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 spending of pupil premium had within our school.

School overview

Detail	Data
School name	Giles Academy
Number of pupils in school	845
Proportion (%) of pupil premium eligible pupils	35.27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	22/10/2026
Date on which it will be reviewed	11/10/2027
Statement authorised by	Mr T Martin
Pupil premium lead	Mr T Martin/Mr A Castley
Governor / Trustee lead	Mr J Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309100
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	£309100

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Giles Academy is that all students achieve their potential. To this end we employ a range of strategies and interventions aimed at removing barriers which can be caused by either personal circumstance or gaps in knowledge. Our goal is that no child is left behind either socially or academically because of disadvantage.

Our Pupil Premium Strategy is based upon the core principles of the school – to aspire, challenge and achieve. We seek to raise the lifelong aspirations of disadvantaged students, remove barriers to learning and achieve excellent outcomes.

It is a plan which focuses on the whole child, with a range of strategies to improve wellbeing, with high levels of social, emotional and mental health support. It also recognises the importance of attendance, and behaviour in ensuring progress for our disadvantaged students. We are committed to creating opportunities beyond the classroom curriculum, to exposing students to the best in terms of cultural capital and ensuring that disadvantage is not a barrier in accessing these. Disadvantage should not be a barrier to participation - our aim is that these opportunities are inclusive and well attended by disadvantaged students.

Through rigorous tracking, careful planning and targeted support we believe that disadvantaged students at Giles Academy can fulfil their academic potential, have high aspirations and become well rounded members of society.

Challenges

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

Challenge number	Detail of challenge
1	*Literacy levels at KS3 – data from CATs assessments, and reading tests show that reading ages are significantly lower for disadvantaged students.*
2	*Maintaining levels of academic achievement*
3	*Wellbeing - High anxiety is prevalent among all young people and this is true of disadvantaged students. Mental wellbeing of students is a priority – we are committed to building resilience in order to equip for the challenges of being a teenager in modern British society.*
4	*PSHE – Disadvantaged students do not always receive the level of engagement and guidance as their peers in the home environment making delivery of PSHE content vital.*

5	*Home/School communication – Parents and carers of disadvantaged students can be less engaged with the school.*
6	*Aspirations – we need to ensure that students are engaged in aspirational activities, particularly through the careers programme.*
7	*Financial – many families are under pressure, which itself can lead to anxiety. We need to ensure that disadvantaged students receive all the necessary equipment to succeed in school.*
8	*Wider Curriculum & Cultural – Pupil premium students often fail to engage as readily with extra-curricular activities. This may be due to financial constraints, or a lack of support. It is important that disadvantaged students are exposed to cultural opportunities that they may not experience at home, both to broaden understanding and also to challenge any prejudice.*
9	*Attendance – Nationally disadvantaged students are shown to have lower levels of attendance than other students. This impacts upon every other aspect of school life – academic progress, developing aspirations, social and emotional awareness and wellbeing.*
10	*Behaviour – Disadvantaged students are known to be far more likely to be permanently excluded than other students. At lower levels they are also far more likely to require behavioural interventions.*

