

# Pupil Premium Strategy Statement West Hill School

This statement details our school's use of pupil premium funding to help improve the outcomes of our disadvantaged pupils.

It outlines our strategy, how we intend to spend the funding during this academic year and the outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
Number of pupils in school	855
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C. Cronin
Pupil premium lead	K. Anderton
Trustee lead	D. Tilbrook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,450
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	£264,450

## Part A: Pupil Premium Strategy Plan

### Statement of intent

It is our intention that all students, irrespective of their background or starting point, feel they can belong, achieve and thrive during their time at West Hill School

The focus of our pupil premium strategy is to carefully and efficiently plan *how* we will drive up standards and sustain improved outcomes for all learners, notably the

disadvantaged. We believe that if we 'get it right for the most disadvantaged and vulnerable, you get it right for everyone'\*

We take a 'need not label' approach whereby we use the best and most up to date national research and evidence and select which is most suitable to the needs of our setting.

The PP strategy does not stand alone as a bolt-on but is closely aligned with wider school improvement priorities and our whole school vision. Staff are made clear about their roles in delivering the strategy.

At the heart of our approach is a commitment to curriculum, assessment, and teaching. We know that the biggest impact on outcomes is through the delivery of a quality first curriculum that is ambitious in its nature and inclusive by design, underpinned by excellent teaching.

Curriculum and teaching are supported by high quality and targeted pastoral support for the students and families who need it most.

We strive for necessary adaptations to approaches that are timely, effective, and have a positive impact on learning.

\*Sir Martyn Oliver 21.03.25

## Challenges 2025-26

This section details the main barriers to achievement and participation that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	<b>Attainment.</b> The overall attainment of disadvantaged students at KS3 and KS4 is generally lower than those of their non-disadvantaged peers.
2	<b>Reading levels.</b> Standardised reading scores show that the reading levels of disadvantaged students are lower than those of their non-disadvantaged peers
3	<b>Attendance and punctuality.</b> Data shows that the attendance and punctuality of disadvantaged students is lower than those of their non-disadvantaged peers.
4	<b>Parental engagement.</b> Data suggests that parents and carers of disadvantaged students are less likely to engage in school life and attend meetings that concern their child, compared to that of their non-disadvantaged peers.
5	<b>Wider engagement.</b> There is not a sustained difference in the number of disadvantaged students who participate in wider school life and co-curricular opportunities, compared to their non-disadvantaged peers
6	<b>Post 16 ambitions.</b> There is not a sustained difference in the number of disadvantaged students who have access to positive role models in higher education or employment, or make ambitious post-16 choices, compared to their non-disadvantaged peers.
7	<b>Emotional challenges.</b> Observations and data suggest that disadvantaged students are more likely to face emotional and social challenges than their non-disadvantaged peers

## Intended outcomes

This section explains our intended outcomes by the end of our current strategy plan, and how we will measure whether they have been achieved. It is centred on the School Improvement Plan (SIP) and the values of achieve, belong and thrive.

Intended outcome	Success criteria
<p><b>SIP Area for Improvement (AFI):</b> Evaluation and collation of the intended curriculum departmentally and whole school <b>so that</b> the curriculum intent is fully mapped with clear knowledge and skills at end points, empowering all learners to succeed, with empowered Curriculum Leaders and staff implementing with purpose. What we say we do, we deliver.</p> <p><b>SIP Area for Improvement (AFI):</b> Embed purposeful whole school and departmental quality assurance that informs a range of evidence-based strategies <b>so that</b> accurate accounts of department and whole school quality are measured and acted on through purposeful CPD.</p>	<p>KS3 and KS4 data will show improved outcomes for disadvantaged students, so their attainment and progress are at least equal to those of their non-disadvantaged peers. We will successfully narrow the attainment gap.</p> <p>Staff voice will suggest that Curriculum Leaders feel supported and knowledgeable to develop quality first programmes of study whereby all students learn sequentially and cumulatively.</p> <p>Staff feedback will suggest that CPD is supporting pedagogy and that 'get it right for the most disadvantaged and vulnerable, you get it right for everyone' is a core belief amongst staff.</p> <p>Curriculum planning documentation will show a variety of 'beyond the classroom' opportunities and disadvantaged students will be actively selected and encouraged to attend trips and visits.</p> <p>Disadvantaged will have all the equipment they need for learning and will be able to access the curriculum and participate fully.</p> <p>Quality assurance processes show how the West Hill School 3As toolkit, 'botherdness' and inclusion by design are embedded into all lessons, to provide all students, notably the disadvantaged with quality first teaching in language rich, high challenge classrooms.</p> <p>Quality assurance processes will show disadvantaged students' class work and home learning to be high quality and show improvement in knowledge and skill over time.</p> <p>Data will show that there is no negative difference between the reading ages of disadvantaged students and their non-disadvantaged peers.</p> <p>Data will show that there is no negative difference between the number of disadvantaged students who access the school library, its resources, and loan books than non-disadvantaged.</p> <p>Behaviour data will suggest that disadvantaged students are resilient, confident, and can self-</p>

