Pupil premium strategy statement – Cambourne Village College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1632 (1440 in Years 7-11)
Proportion (%) of pupil premium eligible pupils	19.7% of Years 7-11
	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Emily Gildea
Pupil premium lead	Emma McConnell
Governor / Trustee lead	Jason White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268.929
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*	£268, 929

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Cambourne Village College, we recognise that disadvantaged pupils can face a wide range of barriers which may affect their learning and progress. We are committed to using the Pupil Premium Funding to ensure that all disadvantaged pupils receive the highest quality of education and support, enabling them to flourish academically and personally. It is our intent to narrow the gap between disadvantaged pupils and their non-disadvantaged peers.

Our ultimate objectives are to:

1. Narrow attainment gaps through high-quality teaching
Deliver consistently high-quality teaching that meets the needs of disadvantaged pupils, ensuring that attainment gaps between disadvantaged and non-disadvantaged students, both within the school and nationally, are reduced.

2. Ensure all pupils can read fluently and with understanding
Prioritise literacy so that every pupil can read fluently and comprehend texts effectively, enabling full access to the breadth and depth of the curriculum.

3. Meet pupils' SEMH and behavioural needs
Provide targeted support to address social, emotional, and mental health (SEMH) needs, fostering pupils' independence, self-regulation, resilience, and positive behaviour.

4. Build cultural capital and raise aspirations
Ensure disadvantaged pupils access a rich range of experiences, opportunities, and enrichment that build their cultural capital, support aspiration, and prepare them effectively for their next steps.

5. Develop a personalised approach to supporting disadvantaged pupils
Adopt a tailored, needs-led approach that recognises the individual circumstances of each disadvantaged pupil, ensuring targeted interventions and support strategies that maximise their progress and wellbeing.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our current strategy as Cambourne Village focuses on a blend of targeted intervention, high-quality teaching, and enrichment opportunities structured around the following **key areas:**

Literacy: we continue to prioritise reading as a gateway to learning. Our Literacy Co-Ordinator, dedicated Reading Teaching Assistant and continuation of whole school reading strategy to tackle word poverty and barriers to learning for students. Through a Trust wide focus on reading, we aim to enable our disadvantaged students to access the curriculum and develop as confident learners.

Attendance: Close monitoring of school attendance to ensure all students engage with and benefit from the school curriculum. *School attendance is a powerful predictor of student attainment and outcomes.* Attendance for students in receipt of Pupil Premium funding is considerably lower than that of their non-disadvantaged peers. We are taking targeted action to narrow the attainment gap between disadvantaged students and their peers.

Teaching and Learning and Curriculum: our curriculum approach is designed to address knowledge gaps and provide a coherent, meaningful learning journey for all pupils. For those with the lowest prior attainment or specific SEND needs, many of whom are disadvantaged, we have expanded our Key Stage 4 offer to include Entry Level qualifications and bespoke pathways that support both engagement and progression.

We take a proactive approach to preventing gaps from widening through effective homework routines, memory and revision strategies, and metacognitive approaches embedded in teaching. These strategies help pupils to retain knowledge, develop independence, and make stronger progress over time.

High-quality teaching remains the most significant factor in improving outcomes for disadvantaged learners. This year, there is a whole-school drive focused explicitly on strengthening teaching and learning with the clear intent of improving outcomes for pupils eligible for the Pupil Premium. To support this, staff are engaging in targeted CPL to ensure teaching remains evidence-informed, adaptive, and ambitious for all.

Alternative Provision*:* We have strengthened leadership oversight of Alternative Provision to ensure pupils with pronounced behavioural or engagement needs receive tailored support. This work focuses on reintegration, personal development, and ensuring all pupils remain on a pathway that leads to positive outcomes.

Cultural Capital: We are committed to providing enriching experiences that broaden pupils' horizons and raise aspirations. We continue to design, monitor, and evaluate opportunities for disadvantaged pupils to develop their cultural knowledge, confidence, and ambition, ensuring they can participate fully in the wider life of the school and the world beyond Cambourne.