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
Academic: Progress *- To reduce under-achievement of Pupil Premium students through tracking of academic progress, targeted interventions, and increasing academic engagement beyond normal school hours.*	• Students are correctly identified for intervention through tracking. • Intervention & Tutoring programme is in place. • Data shows improved progress for group
Academic: Curriculum - To ensure that the curriculum promotes progress, and attainment for Pupil Premium students.	• Lesson observations and work sampling show a variety of 'disadvantaged first' strategies being employed • Tracking of ATL/Achievement leads to appropriate pastoral and academic interventions
Academic: Literacy & Numeracy - To reduce any gaps in the levels of literacy and numeracy that may have an adverse effect on the overall progress made by Pupil Premium students.	• Reading ages of Pupil Premium students in KS3 who are below age expected levels shows improvement beyond age related norms. • Programme of tutoring is in place with identified Pupil Premium students benefiting.
Academic: Resources - To ensure that Pupil Premium are not disadvantaged due to financial pressures.	• Students are supported with costs such as uniform and equipment • Revision resources are provided for Y11 students
Enrichment & Engagement: Extra-Curricular Opportunities - To ensure that Pupil Premium students have full access to the full range of extra-curricular opportunities available to all, and an increased engagement through promotion of extra learning opportunities.	• Pupil Premium students engage with extra-curricular revision sessions • Pupil Premium students level of engagement through SMHW is in line with other students. • Pupil Premium students have full involvement in programme of trips and visits.
Enrichment & Engagement: Attendance - To ensure attendance of Pupil Premium students is in line with all other students.	• Attendance of Pupil Premium students is in line or above national average for this cohort of students.
Enrichment & Engagement: Careers & IAG - To ensure the Pupil Premium students are given appropriate advice and guidance and encouraged to make aspirational choices.	• All Pupil Premium students receive one-to-one careers interviews • Aspirational opportunities are provided for students • Students are exposed to full range of career opportunities including apprenticeships, colleges and sixth-forms.
Wellbeing: Behaviour - To promote high standards of behaviour in all students recognising that Pupil Premium students are often more likely to need pastoral support.	• Students receive pastoral support and tracking where behaviour falls below expectations. • Pupil Premium students are fully represented in school programme of rewards
Wellbeing: Safeguarding - To ensure that all students including Pupil Premium students are safe.	• Pupil Premium students feel safe in school and know who to talk to when they have concerns. • All safeguarding issues are dealt with in an effective and timely manner.
Wellbeing: Pastoral Support - To ensure that all Pupil Premium students are encouraged and supported in developing all avenues of their lives. They are actively encouraged to take part in the wider events of the school and to embrace all elements of personal development the school offers.	• Pupil Premium students are effectively tracked through reporting system. • Pupil Premium students have full engagement with PSHE programme. • Pupil Premium students are supported in completing homework through after school clubs.

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: £ *35000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Scaffolding & Modelling – A whole school focus through CPD on enhancing adaptive teaching methods to provide support to key students and ensure that all key groups of students including disadvantaged are able to access the same curriculum.	1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). Feedback | EEF (educationendowmentfoundation.org.uk) June 2021	2
		2
Seating Plans - Seating plans need to show that pupil premium students are placed next to other students who will have a positive impact on their learning. Where students are found to not be engaging with work to the desired level interventions are to be put into place.		2
Love of Reading *- Pupil Premium students are often less engaged in reading for pleasure which leads to lower literacy standards. The 'Love of Reading' programme is used in Year 7 & 8 in form time. The aim of the programme is to promote enjoyment of reading and to widen student experience of different types of reading linking to key themes. This is monitored through Heads of House.*	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) July 2021	1, 2
DEAR/SALAD *- DEAR stands for 'Drop Everything And Read' – an initiative which forms part of the Whole School Literacy Strategy. Pupil Premium students have the opportunity to read and discuss thought provoking articles which go beyond the "set" curriculum which have potential links with real world knowledge. SALAD is a speaking and listening strategy focussed on improving all round communication skills.*		1, 2
Phonics intervention *- For Pupil Premium students with lower literacy levels small group intervention run through pm reg time using Lexonik.*		1, 2
Accelerated Reader *- KS3 reading programme used in Year 7 and 8 tutor time to promote reading for all students where Pupil Premium students are tracked as a priority for support with reading, quizzing and changing/choosing books. Pupil Premium students are prioritised for referral to Reading Revolutions - extra support with their reading progress.*		1, 2

Reading Ambassadors *- A small group intervention run through tutor time for students who need extra support on the Accelerated Reader scheme. Pupil Premium students identified as needing this support are prioritised.*		1, 2
Handwriting Club *- A small group intervention run through tutor time for students who need support in order to improve their handwriting. Pupil Premium students identified as needing this support are prioritised.*	Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils	1,2
Further SEN support *- There are many other clubs and interventions offered by SEN which students are invited to attend eg Social Skills etc.*		1
Transition year 6-7 *- All students (including Pupil Premium) are given a reading book as a gift from the school which is used for the transition project in the first few weeks of term.*	"We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts." EEF Toolkit Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	3, 4
Reading for Pleasure -. *Students in Year 7 and Year 8 will be gifted a book to help promote the advantages of literacy and reading with the learners. They are able to select these from a wide range of genres and styles of books to suit their different taste and ability levels. They are then able to keep these books and we hope they will enjoy these and develop a life-long love of reading.*		2
Cultural Capital *As part of our commitment to enhancing opportunities for Pupil Premium students, the school is expanding its Tier 1 (access for all) enrichment opportunities. These include whole cohort trips to the theatre in Year 7, and a trip to a cathedral and mosque.* *These events are designed to enrich learning experiences, improve engagement in the arts and broaden cultural horizons.*	**Author visits significantly improve reading enjoyment and engagement** Research from the **National Literacy Trust (2023)** shows: • Pupils who experienced an author visit were **far more likely to enjoy reading** (58.6%) compared with peers who had not (39.3%). • The positive impact was strongest for children receiving **Free School Meals**, where enjoyment increased from **36.1% to 58.9%** for those who met an author. The study concludes that author visits show a **clear association with increased reading and writing engagement**, especially for disadvantaged pupils.	8