	<p>regulate successfully. Where there are barriers, swift interventions will take place.</p> <p>Student voice will show that disadvantaged students make a smooth academic transition from primary to secondary school, and learning is not unnecessarily repeated.</p> <p>Data will show that disadvantaged students make aspirational pathway choices at the end of KS3 and 4. Students will be carefully identified and report they are actively supported by the careers team.</p> <p>There will be no disadvantaged students reported as NEET.</p>
<p><b>SIP Area for Improvement (AFI):</b> Strategic development and coordination of assessment throughout the curriculum to ensure consistency of purpose and validity <i>so that</i> students' understanding is measured accurately with post-data evaluation processes that are secure and effective in closing gaps in knowledge and informing responsive teaching.</p> <p><b>SIP Area for Improvement (AFI):</b> Embed purposeful whole school and departmental quality assurance that informs a range of evidence-based strategies <i>so that</i> accurate accounts of department and whole school quality are measured and acted on through purposeful CPD.</p>	<p>Leaders of the Embedding Formative Assessment (EFA) Teaching and Learning Communities (TLCs) will report full staff engagement and a variety of formative assessment strategies used.</p> <p>Quality Assurance processes will show teachers routinely use formative assessment in lessons to identify misconceptions and inform the next steps.</p> <p>Curriculum planning documentation will show identified key points for assessment to ensure consistency and equality across departments and groups.</p> <p>Quality Assurance processes will show assessment is created in accordance with the Four Pillars of Assessment.</p> <p>Mock exams promote and practice exam stamina.</p> <p>Quality Assurance processes will show teacher feedback is clear and responsive, misconceptions are addressed, and students learn from their mistakes and improve during Dedicated Improvement and Reflection Time (DIRT)</p> <p>New data analysis systems and processes will drive data curiosity and therefore ensure that</p>

	<p>assessment data is accurate and used to identify key groups and students for key intervention. Identified students will become our 'Battle Board Boys' and will become a focus for staff.</p> <p>Parent voice suggests that families understand attainment data concerning their child and know who to contact with concerns about their child's progress.</p>
<p><b>SIP Area for Improvement (AFI):</b> Further develop a culture of excellence through the embedding of the 'West Hill Way' <i>so that</i> the inclusion of all students is paramount with clear expectations for all to succeed through adaptive teaching and restorative practice.</p>	<p>Data will show that the attendance and punctuality of disadvantaged students are at least equal to those of their non-disadvantaged peers, with a minimum of 96%.</p> <p>Student voice suggests that disadvantaged students enjoy a sense of belonging and feel positive and ready to learn.</p> <p>Disadvantaged students will develop emotional maturity and self-agency. Where this is a barrier, there is a wider Pastoral Team to support them. Data will show that the number of suspensions of disadvantaged students is at least equal to that of their non-disadvantaged peers.</p> <p>Data will show that the number of achievement and behaviour points of disadvantaged students are at least equal to that of their non-disadvantaged peers. There are fewer reports of 'no equipment' as disadvantaged students will be fully equipped for learning.</p> <p>Data will show that the numbers of disadvantaged students who receive rewards are at least equal to those of their non-disadvantaged peers.</p> <p>Data will show that the numbers of disadvantaged students who received staff 'shout outs' are at least equal to that of their non-disadvantaged peers.</p> <p>Data will show that the numbers of disadvantaged students who regularly attend co-curricular activities, clubs and visits are at least equal to that of their non-disadvantaged peers.</p> <p>Data will show that the numbers of disadvantaged students and families who regularly use the</p>

