils achieved a strong pass (grade 5+) in English and maths at KS4, compared with around 53% of non-disadvantaged pupils, illustrating a national gap of 27 percentage points between disadvantaged and non-disadvantaged learners.

In comparison, our 2025 outcomes demonstrate that 8.3% of our Pupil Premium pupils achieved 5+ in English and maths, compared with 28.1% of our Non-PP pupils, reflecting an internal gap of 19.8 percentage points. While our gap is narrower than national figures at the strongest pass level, our overall performance for disadvantaged pupils remains significantly below national benchmarks for both disadvantaged and non-disadvantaged groups. At the standard pass (4+) level, 41.7% of PP pupils in 2025 achieved 4+ compared with 53.5% of Non-PP pupils, again showing persistent disparity.

This combined analysis confirms that persistent gaps in attainment and progress, both nationally and in our context, reflect ongoing barriers to learning. These findings reinforce the need for a strategy that prioritises high-quality teaching, diagnostic assessment, responsive feedback, Focus Five and targeted support to close gaps and improve outcomes for disadvantaged pupils.

KS3 Academic Progress - PP vs Non-PP (Years 7-9)

Measurable progress is calculated using mean residual, which shows the average difference between expected outcomes (based on prior attainment) and actual results.

Year Group	PP Mean Residual	Non-PP Mean Residual	Progress Gap (PP - Non-PP)
Year 7	-0.14	-0.05	-0.09
Year 8	-0.14	-0.10	-0.05
Year 9	-0.14	-0.05	-0.09

KS3 academic progress data from the previous academic year shows that Pupil Premium pupils made measurable progress from KS2 starting points across Years 7-9, with the progress gap narrowing in Year 8, indicating that targeted KS3 approaches supported improved alignment with expected in-year progress. However, a small disparity remains, particularly as curriculum demand increases in upper KS3.

Building on this evidence, the school will implement Focus Five responsive teaching and high-quality formative assessment as a consistent whole-school approach, alongside Mastery Clinics and small-group academic support in core subjects. Academic Heads of Year will lead the tracking, monitoring and targeted intervention for pupils with sustained negative residuals, and targeted literacy provision, including Fresh Start and guided reading, will be deployed to strengthen reading, vocabulary and extended writing, ensuring PP pupils continue to accelerate progress as they transition towards KS4







PP SLT Champions

Targeted SLT mentoring was delivered in small groups for Pupil Premium pupils whose mock examination outcomes were below their Minimum Expected Grades (MEGs) or who were at risk of underachievement. Analysis of MEG, mock and final GCSE data for this cohort (27 pupils) shows a clear positive impact on outcomes.

- In English, 67% (18 out of 27) of mentored pupils improved their grade between the mock examination and final GCSE, and 30% (8 pupils) met or exceeded their MEG.
- In Mathematics, 52% (14 out of 27) improved their grade between mock and final GCSE, and 33% (9 pupils) met or exceeded their MEG.

This demonstrates that the combination of high expectations, small-group SLT mentoring, frequent monitoring and focused feedback enabled many disadvantaged pupils to close gaps, improve exam performance and reduce the risk of underachievement at the end of Key Stage 4. Pupils who had fallen behind in mocks were able to make accelerated progress in the final phase of Year 11, showing that this targeted leadership intervention was an effective use of Pupil Premium funding.




2. Attendance

	PP Attendance	Non-PP Attendance	Gap
21-22	85.82% 	90.15%	4.33% 
22-23	86.72% 	90.04%	3.32% 
23-24	88.4% 	91.5%	3.3% 
24 - 25	86.8% (89)	91.7%	6.7% (2.7%)

Over the past three years, PP attendance improved from 85.82% (2021-22) to 88.4% (2023-24), alongside a narrowing of the PP/Non-PP gap to approximately 3.3 percentage points. In 2024-25, PP attendance reduced to 86.8%, widening the gap to 6.7 percentage points; however, when the five lowest-attending pupils are excluded, PP attendance rises to 89% and the PP/Non-PP gap reduces to approximately 2.7 percentage points, indicating that a small cohort of very low attenders is disproportionately impacting overall PP attendance.