CPD *Continue to work with departments on understanding their role within delivery of the Pupil Premium Strategy, and how classroom practice is linked to the overall strategy. Provide specific tips for delivering the strategy and improving classroom practice with different age groups.*	The **Education Endowment Foundation (EEF)** identifies **high-quality teaching** as the most important lever schools have to improve outcomes for disadvantaged pupils. Their *Guide to the Pupil Premium* recommends that schools prioritise **professional development** to ensure all staff understand the barriers faced by disadvantaged pupils and how to address them effectively. Embedding the strategy through CPD ensures that "every teacher is supported to keep improving," which is especially impactful for socio-economically disadvantaged students. [educationе...ion.org.uk] The **DfE's guidance** on using Pupil Premium funding also supports this approach, stating that schools should ensure staff are aware of the strategy and their role in delivering it. This includes training on **individualised support plans**, effective classroom strategies, and the use of data to inform teaching. [assets.pub...ice.gov.uk] Case studies from schools such as Wilbury Primary (DfE blog) show that when staff at all levels are trained and aligned with the Pupil Premium strategy, there is a **collective understanding** of the impact of disadvantage and a **shared commitment** to improving outcomes. This whole-school approach, underpinned by CPD, leads to more consistent and effective implementation. [teaching.blog.gov.uk]	2

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

Budgeted cost: £ *97000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tracking Underachievement (subject level) – *In addition to the three whole school AOL checks further interim ATL/Achievement checks are carried out for PP students identified as requiring further support. At KS3 this consists of students being awarded a grade 1-5 in each of their Core/Ebacc subjects and at KS4 students being awarded a grade 1-5 in all GCSE/BTEC subjects. Specific subject Pupil Premium Passports will be used to address identified concerns.*	The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers. OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems.	2
Pupil Premium Passports – Departments to develop and embed 'pupil premium passports' which highlight targeted students (as outlined in section above – tracking underachievement) within each class and the range of strategies employed to remove barriers and provide support – at whole school level, department level and within the classroom. Departments to develop distinct plans for KS3 and KS4 students.	The **Education Endowment Foundation (EEF)** recommends that schools begin their Pupil Premium strategy by **diagnosing individual pupil needs** and using this information to develop **targeted academic support**. The EEF's *Guide to the Pupil Premium* outlines a five-step approach, with the first step being to "diagnose your pupils' needs" using a range of data, including progress and attainment. This supports the use of **individualised support plans** to tailor teaching strategies and interventions. [d10a08pz29...dfront.net] EEF research on **individualised instruction** shows that this approach can lead to an average of **+4 months' progress**, particularly when teaching is adapted to meet the specific learning needs of disadvantaged pupils. The impact is often greater at secondary level, where students are more capable of managing their own learning. [educationе...ion.org.uk] The **DfE's guidance** on using Pupil Premium funding also encourages schools to use **personalised approaches** that are informed by internal data and regularly reviewed. Schools are expected to monitor the impact of interventions and adjust strategies accordingly, which aligns with your use of **Progress Action Plans** to inform and update individual PP plans. [assets.pub...ice.gov.uk]	2
Revision Resources *- All Pupil Premium students in Year 10 are given revision resources for their GCSE courses, – revision guides, exam materials etc. Year 10 and 11 Pupil premium students to be given access to online revision resources through atom learning.*	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. One to one tuition | EEF (educationendowmentfoundation.org.uk) July 2021	2, 7
Revision Sessions *- To tackle the identified barrier of engagement outside of school hours in the crucial exam years a comprehensive programme of Easter and sessions delivered. An emphasis is placed on ensuring engagement of Pupil Premium students in this programme through the pastoral support teams.*		2, 6, 7