	<p>Reach More Parents app to connect to our school are at least equal to that of their non-disadvantaged peers.</p> <p>Data will show that the numbers of disadvantaged families who engage in school life and matters concerning their child are at least equal to that of their non-disadvantaged peers.</p> <p>Data will show that the numbers of Year 6 disadvantaged students who attend summer school are at least equal to that of their non-disadvantaged peers.</p>
<p><b>SIP Area for Improvement (AFI):</b></p> <p>Further develop a consistent rewarding and leadership system that recognises character, resilience and leadership <i>so that</i> all staff and students engage within school life with clear opportunities and impact mapped.</p>	<p>Data will show that the numbers of disadvantaged students who are awarded and attend celebration evenings are at least equal to that of their non-disadvantaged peers.</p> <p>Staff feedback suggests that disadvantaged students fully engage in the character curriculum programme and encourage students to lead or at least participate in raising awareness for anti-bullying and mental health awareness days such as Odd Socks Day and Hello Yellow.</p> <p>Data will show that the number of disadvantaged students who engage in leadership opportunities is at least equal to that of their non-disadvantaged peers.</p>
<p><b>SIP Area for Improvement (AFI):</b></p> <p>Further develop leadership at all levels through coaching and CPD <i>so that</i> we realise vision, set standards and hold accountability to drive improvement.</p>	<p>Through an evidence-based approach and carefully planned whole school CPD, staff understand the barriers for many disadvantaged students and families, and the importance of raising aspirations and outcomes.</p> <p>Staff report to understand their role within this strategy.</p>

## Activity academic year 2025-26

This section details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed on page 3. We have based our planning and spending around the EEF Tiered Approach and Menu of Approaches.

### Tier 1: High quality teaching

Budgeted cost: £132, 225

Activity	Evidence that supports this approach	Challenge number
<p><b>Curriculum, Assessment and Teaching and learning</b></p> <p>The school has invested heavily in the curriculum team. In the summer of 2025, we appointed a new Assistant Headteacher for Staff Development, Teaching and Learning and Quality Assurance, and two Associate Assistant Headteachers for curriculum and teaching and learning. They join the existing curriculum team of Assistant Headteacher for Curriculum and Assessment and Assistant Head Teacher for Data, Assessment and Intervention.</p> <p>They work collaboratively to drive curriculum, assessment and teaching standards with the aim of improving outcomes for all students, notably the disadvantaged.</p>	<p><a href="#">State-funded school inspection toolkit version 1.1</a></p>	<p>1, 2</p>
<p><b>Continuous Professional Development and Learning (CPDL).</b></p> <p>We invest heavily in staff CPDL.</p> <p>We have purchased a subscription to the National College so staff can use webinars to improve outcomes for disadvantaged students</p> <p>We have purchased a subscription to Myatt and Co to support leaders to develop an evidence led curriculum</p> <p>Other CPDL opportunities include Curriculum Development Meetings (CDM), Schools, Students and Teacher’s (SSAT) network, Secondary Practitioners networks, Expert Communities and Faculty Development meetings, and NPQ courses.</p> <p>Curriculum Leaders will attend additional targeted curriculum development CPDL.</p>	<p><a href="https://thenationalcollege.co.uk/">https://thenationalcollege.co.uk/</a></p> <p><a href="#">Myatt &amp; Co - CPD films for teachers, leaders and education professionals</a></p> <p><a href="#">Embedding Formative Assessment - SSAT</a></p> <p><a href="https://www.bestpracticenet.co.uk/">https://www.bestpracticenet.co.uk/</a></p>	<p>1-7</p>