Key Principles

At Cambourne Village College we look to secure:

- A rigorous, systematic approach to data
- An ethos of aspiration and expectation
- An awareness of, and an attitude that directly challenges, unconscious bias and stereotypes related to disadvantage
- An individualised approach to identifying and overcoming barriers. This may include self-esteem, aspiration, factors relating to the home environment, vocabulary, prior attainment, subject-specific and cultural knowledge, IT facilities and competence, poverty-related factors, social mobility
- The highest quality teaching. This has clear implications for the recruitment, professional development, and retention of teachers, leaders and support staff
- A curriculum that is structured to address knowledge gaps, to build knowledge and capabilities, and to secure these long-term
- Fostering a positive, collaborative relationship with parents and carers
- High-quality, personalised careers education, information, advice and guidance (CEIAG) that takes nothing for granted.

Challenges

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

Challenge number	Detail of challenge
1	**The number of disadvantaged pupils in the school is increasing, with a particularly high proportion in the current Year 7.** Total: 284 pupils (increasing year on year) Overall: 17.4% <table><tr><td></td><td>Number</td><td>% of year group</td></tr><tr><td>Year 7</td><td>72</td><td>23.5</td></tr><tr><td>Year 8</td><td>57</td><td>19.7</td></tr><tr><td>Year 9</td><td>58</td><td>20.1</td></tr><tr><td>Year 10</td><td>43</td><td>15.5</td></tr><tr><td>Year 11</td><td>54</td><td>19.5</td></tr></table> **Low Prior Attainment**

The low prior attainment of disadvantaged pupils compared to their non-disadvantaged peers remains one of the most significant barriers to securing strong educational outcomes. This challenge is particularly important for several reasons:

Low prior attainers are over-represented within our disadvantaged cohort.
This means that many disadvantaged pupils begin secondary school already behind their peers, which impacts their ability to access the curriculum and make strong progress. For example, FSM6 pupils are much less likely to be HPA (11.6% vs 40.1%). FSM6 pupils are three times more likely to be LPA (40.6% vs 13.5%). MPA are similar across groups. This is broken down further by year group in the data tables below.

Disadvantage is closely linked to lower attainment.
National evidence shows that pupils who are both disadvantaged and low attainers at the end of primary school are far less likely to meet expected qualification thresholds by age 16. Where these factors coexist, their effects compound and intensify. It is also well-documented that disadvantage can, statistically, though not universally, contribute to early gaps in areas such as vocabulary and language development.

(% of 2025-6 cohort using available prior attainment data)

Year 11	FSM6 (%)	Non-FSM6 (%)
HPA	4	17.6
MPA	50	57.7
LPA	40	10.1
NPA	6	14.5

Year 10	FSM6 (%)	Non-FSM6 (%)
HPA	5.1	26.9
MPA	33.3	46.6
LPA	23.1	10.9
NPA	38.5	15.5

Year 9	FSM6 (%)	Non-FSM6 (%)
H	5.7	30.2
M	47.2	44.7
L	24.5	10.2
NPA	22.6	14.9

Year 8	FSM6 (%)	Non-FSM6 (%)
HPA	8.8	34.3
MPA	50.9	51.5
LPA	31.6	6.9
NPA	8.8	7.3

Year 7	FSM6 (%)	Non-FSM6 (%)
HPA	11.6	40.1
MPA	40.6	39.7
LPA	40.6	13.5
NPA	7.2	6.8

Across every year group, disadvantaged pupils (FSM6) display a markedly different prior attainment profile compared to their non-disadvantaged peers, and this pattern persists throughout the school. FSM6 pupils are consistently under-represented in the high prior attainer (HPA) band from Year 7 to Year 11, while being disproportionately represented in the low prior attainer (LPA) category. Addressing the impact of low prior attainment is therefore crucial and informs our approach within school, our work with parents, and our partnerships with primary settings.