Equipment *- Families who struggle financially with equipment costs are given support to ensure Pupil Premium students have the correct equipment. This includes buying all the ingredients for Food Tech lessons for Pupil Premium students in receipt of FSM as it is vital to promote a healthy diet for these students. In addition, these students can be given a calculator in KS4 Mathematics.*	Removing potential barriers to participation increases attendance.	7, 9
Access to Technology – *The school is running a laptop loan scheme to ensure that disadvantaged students are able to have devices at home to support their learning.*	Access to technology is a huge potential barrier to enabling disadvantaged to keep up with their peers.	2, 7
Satchel One – *Is used to enable homework to be set by staff and accessed easily by both parents and students. Weekly monitoring of students' engagement is carried out by the year lead.*	Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work. Homework | EEF (educationendowmentfoundation.org.uk) August 2021	2, 5
Study Skills *- Over the two year period of Key Stage 4 a variety of GCSE Success evenings are run. The aim is to improve study skills and engage parents in their child's learning. Particular focus is given to the attendance of Pupil Premium.*	"Poorer pupils in England get less help with their homework than their better off classmates, according to new analysis of the OECD's PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmate's Dr John Jerrim of the UCL Institute of Education September 7th, 2017	2, 5
Homework support *- A quiet space is offered to support students working in a relaxed but focussed atmosphere.*		2, 3, 6
PSHE – *The PSHE curriculum offers extra support to students by mapping curriculum time across core lessons in English, Maths, Science and the Humanities, with students having additional PSHE time with their regular teachers in these subjects.*	This additional PSHE time created allows vital time to cover all issues of importance, including those addressing anxiety and wellbeing issues and fundamental British values.	4
Axiom Maths - *Axiom Maths is a nationally recognised mathematical enrichment programme that provides high-quality problem-solving opportunities for high-attaining disadvantaged students. Beginning with Year 7 students in 2026-27, the programme will expand annually as cohorts progress through the school. The initiative aims to increase engagement, confidence and resilience in mathematics, ensuring that high-potential pupil premium students continue to access appropriately ambitious curricula, sustain high levels of attainment and maintain representation within the school's highest-attaining groups.*	EEF evidence highlights the importance of providing stretch and challenge for disadvantaged pupils, particularly those with high prior attainment. Research on the attainment gap identifies a risk of high-attaining disadvantaged students underachieving relative to their peers over time. Axiom Maths provides targeted mathematical enrichment to develop problem-solving skills, confidence and engagement, helping to sustain high attainment and aspiration amongst pupil premium students.	2, 6

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

Budgeted cost: £ *177100*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform *- Families who struggle financially with uniform costs are given support to ensure Pupil Premium students have the correct uniform (FSM Targeted)*	Removing potential barriers to participation increases attendance.	3, 7, 9
Meals – To support families with the we have recognised that the Free School Meals subsidy is not adequate to ensure that students can get a good nutritious meal at lunchtime and food at break. Therefore, the amount that students receive has been further increased to £3.20 a day, which is the cost of a meal plus dessert.	Removes potential barriers and encourages attendance. Well evidenced that a good diet is crucial to supporting a student's academic progress – a student can't work hard when they are hungry.	7, 9
Trips & Visits *- A record of Pupil Premium attendance on school trips is maintained. The aim is that Pupil Premium students are actively encouraged to take part in school trips.* *Trips & Visits are categorised as below:* *Essential – free to all students* *Beneficial – 50% discount for FSM targeted students* *Wider Enrichment – 25% discount for FSM targeted students*	"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	8
Duke of Edinburgh Award *- The Duke of Edinburgh Award is of huge benefit to Pupil Premium students, both in terms of increasing engagement in school life through getting involved in extra-curricular activities and also in promoting aspects of life that many Pupil Premium students may not otherwise experience – volunteering, physical activity and developing skills. The Award itself is of huge benefit to students in career progression. The award is heavily discounted for Pupil Premium students in receipt of FSM. Equipment such as rucksacks are loaned to those who cannot afford the financial outlay and the school is working with the Duke of Edinburgh organisation to extend this further.*	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk) July 2021	8
Music – *Pupil Premium students in receipt of targeted FSM are given a 50% discount on the cost of peripatetic music lessons.*	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.	8
The wider curriculum – *A system for registering all students at extra curricular clubs has been introduced and will be further embedded. Analysis by key groups curricular activities to highlight will then be used as a basis for developing strategies to increase participation.*		