<p><b>CPDL library</b></p> <p>To complement staff CDPL, we have invested in resources requested by staff and bespoke to need. Many include those identified in the EEF Teaching and Learning Toolkit.</p>	<p><a href="#">Teaching and Learning Toolkit   EEF</a></p>	<p>1-7</p>
<p><b>Salaries to secure recruitment and retention</b></p> <p>We have invested in curriculum leadership by appointing one Assistant Head Teacher and two Associate Assistant Head Teachers to support and drive the existing curriculum team.</p> <p>We invest in rewards for staff to provide stability and consistency for students.</p>	<p>A stable workforce enables staff to get to know disadvantaged students well and plan their progression. They provide consistency in high expectations and clear routines.</p> <p>There are specialist teachers in all subjects.</p>	<p>1-7</p>
<p><b>Technology and resources</b></p> <p>We have invested in a Lexonik literacy phonics intervention package for students who do not meet age-related phonics expectations.</p> <p>We have invested in IDL which is a structured, computer-based intervention used to support identified disadvantaged students with significant gaps in reading, spelling, and phonics. The programme is delivered in short, regular sessions alongside high-quality classroom teaching and is targeted at pupils whose literacy difficulties are a barrier to accessing the wider curriculum. The intervention supports the development of core literacy skills, improves reading confidence, and promotes greater independence in learning. Progress is monitored through baseline and termly assessments, alongside teacher observation, to ensure the provision remains responsive and effective.</p> <p>We have subscribed to Seneca, Sparx and EverLearner platforms to provide teaching, home learning and revision materials free of charge for all students</p> <p>We have invested in IRIS Connect software purchased to support pedagogy. This is driven by members of the Senior Leadership Team.</p> <p>We have invested in the Reach More Parents (RMP) platform and app to forge greater links with families and the local community. It also supports home learning and facilitates communication between staff and families.</p>	<p><a href="#">Literacy Intervention Programmes That Empower Learning - Lexonik</a></p> <p><a href="#">‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK</a></p> <p><a href="#">Dyslexia and Dyscalculia Software and Screening Tests   IDL</a></p> <p><a href="#">Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2</a></p> <p><a href="#">Sparx Maths - Home</a></p> <p><a href="#">Home :: The EverLearner</a></p> <p><a href="https://www.irisconnect.com/uk/products-and-services/video-technology-for-teachers/">https://www.irisconnect.com/uk/products-and-services/video-technology-for-teachers/</a></p> <p><a href="#">Reach More Parents   School Communications, Simplified</a></p>	<p>1-3,</p>

## Tier 2: targeted academic support

Budgeted cost: £66,112.50

Activity	Evidence that supports this approach	Challenge number
<p><b>Department interventions</b></p> <p>The greatest impact on students' attainment and progress takes place in the classroom.</p> <p>We have invested in new assessment and data processes to support staff to actively identify disadvantaged students who are at risk of not making the expected progress. Students are identified by their subject teacher, and swift interventions are applied both inside and outside of the classroom. Curriculum Leaders have a strategic overview of the intervention delivered by their teams.</p> <p><b>Battle Board Boys:</b></p> <p>We carefully and strategically identify boys who require additional support. These are our 'Battle Board Boys' and interventions begin as early as autumn half term 2. Parents and carers are fully informed of the programme.</p> <p><b>Raising Achievement Plan (RAP):</b></p> <p>After each data collection, teachers complete a Raising Achievement Plan whereby disadvantaged students, often with multiple barriers, are a focus and identified for additional support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1</p>
<p><b>Reading interventions</b></p> <p>Our reading interventions begin at the end of Year 6. We invite feeder primary schools to provide details of students who may require further support in Year 7. We have invested in bespoke reading packs which are provided for disadvantaged students free of charge. Families are contacted to share how to encourage good reading habits at home and how their child can be supported.</p> <p>All students take a standardised reading test twice a year. The results are analysed and interventions are applied both within and beyond the classroom.</p> <p>Effective <b><u>Disciplinary Literacy</u></b> is key to improving reading at a whole school level. A whole-school literacy leader designs and delivers an annual CPD strategy so that</p>	<p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

each department is equipped to use coherent strategies for teaching core vocabulary and reading.

**Guided Reading** and **Paired Reading** programmes during form time set an important principle for all students and includes disadvantaged students to develop important peer mentoring skills.

The **Wikibuild** intervention programme benefits all students in need of extra support at KS3 by focusing on the key skills of decoding and spelling.

The Literacy Co-ordinator requests evaluations about the impact of reading interventions from class teachers

IDL (see detail in Tier 1)

[WIKI Literacy and Reading Programme and Interventions - Including WIKI Build](#)

[Dyslexia and Dyscalculia Software and Screening Tests | IDL](#)

**CEIAG**

We have invested in a full-time Level 6 qualified advisor. Disadvantaged students are assessed for additional one-to-one support based on need. The meetings are aspirational and ensure all students have appropriate and aspirational post-16 destinations.

