



## Pupil premium strategy statement

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	570
Proportion (%) of pupil premium eligible pupils	34.9%
Academic years that our current pupil premium strategy plan covers	2023/24-2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jessica Pearce <i>Associate Principal</i>
Pupil premium lead	Katie Gooder Associate Assistant Principal
Governor / Trustee lead	Lauren Magilton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,762
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£220,762</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Linked to our REACH values, we want to see success for all, which means high levels of progress and attainment for all of our students, regardless of background.

While the college has achieved above average Progress 8 scores of +0.61 and +0.83 in the past two years, we want to reduce the disparity between disadvantaged students and their non-disadvantaged peers. Ultimately, we want to not only eradicate the progress gap, but the attainment gap, as this is what will lead to reducing inequality in access to future education and career choices.

Universal entitlement to a knowledge-rich curriculum, delivered through Quality First Teaching, which is supported by disruption-free learning, is at the heart of our approach, with a focus on those areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage progress and attainment gaps and at the same time will benefit the non-disadvantaged pupils in our school.

We will improve outcomes for disadvantaged students by:

- **Improving attendance** of disadvantaged students and supporting the provision of those in receipt of Alternative Provision.
- Recruiting and training **excellent teachers** and reducing class sizes for target groups.
- **Tracking performance** of all disadvantaged students against age-related expectations and MidYis and FFT predictions, to ensure that all students are appropriately challenged and set correctly.
- **Providing targeted interventions** for disadvantaged students whose data shows would benefit from this to improve their academic progress and attainment.
- Ensuring that staff are carefully **monitoring progress** of their students whilst embracing a greater sense of responsibility for student outcomes.
- Supporting disadvantaged students with the equipment needed to study successfully both in school and outside of school hours, and to **access extracurricular opportunities**.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Attendance data demonstrates a consistent gap between the attendance of our disadvantaged students and non-disadvantaged students. From analysis of student attainment and attendance data, we know that there is a direct correlation between being in school and achieving the best outcomes. Absence negatively affects learning, as students do not receive the same teaching and feedback as their peers, creating greater gaps in knowledge and misconceptions, and making future knowledge acquisition more challenging.</p>
2	<p><b>Prior Attainment</b></p> <p>Students rely on existing schemas to support them in new learning. Those with higher levels of prior attainment are therefore more advantaged in their learning, as their schemas are more developed. Analysis of prior attainment data demonstrates that disadvantaged students are more likely to have lower levels of prior attainment.</p>
3	<p><b>Literacy</b></p> <p>Effective command of language and literacy are the foundation for academic success, enabling students to access knowledge and communicate this articulately. The impact of lower attainment in literacy is not just limited to outcomes in English, but across the whole curriculum.</p> <p>Analysis of baseline reading assessments demonstrate that disadvantaged students are significantly over-represented amongst the group of students who are reading below age-related expectations.</p>
4	<p><b>Behaviour and Attitudes to Learning</b></p> <p>Internal behaviour data for the school indicates that disadvantaged students are more likely to be removed to the Reset Room or receive a suspension. This indicates a poorer Attitude to Learning, and also means an increase in lost learning time.</p> <p>Disadvantaged students, alongside other vulnerable student groups, are also most susceptible to the negative effects of poor behaviour of others, such as lost learning time, or school-based anxiety.</p>
5	<p><b>Access to Materials and Equipment</b></p> <p>There is a cost to attending school, including uniform, equipment, and resources for practical lessons, such as Food Preparation and Nutrition. These costs can be prohibitive for the parents/carers of disadvantaged students.</p>
6	<p><b>Access to Cultural Capital and Extracurricular Activities</b></p> <p>Observations of and discussions with disadvantaged students suggest that our disadvantaged students have access to less cultural capital and fewer extracurricular opportunities outside of school. Cultural capital and extracurricular activity develops students' schemas which support their academic learning in school, as well as providing joy, a love of learning, and a development of soft skills. These students are also less likely to have access to networks which provide greater advantage in careers, having an impact on aspiration and access to valuable role models work experience opportunities.</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
Eradication of the attainment gap, so that disadvantaged students are able to access Post-16 opportunities in proportion to their non-disadvantaged peers	<ul style="list-style-type: none"> <li>In Summer 2027, the Attainment 8 score of disadvantaged students will be equal to or greater than that of non-disadvantaged students</li> <li>In Summer 2027, destinations data will show that disadvantaged students are represented proportionally on academic Post-16 pathways</li> </ul>
Disadvantaged students will make rapid progress in their learning, to enable the eradication of the attainment gap	<ul style="list-style-type: none"> <li>In Summer 2027, the Progress 8 score of disadvantaged students will be greater than that of non-disadvantaged students</li> </ul>
Considerable improvement of attendance of disadvantaged students, based on creating a culture of excellent attendance through reward, communication and accountability	<ul style="list-style-type: none"> <li>In the Academic Year 2025-26, attendance of disadvantaged students will be equal to that of non-disadvantaged students</li> </ul>
Closing of the reading gap, so that disadvantaged students can access and comprehend texts across the curriculum, and articulate their knowledge and ideas successfully	<ul style="list-style-type: none"> <li>By the end of the Academic Year 2025-26, disadvantaged students will have an equal mean reading age to that of non-disadvantaged students at the end of Year 9</li> </ul>