	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts participation | EEF (educationendowmentfoundation.org.uk) July 2021	
Promoting Good Attendance *- The Deputy CEO has a specific annual performance target linked to improving attendance and reducing persistent absence amongst pupil premium students, ensuring strategic oversight and accountability. This is supported by a dedicated attendance team who monitor attendance daily, identify emerging concerns and implement timely interventions.* *Interventions include regular attendance monitoring, personalised support plans, parental engagement through letters, telephone calls and attendance meetings, home visits where concerns are significant, and close collaboration with pastoral staff, safeguarding teams and external agencies where appropriate. The school adopts a proactive approach, seeking to identify and address barriers to attendance at the earliest opportunity. Through these combined actions, the school aims to improve overall attendance, reduce persistent absence and ensure disadvantaged students maximise their access to learning and wider school opportunities.*	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons Good attendance is also listed in the top 10 approaches for disadvantaged pupils in: https://www.gov.uk/government/publications/thepupil-premium-how-schools-are-spending-thefunding-successfully	9
Year 11 Attendance *- An attendance tutor group is set up for Year 11 students with low attendance. This is overseen by a senior member of staff.*	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons Good attendance is also listed in the top 10 approaches for disadvantaged pupils in: https://www.gov.uk/government/publications/thepupil-premium-how-schools-are-spending-thefunding-successfully EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.	9
Pastoral Checks *- The Attendance manager has weekly meetings with the Year Leads to discuss Pupil Premium students in particular.*		9
Safeguarding and Welfare *- All Pupil Premium students are identified by the Attendance tracking system. These logs are then shared with the Safeguarding team, Year Leads and SEN department.*	EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.	3, 5, 9
Careers *- All Pupil Premium students are given one-to-one meetings at the end of Year 10. The Careers Co-ordinator liaises with the Pupil Premium pastoral support to track their progress with applications. Appropriate Pupil*	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. Linked to the Gatsby benchmark number 7: Encounters with further and higher education	6

Premium students in Year 11 are taken on an extra transition visit a local college between Jan-March (vital for students who may not be taken on an open evening and ensures they find out about courses, support staff and transport costs)		
***IAG** - The destinations of all Pupil Premium students are monitored through Year 11 – The Head of Sixth Form, Head of Year 11 and Careers Advisor takes a lead on this.*	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. Linked to the Gatsby benchmark number 7: Encounters with further and higher education "Over the last two decades, careers advice and work experience have been significantly reduced in schools, and disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school." Key Drivers of the Disadvantage Gap Literature Review. Education Report in England: Annual Report 2018, Whitney Crenna-Jennings, July 2018.	6
***Careers Programme through PSHE** - A wide range of visitors are brought into school in order to inspire students – particularly important in raising the aspiration of Pupil Premium students. These are co-ordinated through the PSHE days. Careers guidance is provided in Year 9 & Year 10 to inspire students to achieve higher grades and build aspiration. This has now been supplemented with a highly successful Careers Fair, bringing in dozens of external providers from local employment and further education. All students in Years 9,10 and 11 visit the Careers Fair, with parents attending in the evening. This exposes students to opportunities and provides motivation and inspiration.*		6
***Pupil Premium Plus Students –** Safeguarding Lead to maintain working relationship with parents/carers to ensure that the additional funding provided for PP+ students is used in the best way to benefit the child. This may include additional funding for music lessons, trips or other external provision as required.*	The Education Endowment Foundation (EEF) highlights that **effective parental engagement** is consistently associated with improved academic outcomes, with potential learning gains of **+3 months** over a year. Their guidance recommends sustained and intensive support for families where needed, and stresses the importance of **trusting relationships** between schools and parents to avoid stigma and promote positive dialogue about learning. This aligns with the role of the Safeguarding Lead in maintaining strong relationships with carers of PP+ students to tailor support effectively. [educationе...ion.org.uk] Additionally, research commissioned by the **National Association of Virtual School Heads (NAVSH)** and Bath Spa University found that **flexible, bespoke use of PP+ funding**—including enrichment activities like music lessons, trips, and external provision—can significantly improve outcomes for looked-after children. The study emphasises the importance of **multi-agency collaboration** and **personalised interventions** based on individual needs. [researchsp...hspa.ac.uk] The Department for Education also supports the use of PP+ for **wider opportunities for enrichment**, recognising that access to arts and culture is often limited for disadvantaged pupils. Ofsted reports that schools using PP+ for arts-based programmes often show **higher engagement, improved confidence, and stronger attendance**. [somi.academy]	
***Pupil Voice** All students to undertake a 'student wellbeing' survey with analysis of responses of disadvantaged students being used to inform the implementation and adjustments to the strategy.*	The **Education Endowment Foundation (EEF)** recommends that schools begin their Pupil Premium strategy by **diagnosing pupil needs**, including both academic and non-academic barriers. This includes understanding pupils' **wellbeing, mental health, and safeguarding concerns**, particularly for disadvantaged learners. The EEF highlights that using internal data such as **student surveys** can provide valuable insights into these needs and help tailor interventions more effectively. [d2tic4wvo1...dfront.net] The **National Governance Association (NGA)** and **Ofsted** both emphasise the importance of **pupil voice** in school improvement. Ofsted expects schools to	3,8