The school has designed a careers programme so that every disadvantaged student will have access to employers every year of their time at West Hill School. It also ensures that our disadvantaged students are engaged in regional and national initiatives e.g. GM higher education and university programmes

We use a Risk of NEET Indicator (RONI) spreadsheet to target early interventions.

	All	Apprenticeship	Education	Employment	NEET	Re-engagement	Work based learning
Pupil Premium - HPA (Higher Prior Attainers)	22	0	21	0	0	0	1
Pupil Premium - MPA	12	0	12	0	0	0	0
Pupil Premium - LPA	6	0	6	0	0	0	0
Pupil Premium - no PA band	1	0	1	0	0	0	0

No disadvantaged students are recorded as NEET.

6

**High Level Teaching Assistant (HLTA) for Looked After Children (LAC)**

We have further invested in the Inclusion Team by appointing a HLTA with responsibility for LAC.

Their role is to respond to the everyday emotional and academic needs of our LAC. They monitor their attendance, behaviour

[Designated teacher for looked-after and previously looked-after children - GOV.UK](#)

1-7

<p>and progress. They lead Personal Education Plans (PEPs) and liaise with carers, the Virtual School and Children's Social Care to secure the best possible outcomes.</p> <p>LAC are identified on SIMs and seat plans to ensure all staff know them and can prioritise as necessary.</p>		
<p><b>Young Care Givers</b></p> <p>Some of our disadvantaged students are also Young Carers. We have a designated adult in school to monitor and support them as necessary.</p> <p>Young Carers are identified on SIMs and seat plans to ensure all staff know them and can prioritise as necessary.</p> <p>Young Carers to attend a reward and respite trip during the summer term</p>	<p><a href="#">Young Carers - Help &amp; Support   Carers Trust</a></p>	<p>1-7</p>

### Tier 3: wider strategies

Budgeted cost £66, 112.50

Activity	Evidence that supports this approach	Challenge number
<p><b>School Counsellor</b></p> <p>The school has invested in a qualified full-time counsellor. Typically, students are seen within days. They are triaged the same day in an emergency.</p>	<p>Emotional well-being is vital to enable students to access learning. This is especially important for disadvantaged students. Research shows that disadvantaged students are more likely to experience trauma, emotional neglect, and mental health issues. At present, we do not have a waiting list of boys who need counselling.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>1,3,7</p>
<p><b>Aim Higher Programme</b></p> <p>The school has invested in an Aim Higher Co-ordinator whose role is to proactively reduce the need for serious behaviour sanctions of our disadvantaged students by boosting self-esteem, self-worth, and wiser decision-making.</p> <p>Bespoke emotional, social and behaviour support is given. Identified students work on small group projects to build confidence, social skills, and self-efficacy.</p> <p>Families are encouraged to be involved in this process</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1-7</p>

<p><b>Learning Support Unit (LSU)</b> Some of our economically disadvantaged are also SEND. It is vital that these students are supported via a range of interventions to ensure they can successfully access the curriculum.</p> <p>The school has invested in bespoke academic and pastoral interventions for students working away from the classroom. This includes the delivery of specific programmes of support for identified pupils such as Speech and Language Therapy (SaLT), as well as working families, charities and outside agencies.</p>	<p>This is more successful and effective than buying external support. Relationships are stronger as staff are more knowledgeable of the child and their family.</p> <p>Validated in the 2022 Ofsted report <a href="https://files.ofsted.gov.uk/v1/file/50175341">https://files.ofsted.gov.uk/v1/file/50175341</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1-7																		
<p><b>Attendance officer</b></p> <p>The school has invested in an Attendance Officer and Assistant Head of Year. Their role is to closely monitor attendance and punctuality and support students and their families where this is a concern.</p> <p>Interventions are put in place for persistent absentees.</p> <p>Disadvantaged students are often prioritised for pastoral appointments. Families who do not make appointments, or do not attend are followed up.</p>	<p><a href="https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts">https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts</a></p> <p style="text-align: center;"><b>Attendance figures 2024-25</b></p> <table border="1" data-bbox="770 909 1257 954"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>284</td> <td>90.01</td> <td>6.78</td> <td>3.21</td> <td></td> </tr> <tr> <td>Not Pupil Premium</td> <td>590</td> <td>93.11</td> <td>5.78</td> <td>1.11</td> <td></td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Pupil Premium	284	90.01	6.78	3.21		Not Pupil Premium	590	93.11	5.78	1.11		1,3, 4
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<p><b>Co- curricular activities</b></p> <p>Research suggests that disadvantaged children are four times more likely to miss out on social activities. We have invested in and provide a wider variety of co-curricular activities at no cost.</p> <p>Student leadership opportunities and out-of-class learning, and clubs are provided without the financial burden on families.</p>	<p>Co-curricular activities support students' social, emotional, and behavioural needs. They encourage and support students in building friendships, improving communication and emotional literacy, sportsmanship, and self-regulation. Playing with others can help release positive endorphins and improve a person's mood. Some studies suggest that they are linked to improving symptoms of depression.</p> <p>Validated in the 2022 Ofsted report <a href="https://files.ofsted.gov.uk/v1/file/50175341">https://files.ofsted.gov.uk/v1/file/50175341</a></p> <p>In addition, co curricular supports meta-cognition and Social and Emotional Learning (SEL). Opportunities can build resilience, improve problem solving, support memory formation, improve relationships through working with others and dealing positively with</p>	5, 7																		