## 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

Budgeted cost: £130,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality continued professional learning, intelligent timetabling, and a culture of continuous improvement to support the delivery of Quality First Teaching in every classroom	EEF research demonstrates that high-quality teaching is the greatest lever in improving outcomes for students. Maintaining and developing the skills of our teachers, and ensuring that our strongest teachers are in front of our classes with the greatest need, are therefore the key priority in improving outcomes for disadvantaged students.	2, 3, 4

Smaller class sizes in core subjects at Key Stage 3	Smaller class sizes allow teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support. The EEF has found that reduced class sizes have an average impact on progress of +2 months.	2, 3, 4
Disruption-free learning and the provision of the Reset Room as 'the best run classroom in the school'	EEF research states effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression, meaning that students can learn and teachers can teach.	1, 2, 3, 4
And Now Read	Guided reading activity for 30 minutes each day, providing opportunity to develop fluency. In line with EEF guidance, texts are selected at an appropriate level of text difficulty to improve reading comprehension and develop exposure to Tier 2 vocabulary.	3, 4
Mountain Points and Golden Tickets to promote student engagement in lessons and reward demonstration of REACH values	Reward systems can be effective when part of a broader classroom management strategy, according to EEF behaviour research. Additionally, they provide joy, promoting student belonging in the school.	1, 4

## Targeted academic support

Budgeted cost: £ 56,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Routine reading assessment, tracking, and small-group literacy interventions	Effective diagnosis of reading difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF). Reading comprehension strategies can then have a positive impact on pupils' ability to understand texts, and this is particularly the case when interventions are delivered over a shorter timespan.	1, 2, 3, 4
Academic tracking and intervention across all subjects and key stages	Early identification of underachievement is essential in identifying students in need of academic intervention. We will use internal summative assessment data to track the progress of students and identify where students are underachieving to enable in- and out-of-class intervention to be put in place, as appropriate	2, 4
Year 11 Period 6	Year 11 students will attend school for a six-period day, compared to a five-period day for Years 7-10. Period 6 includes a combination of taught revision lessons and supported independent study, creating a culture where	1, 2, 3, 4

	all students in Year 11 increase their work ethic towards GCSE examinations. In addition, this gives opportunity for targeted academic intervention for students who are underachieving.	
Year 11 Easter School	A three-day programme of taught revision lessons during the Easter holiday, designed and delivered by subject specialists. In line with Period 6, this creates a culture where all students in Year 11 increase their work ethic towards GCSE examinations. There is a specific focus on securing the attendance of disadvantaged students.	1, 2, 3, 4
Key workers for SEND students	Teaching assistants providing targeted support to specific students out-of-class can have an impact of +4 months on pupils' progress (EEF).	2, 3, 4

## Wider strategies

Budgeted cost: £ 33,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking, first-day response phone calls and text messaging, home visits, and attendance rewards	Robust tracking of attendance data is crucial to address attendance issues (Durrington Research School). This allows patterns of absence to be scrutinised and interventions and rewards to be implemented in a timely manner.	1
Pastoral Support Coordinators	Pastoral Support Coordinators develop strong knowledge of students in their respective year groups and intervene at an early stage to support individual students who are experiencing pastoral challenges.	1, 4, 5
Access Funding to enable students to engage with extracurricular clubs and educational visits	After-school clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience... [which] in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF).	1, 6
Offer of Work Experience Placements	Disadvantaged students are less likely to have access to networks which provide greater advantage in careers, having an impact on aspiration and access to valuable role models work experience opportunities	6

**Total budgeted cost: £ 220, 762**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As can be seen from the data below, the progress and attainment of disadvantaged students shows a generally improving trend over the past three years. This demonstrates that our focus on a universal entitlement to a knowledge-rich curriculum, delivered through Quality First Teaching, which is supported by disruption-free learning, is having a positive impact on outcomes for disadvantaged students.

		Progress 8	Attainment 8	Maths and English 4+	Maths and English 5+
2021 (Int)	All students	N/A	49.27	67%	52%
	Disadvantaged students	N/A	30.64	21%	14%
	Non-disadvantaged students	N/A	57.42	88%	69%
	GAP	N/A	<b>-26.78</b>	<b>-67%</b>	<b>-55%</b>
2022	All students	0.44	50.4	71%	50%
	Disadvantaged students	-0.41	34.1	52%	29%
	Non-disadvantaged students	0.91	58.8	80%	61%
	GAP	<b>-1.32</b>	<b>-24.7</b>	<b>-28%</b>	<b>-32%</b>
2023	All students	0.84	56.8	76%	66%
	Disadvantaged students	0.29	47.9	70%	52%
	Non-disadvantaged students	1.19	61.7	80%	73%
	GAP	<b>-0.9</b>	<b>-13.8</b>	<b>-10%</b>	<b>-21%</b>
2024	All students	<b>0.61</b>	<b>53.1</b>	<b>72%</b>	<b>59%</b>
	Disadvantaged students	<b>0.02</b>	<b>39.25</b>	<b>44%</b>	<b>33%</b>
	Non-disadvantaged students	<b>+1.1</b>	<b>60.36</b>	<b>86%</b>	<b>73%</b>
	GAP	<b>-1.08</b>	<b>-21.11</b>	<b>-42%</b>	<b>-40%</b>

In addition, a high proportion of disadvantaged students are achieving strong passes or higher in maths and English, meaning that their access to Post-16 opportunities are improved.

In the evaluation of the previous year in 2025/26, we will analyse outcomes against the success criteria set out in the intended outcomes, as well as reviewing public examinations data.