	actively seek and respond to pupil views, particularly in relation to personal development and safeguarding. The NGA notes that pupil voice can: • Improve **wellbeing and engagement** • Strengthen **pupil-staff relationships** • Provide **insight into the effectiveness** of curriculum and pastoral strategies [nga.org.uk] The **DfE's guidance** on Pupil Premium also supports the use of **internal diagnostic tools**, including surveys, to identify barriers and evaluate the impact of strategies. This aligns with the requirement to **monitor and adjust** approaches based on evidence and pupil feedback. [assets.pub...ice.gov.uk]	
Bespoke SEMH Interventions *As part of our commitment to removing barriers to learning for disadvantaged pupils, the school allocates Pupil Premium funding to provide bespoke, evidence-informed interventions—including access to counselling, therapeutic support, and external specialist assessments where appropriate. These interventions are used selectively and responsively, based on individual need, to support pupils' social, emotional and mental health (SEMH), improve readiness to learn, and ensure that disadvantaged pupils can fully engage with the curriculum.*	**1. Social and Emotional Learning (SEL) improves academic outcomes** The Education Endowment Foundation (EEF) reports that **social and emotional learning programmes**, including targeted emotional interventions, lead to an **average of +3 months' additional academic progress**, while also helping pupils develop skills in emotional regulation and relationships. These benefits are particularly important for pupils experiencing disadvantage. **2. Targeted interventions aligned to individual need are essential for disadvantaged pupils** EEF guidance stresses that effective Pupil Premium use should include **targeted interventions** informed by a diagnostic understanding of barriers to learning. Bespoke support—such as counselling or specialist assessments—fits within the DfE-endorsed "**wider strategies**" menu, addressing attendance, behaviour, mental health and other non-academic barriers that disproportionately affect disadvantaged learners.	3,9,10

Behaviour Support - *A core part of the Behaviour Leads' work is promoting and ensuring high standards of behaviour in all students and this will impact largely on Pupil Premium students.* *This is done through a variety of means:* *1. Working with individual students and parents, setting targets for behaviour, and tracking.* *2. Supporting teachers in the classroom and around the school.* *3. Working with the safeguarding team and the attendance officer.*	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) July 2021	10, 9
Rewards *– Heads of House and Year Leads will ensure that Pupil Premium students are well represented in the schools' rewards programme – that they are receiving recognition for work and are represented in rewards throughout the year.*		10, 9
Rewards *– engagement of PP students in rewards programme will be tracked and strategies developed to ensure that the levels of engagement are as close as possible to non-disadvantaged students.*		10,9
Student referral Unit and On call support *- All Pupil Premium students are supported by the pastoral team if they are flagged as activating the On Call System. This system is run by the schools SRU manager. Repeat offenders will undertake some trauma informed relationship mentoring in order to reduce chances of further incidents.*		10
Strike card system *- All Pupil Premium students are allocated a strike card every term so that they can be entered into the termly reward draw.*		10 10, 2, 3, 6
Focused meeting *- Pastoral meetings have a standing item agenda on Pupil Premium. This ensures that they receiving specific focus.*	Ensures that the pupil premium agenda and range of strategies is constantly at the forefront of all school activities.	1 – 10
	OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems.	1 – 10
Parental Engagement – *the school has moved parents' evenings to an online system – Schoolcloud. – Attendance is monitored by PP Leads*	Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement | EEF (educationendowmentfoundation.org.uk) July 2021	5
To ensure that all students feel safe in school*. - To provide a supportive and open environment in school and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully*	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months	3 3