	<p>challenges. They can help develop logic and reasoning, verbal communication, evaluation, concentration and creativity.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>																																									
<p><b>Transition</b></p> <p>The school has invested in a Year 6-7 summer school to support a smooth transition between Years 6 and 7</p> <p>Team-building activities are designed to help students build friendships and learn more about their teachers and school.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The attendance of disadvantaged children at summer school is traditionally high.</p>	5,7																																								
<p><b>Specialist equipment</b></p> <p>The school invests in teaching and learning materials to ensure that disadvantaged students receive the same high-quality equipment and resources as non-disadvantaged students, but without the financial burden for families.</p>	<p>It removes barriers to learning, participation, and revision caused by poverty.</p>	1																																								
<p><b>Communication with parents.</b></p> <p>The school website is clear, which makes it easy for students and families to navigate and find necessary support and information.</p> <p>The school uses multiple social media platforms and recently invested in the Reach More Parents platform and app to communicate more closely with families.</p> <p>Disadvantaged families who do not book appointments or places at our events are followed up.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><u>PP family attendance at parent consultation evenings</u></p> <table border="1" data-bbox="743 1317 1066 1570"> <thead> <tr> <th></th> <th>Total Pupils</th> <th>Total PP Pupils</th> <th>Number PP Parents Attended</th> <th>% PP Parents Attended</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>842</td> <td>216</td> <td>121</td> <td>56.0</td> </tr> <tr> <td>2019-20</td> <td>672</td> <td>172</td> <td>111</td> <td>64.5</td> </tr> <tr> <td>2020-21</td> <td>845</td> <td>236</td> <td>142</td> <td>60.2</td> </tr> <tr> <td>2021-22</td> <td>837</td> <td>252</td> <td>161</td> <td>63.9</td> </tr> <tr> <td>2022-23</td> <td>837</td> <td>251</td> <td>162</td> <td>64.5</td> </tr> <tr> <td>2023-24</td> <td>847</td> <td>251</td> <td>153</td> <td>61.0</td> </tr> <tr> <td>2024-25</td> <td>853</td> <td>272</td> <td>153</td> <td>56.3</td> </tr> </tbody> </table>		Total Pupils	Total PP Pupils	Number PP Parents Attended	% PP Parents Attended	2018-19	842	216	121	56.0	2019-20	672	172	111	64.5	2020-21	845	236	142	60.2	2021-22	837	252	161	63.9	2022-23	837	251	162	64.5	2023-24	847	251	153	61.0	2024-25	853	272	153	56.3	1,3,4, 7
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**Total budgeted cost: £ 264,450**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This section is a review of the impact on outcomes of disadvantaged students 2024-25