Comparing End of Year 10 Projections and Targets for 2026 Cohort with Actual 2025 Cohort

Attainment 8

End of Year 10 report (current Year 11)			2025 Cohort (outgoing Year 11)	
Disadv. (53 / 38)	Target	41.05	Target	35.28
	Projection	33.15 (-7.9)	Actual	28.66 (-6.62)
Non (227 / 213)	Target	56.29	Target	56.46
	Projection	53.71 (-2.58)	Actual	54.72 (-1.74)

English and Maths 4+

End of Year 10 report (current Year 11)			2025 Cohort (outgoing Year 11)	
Disadv. (53 / 38)	Target	56.6%	Target	47.4%
	Projection	41.5% (-15.1)	Actual	31.6% (-15.8)
Non (227 / 213)	Target	88.5%	Target	87.3%
	Projection	81.5% (-7)	Actual	78.4 (-8.9)

Comparing current Year 11 prior attainment with outgoing Year 11 prior attainment (bearing in mind no SATs)

		FSM6 (%)	Non-FSM6 (%)
2024-5 Year 11	H	3	15
	M	50	60
	L	31	8
2025-6 Year 11	H	4	18
	M	50	58
	L	40	10

Although disadvantaged outcomes remain below target, the current Year 11 cohort is performing at a stronger level than last year's outgoing cohort, with projections that exceed the previous year's actual results in both Attainment 8 (33.15 vs. 28.66) and English & Maths 4+ (41.5% vs. 31.6%). This improvement reflects a cohort with a more favourable prior attainment profile—fewer FSM6 pupils in the low prior attainment band (31% vs. 40% in next year's cohort) and a slightly stronger middle-ability distribution.

Analysis of Lower School Cohorts: Emerging PP Challenges

Percentage of cohort with Baseline Secure + English (2025 Cohorts)

		% Secure +
Year 7	FSM6	56
	Non-FSM6	89
Year 8	FSM6	54
	Non-FSM6	77
Year 9	FSM6	27
	Non-FSM6	67

Percentage of cohort with Baseline Secure + Maths (205 Cohorts)

		% Secure +
Year 7	FSM6	50
	Non-FSM6	85
Year 8	FSM6	56
	Non-FSM6	87
Year 9	FSM6	46
	Non-FSM6	86

The lower-school data shows that attainment gaps between disadvantaged (FSM6) and non-disadvantaged pupils are already evident in Year 7. A 'Secure' Baseline in English or Maths indicates a likely trajectory, if good progress is maintained, of achieving a secure pass at GCSE.

Overall, the data highlights the need for early and sustained intervention, so that disadvantaged pupils do not begin KS4 already significantly behind their peers.

**Bedrock Reading Secondary Data**

Mean SAS by pupil group

	All pupils	FSM	Non-FSM	PP	Non-PP
Cam	99.9	89.8	102.0	89.7	102.2

Mean SAS by year & pupil group

| Cam	All pupils	FSM	Non-FSM	PP	Non-PP
Y7	97.9	90.4	100.1	90.1	100.3
Y8	100.4	88.8	103.2	88.8	103.2
Y9	99.8	90.1	101.7	90.1	101.8
Y10	101.5	89.5	103.1	89.5	103.5
Trust	**99.9**	**89.8**	**102.0**	**89.7**	**102.2**

Going forward, we will incorporate Bedrock Reading Secondary data to provide a more robust picture of PP pupils' literacy needs and progress. Across the school, the mean Standard Age Score (SAS) for Pupil Premium (PP) pupils is notably lower than that of their non-PP peers. While the overall cohort performs broadly in line with national expectations, PP pupils show a