and actions taken to follow up on any concerns raised.	progress. The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children young people with a mental disorder said that lockdown had made their life worse	
MyConcern system *- The system is used effectively to ensure all students including Pupil Premium students are supported safely and a reporting system exists which is consistent and fit for purpose*		3
Staff training *- Training for all staff on safeguarding Pupil premium students takes place annually with refreshers throughout the academic year.*		3
Safeguarding Training – *As there are more issues related to mental wellbeing than pre-covid pastoral leads will be undergoing further specialist safeguarding training.*		3
Non-teaching support team *- A team of non-teaching year leads support the safeguarding of the Pupil premium students by consistently ensuring that they are checked and monitored.*		3, 5, 9, 10

Total budgeted cost: £ *309100*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The school continued to implement the strategies outlined in this pupil premium strategy throughout 2025-26. As in previous years, the focus remained on high-quality teaching, literacy development, attendance, pastoral support, enrichment and the removal of financial barriers. The evidence below demonstrates the positive impact of these approaches.

Academic achievement

Although there are still no published Progress 8 outcomes, internal measures indicate that disadvantaged students continued to achieve strongly. The school's internal Progress 8 measure for disadvantaged pupils was in line with national average for all students and significantly above last published progress figures for disadvantaged students. The proportion of disadvantaged students achieving grade 5+ in English and Mathematics was in 8% higher than their non-disadvantaged peers, indicating that the attainment gap remained narrow. Outcomes in vocational qualifications were particularly strong, with disadvantaged students achieving highly across a range of subjects.

Literacy and reading

Improving literacy remained a key priority. Reading was monitored through STAR Reading assessments. Disadvantaged students in Year 7 achieved an average standardised score of 100, in line with the national average. By the end of Year 8, pupils were achieving a standardised score of 101 meaning that they were on average, performing slightly above the national average for all pupils. Reading remains a high priority as the data for Year 9 shows that it is not as secure as we would like for this cohort. The school will continue to build upon the wide variety of reading and literacy interventions throughout this strategy.

Attendance

Attendance continues to improve. Attendance for disadvantaged pupils continued to compare favourably and is in line with attendance for all pupils nationally. The school's robust systems for monitoring attendance, providing early intervention and working closely with families have helped disadvantaged pupils maintain high levels of attendance and engagement with school.

Behaviour, pastoral support and wellbeing

The school continued to invest heavily in pastoral support, safeguarding and wellbeing provision for disadvantaged pupils. Behaviour outcomes remained positive and

disadvantaged students were well supported through a combination of targeted interventions, strong pastoral care and effective safeguarding systems. School data and external evidence indicate that behaviour remains a strength, allowing disadvantaged pupils to access learning successfully and maintain positive engagement with school life.

Enrichment, personal development and careers

During 2025-26 the school strengthened its monitoring of enrichment participation, particularly for disadvantaged and other vulnerable groups. Attendance at lunchtime and after-school enrichment activities was tracked more closely, enabling staff to identify students requiring encouragement and support to participate. This resulted in improved participation rates across the year. Financial support continued to be provided for educational visits, residential experiences and Duke of Edinburgh participation to ensure that cost was not a barrier. All pupils received careers guidance and a careers interview, ensuring disadvantaged students were well supported in making informed decisions about their next steps.

Removing financial barriers

Financial support continued to play an important role in ensuring disadvantaged students were fully equipped to succeed. All students eligible for free school meals received a £50 uniform voucher. A significant number of pupils benefited from laptop loans, removing barriers to accessing homework and independent study. Students were also provided with revision materials and calculators to support learning. In addition, disadvantaged students studying Food Technology received ingredients where required, ensuring that curriculum participation was not limited by financial circumstance.

Conclusion

Overall, the evidence from 2025-26 demonstrates that the school's pupil premium strategy continues to have a positive impact. Disadvantaged students achieved well academically, maintained strong attendance and behaviour, developed their literacy skills, and benefited from a broad range of enrichment, pastoral and financial support. These outcomes provide confidence that the current strategy remains appropriate and effective in addressing the barriers identified.

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