Challenge	Outcomes																																								
<p><b>Attainment.</b> The overall attainment of disadvantaged students at KS3 and KS4 is generally lower than those of their non-disadvantaged peers.</p>	<p>GCSE exam results 2025 showed an average gap of -7.43 between disadvantaged students and their non-disadvantaged peers. We have not narrowed the gap; therefore, this will remain a focus for our 2025-26 strategy plan.</p>																																								
<p><b>Reading levels.</b> Standardised reading scores suggest that the reading levels of disadvantaged students are lower than those of their non-disadvantaged peers</p>	<p>Despite some success, Standard Age Score (SAS) published in July 2025 shows a gap between disadvantaged and non-disadvantaged students.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Average SAS difference between PP &amp; Non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>-6.0</td> </tr> <tr> <td>8</td> <td>-9.3</td> </tr> <tr> <td>9</td> <td>-1.5</td> </tr> </tbody> </table> <p>As this is not a sustained improvement, it will remain a focus for our 2025-26 strategy plan.</p>	Year	Average SAS difference between PP & Non-PP	7	-6.0	8	-9.3	9	-1.5																																
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<p><b>Attendance and punctuality.</b> Data shows that the attendance and punctuality of disadvantaged students are lower than those of their non-disadvantaged peers.</p>	<p>Despite some success, data published in July 2025 shows a gap between disadvantaged and non-disadvantaged students.</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>284</td> <td>90.01</td> <td>6.78</td> <td>3.21</td> <td>2.90</td> </tr> <tr> <td>Not Pupil Premium</td> <td>590</td> <td>93.11</td> <td>5.78</td> <td>1.11</td> <td>1.64</td> </tr> </tbody> </table> <p>As this is not a sustained improvement, it will remain a focus for our 2025-26 strategy plan.</p>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Pupil Premium	284	90.01	6.78	3.21	2.90	Not Pupil Premium	590	93.11	5.78	1.11	1.64																						
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<p><b>Parental engagement.</b> Data suggests that parents and carers of disadvantaged students are less likely to engage in school life and attend meetings that concern their child, compared to that of their non-disadvantaged peers.</p>	<p>Despite some success, data published at the end of July 2025 shows a gap between disadvantaged and non-disadvantaged students</p> <table border="1"> <thead> <tr> <th></th> <th>Total Pupils</th> <th>Total PP Pupils</th> <th>Number PP Parents Attended</th> <th>% PP Parents Attended</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>842</td> <td>216</td> <td>121</td> <td>56.0</td> </tr> <tr> <td>2019-20</td> <td>672</td> <td>172</td> <td>111</td> <td>64.5</td> </tr> <tr> <td>2020-21</td> <td>845</td> <td>236</td> <td>142</td> <td>60.2</td> </tr> <tr> <td>2021-22</td> <td>837</td> <td>252</td> <td>161</td> <td>63.9</td> </tr> <tr> <td>2022-23</td> <td>837</td> <td>251</td> <td>162</td> <td>64.5</td> </tr> <tr> <td>2023-24</td> <td>847</td> <td>251</td> <td>153</td> <td>61.0</td> </tr> <tr> <td>2024-25</td> <td>853</td> <td>272</td> <td>153</td> <td>56.3</td> </tr> </tbody> </table> <p>As this is not a sustained improvement, it will remain a focus for our 2025-26 strategy plan.</p>		Total Pupils	Total PP Pupils	Number PP Parents Attended	% PP Parents Attended	2018-19	842	216	121	56.0	2019-20	672	172	111	64.5	2020-21	845	236	142	60.2	2021-22	837	252	161	63.9	2022-23	837	251	162	64.5	2023-24	847	251	153	61.0	2024-25	853	272	153	56.3
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<p><b>Wider engagement.</b> There is not a sustained difference in the number of disadvantaged</p>	<p>Student voice surveys 2024-25 showed that disadvantaged students' attendance at lunchtime co-curricular had increased. Attendance to after-school co-curricular is still lower than non-</p>																																								