In line with the actions set out in Section A, pupils with significantly low attendance have been referred to the Local Authority, and the school is working within statutory and legal guidance to secure improved attendance. Early identification and support will be strengthened through regular attendance meetings between Academic Heads of Year, the Pastoral Team and the School Attendance Officer, alongside targeted PP attendance workshops and parental engagement meetings. These actions will be supported by personalised Attendance Support Plans, mentoring and restorative approaches, with half-termly data reviews to evaluate impact and refine intervention, with the aim of restoring the improving trend and reducing persistent absence.

Persistent Absence (less than 90%)

	PP	Non-PP	Gap
21-22	12.4	18.7	6.3 
22-23	11.5	13.7	2.2 
23-24	11.8	14.2	2.2 
24-25	9.1	10.3	1.2

In 2024-25, the proportion of Pupil Premium pupils who were persistently absent (attendance below 90%) reduced to 9.1%, compared with 11.8% in 2023-24 and 14% in 2020-21. At the same time, the gap between PP and Non-PP

persistent absence narrowed to 1.2 percentage points in 2024-25, down from 2.2 points in the previous two years and 6.3 points in 2021-22. This demonstrates sustained improvement in reducing chronic absence among disadvantaged pupils.

When compared with national figures, the impact is particularly strong. Nationally in 2024-25, around 18-20% of pupils in secondary schools were persistently absent, even as overall absence rates showed modest improvement. For disadvantaged pupils in England, persistent absence is consistently higher than for non-disadvantaged peers, with overall rates substantially above pre-pandemic levels.

Our significantly lower persistent absence rate for PP pupils (9.1%), and the marked narrowing of the gap with Non-PP pupils, indicates that the targeted EWO workshop and attendance support have had a substantial positive effect. This work has helped more disadvantaged pupils attend regularly and access teaching consistently, reducing missed learning episodes that can undermine progress and attainment.

Reading

Standard Age Score (SAS)

Standard Age Score (SAS) compares a student’s reading ability to the national average for pupils of the same age. A score of 100 is average, above 100 is above average, and below 100 is below average.

Current 7			
	Entry	Yr8	Yr9
All	102		
PP	103		
Non-PP	104		
Current 8			
	Entry	Yr8	
All	103	104	
PP	98	99	
Non-PP	105	105	
Current 9			
		Entry	Yr9
All		101	105
PP		96	97
Non-PP		102	107

GL SAS reading data shows positive progress across cohorts over time, particularly from entry to Year 9. Non-PP students consistently perform above the national average, reflecting strong literacy development. PP students demonstrate gradual improvement, though attainment remains below that of Non-PP peers, indicating a continuing gap. This data has been used to identify priority students and inform targeted literacy support.

Overall, the evidence shows that literacy strategies are having a positive impact, while also clearly highlighting PP reading attainment as a focus for continued intervention and monitoring.

Fresh Start Pilot

Oct-24 SAS (Avg)	Jun-25 SAS (Avg)
81	93.3

The Fresh Start pilot scheme with four PP students has demonstrated clear improvements in phonics progression and reading outcomes, with students moving successfully through phonics stages and achieving an average increase in GL SAS reading scores from October 2024 to June 2025. Based on this positive impact, the intervention will be implemented on a wider basis, depending on identified need.

Behaviour

Suspension

	21-22	22-23	23-24	24 - 25
% of DISADVANTAGED of their cohort receiving 1 or more suspensions	23.44% (49/209)	22.41% (54/241) ↓	16.38% (29/177) ↓	8.94% (16/179) ↓
% of DISADVANTAGED of their cohort receiving 3 or more suspensions	10.4 (21/209)	9.96% (24/249) ↓	5.65% (10/177) ↓	2.79% (5/179) ↓

The school has secured a sustained and significant reduction in suspensions for disadvantaged pupils, ensuring increased access to learning through strong inclusion and internal alternative provision (AP). The proportion of disadvantaged pupils receiving one or more suspensions has reduced from 23.44% in 2021-22 to 8.94% in 2024-25, a reduction of over 60%.