students who participate in wider school life and co-curricular activities, compared to their non-disadvantaged peers.	disadvantaged. This is not yet an upward trend; it will remain a focus for our 2025-26 strategy plan.																																								
<p><b>Post 16 ambition.</b></p> <p>There is not a sustained difference in the number of disadvantaged students who have access to positive role models in higher education or employment, or make ambitious post-16 choices, compared to their non-disadvantaged peers.</p>	<p>All disadvantaged students were actively invited to attend career-related events. Destination figures suggest that most disadvantaged students went on to an appropriate course of study or work.</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>Apprenticeship</th> <th>Education</th> <th>Employment</th> <th>NEET</th> <th>Re-engagement</th> <th>Work-based learning</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium - HPA (Higher Prior Attainers)</td> <td>22</td> <td>0</td> <td>21</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Pupil Premium - MPA</td> <td>12</td> <td>0</td> <td>12</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Pupil Premium - LPA</td> <td>6</td> <td>0</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Pupil Premium - no PA band</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>This is not yet an upward trend; it will remain a focus for our 2025-26 strategy plan</p>		All	Apprenticeship	Education	Employment	NEET	Re-engagement	Work-based learning	Pupil Premium - HPA (Higher Prior Attainers)	22	0	21	0	0	0	1	Pupil Premium - MPA	12	0	12	0	0	0	0	Pupil Premium - LPA	6	0	6	0	0	0	0	Pupil Premium - no PA band	1	0	1	0	0	0	0
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<p><b>Emotional challenges.</b></p> <p>Observations suggest that disadvantaged students are more likely to face emotional and social challenges than their non-disadvantaged peers</p>	<p>Internal data shows that 38% of students who accessed school counsellor 2024-25 were disadvantaged.</p> <p>This will remain a focus for our strategy plan.</p>																																								

## Externally provided programmes 2024-25

Programme	Provider
Work experience and Progression Planning	Positive Steps
Digital mental health and wellbeing	Kooth
Misogyny and sexism within the arts performance and workshop	ODD Arts

## Service pupil premium funding 2024-25

How our service pupil premium allocation was spent last academic year
Two students were entitled to Service PP. Counselling and LSU support was available to both students. Both students received academic resources to support their learning at no cost to their families.
The impact of that spending on service pupil premium eligible pupils
Students received social and emotional support, when required, from the school counsellor and the LSU. This helped to build confidence and raise self-esteem in a safe environment.

## Further information

This section details the additional ways we support our disadvantaged students to ensure they feel they can achieve, belong and thrive 2025-26

### Achieve

- **Strategic seating plans** to ensure that all staff know who our disadvantaged students are and can target them for support in lessons
- Form time **equipment checks** to ensure that all disadvantaged students have the correct learning resources and are fully equipped for the day.
- **Music tuition.** The financial burden of learning to play a musical instrument is removed for disadvantaged students.

### Belong

- Our strict **uniform policy** ensures there is no visible and distinguishable difference between disadvantaged and non-disadvantaged students in school.
- **Uniform recycling scheme.** Unicycle is available throughout the school year; this includes a uniform swap. Some families are given items of uniform free of charge, depending on financial circumstances. For others, a donation is given. Parents can contact the school at any point. There are also referrals from staff. There is a push on the sale/exchange of coats in the autumn and winter.
- **Uniform provision.** Clean uniform and shoes available during the day to ensure consistency and inclusion of all students.
- **PE equipment.** The purchase of football and rugby boots to ensure that all disadvantaged students have the opportunity to participate fully.
- **Biometric system** for school lunch. There is no distinguishable difference between disadvantaged and non-disadvantaged students at the point of sale.
- **Parent-Pay.** There is no distinguishable difference between disadvantaged and non-disadvantaged students for resources and activities and trips purchased through school.
- **Poverty proof the school day**, for example contribution-based non-uniform day and limit to expensive visits and trips. Trips for disadvantaged students are subsidised.
- **Termly voice questionnaire** to capture ways to improve our school.
- The focus of **community and fundraising events** is to raise awareness and do not require money, for example 'hello yellow' day. Items are available from school to ensure all students can participate.
- **Christmas present scheme.** Staff are invited to donate gifts to be shared amongst the most disadvantaged to ensure they have something to open on Christmas Day.
- **Representing school.** Disadvantaged students are actively encouraged to participate in competitions and opportunities to represent our school.

### Thrive

- The **School Improvement Plan** (SIP) makes explicit references to improving outcomes for disadvantaged students.
- A **Working Group** was established to devise ways to improve outcomes for disadvantaged students. Consists of members from SLT and the curriculum team.
- Follow up communication with families who have not downloaded their **FSM holiday shopping vouchers**. This includes printing vouchers for families.
- Tesco Community Grant to fund a **Breakfast Club**
- All **co-curricular activities** provided by the school are free of charge. Co-curricular opportunities are available each lunchtime and after school. There is a wide variety of activities available, and they are accessible for all.
- Eligible disadvantaged students are actively identified and supported to apply for **leadership roles** within school.
- The option to pay **lower deposits** for school trips to secure a place for a child on a lower income.