The proportion receiving three or more suspensions has fallen from 10.4% to 2.79% over the same period. This improvement reflects the impact of strengthened inclusion systems, including internal AP, targeted pastoral support, mentoring and behaviour intervention. The school's Inclusion Team supported 38% Pupil Premium pupils, while Internal AP supports 30% Pupil Premium pupils, demonstrating that support is being accurately targeted at those with the greatest need. These approaches prevent exclusion, reduce repeat incidents and ensure disadvantaged pupils remain engaged in learning and able to access the curriculum.

All Detentions 2024/2025 Picked up one or more detentions

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
All Students	101	109	111	111	93	525
PP	24	30	40	32	28	154
	24%	28%	36%	29%	30%	29%

PP students represent 29% of all students receiving one or more detentions in 2024/25, with the highest proportion in Year 9 (36%). In response, *Homework Club* will be introduced to provide targeted academic and pastoral support for PP students receiving homework-related detentions, with the aim of reducing repeat detentions and improving engagement and independent learning.

IE Picked up one or more Internal Exclusions

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
All Students	32	33	45	56	38	204
PP	12	15	19	21	11	78
	38%	45%	42%	38%	29%	38%

PP representation in internal exclusions is above the school's PP cohort level, indicating a disproportionate impact. In response, the Pastoral and Inclusion Teams will lead targeted early intervention through the school's graduated behaviour and inclusion model, including Student Support Plans, High-Risk Plans, restorative practice, traffic-light timetables, Focus Five seating and mentoring, as outlined in the Pupil Premium strategy, to reduce repeat internal exclusions and increase sustained access to classroom learning for PP students.

3. Personal Development

Extra-curricular

Extra curricular clubs	Not PP %	PP %	PP/Not PP % gap
Average 2023/2024	77%	23%	54
Average 2024/2025	84%	16%	68

PP extra-curricular participation remains a key priority, with participation at 16% in 2024/25 compared to 23% in 2023/24. In response, the recording process will be strengthened to accurately identify individual PP students and target support to remove barriers to participation, including financial assistance where we can, personalised encouragement, and structured pathways into clubs.

Trips and Visits

Trips/Visits/Events	Not PP %	PP %	PP/Not PP % gap
Average 2023/2024			
Average 2024/2025	85%	15%	69

Although PP students make up approximately 24% of the school cohort, their participation in trips, visits and events is 15% in 2024/25 compared to 85% for Non-PP students, indicating a significant participation gap. The recording process will be strengthened to accurately track individual PP student participation, enabling barriers to be identified and removed on a personalised basis, including targeted communication with families and financial support where possible, to increase access to enrichment opportunities.

Music Tuition

	Year 7	Year 8	Year 9	Year 10	Year 11
PP Music Tuition	4	3	2	2	3

PP-funded music tuition has had a positive impact on student engagement, confidence, and wellbeing across year groups. Students report increased enjoyment and motivation, with feedback such as “I look forward to every music lesson. Playing the guitar makes me feel creative and confident” and “Learning the piano has been brilliant.” Opportunities to perform and collaborate have strengthened self-belief, reflected in comments including “Our music teacher makes every lesson fun, and I love performing with my friends” and “Performing my drumming has really boosted my confidence and given me something to be proud of,” while students also note wider wellbeing benefits, stating that “Practising the guitar helps me relax.” Overall, this provision supports positive attitudes to learning and personal development alongside academic progress.

Post 16 Destination

PP NEETs have remained at 0% for four consecutive academic years (2021-22 to 2024-25), demonstrating the sustained impact of careers guidance, transition support, and targeted pastoral interventions in securing positive post-16 destinations for PP students.

	% PP NEETs
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21-22	0%
22-23	0%
23-24	0%
24-25	0%