2	consistent gap in vocabulary knowledge and reading proficiency, with an average SAS of 89.7 compared to 102.2 for non-PP pupils. This pattern reflects a well-established literacy disadvantage and highlights the importance of targeted intervention.
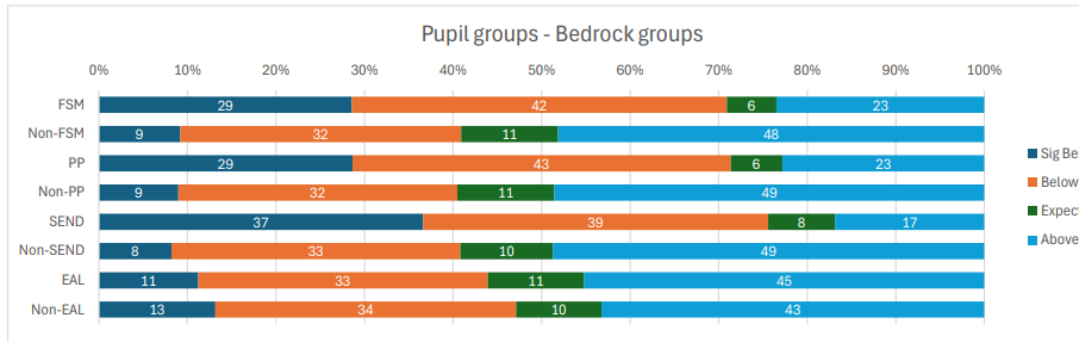
The Bedrock group data shows a clear disparity in reading attainment between disadvantaged pupils (PP and FSM) and the main cohort. A significantly higher proportion of PP and FSM pupils fall into the *Significantly Below* and *Below* bands compared with their non-PP and non-FSM peers. For example, 29% of PP and FSM pupils are significantly below age-related expectations, compared with only 9% of non-PP and non-FSM pupils. Similarly, 43% of PP pupils and 42% of FSM pupils fall into the *Below* band, whereas the main cohort exhibits lower proportions in this category.

Because the *Expected* band is narrow within the Bedrock framework, it is more meaningful to compare the proportions achieving *Above* or falling *Below/Significantly Below*. Here, the gap is stark: just 23% of PP/FSM pupils are performing above expected levels, compared with 48–49% of non-PP and non-FSM pupils.
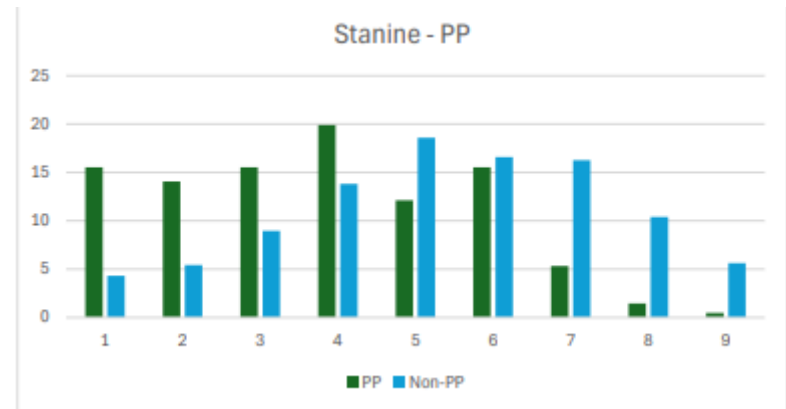
The stanine distribution shows a clear difference in prior attainment between PP and non-PP pupils. PP pupils are heavily over-represented in the lower stanines (1–4), while non-PP pupils dominate the middle and higher stanines (5–9).

2	**Attendance** Overall school attendance for the 2024-25 academic year was 92.4%, but attendance for disadvantaged students was significantly lower at 84.4%.

This gap indicates that disadvantaged students are under-attending at a markedly higher rate, reducing their access to learning time and widening attainment gaps.

The attendance data highlights a substantial and persistent gap between disadvantaged pupils and their non-disadvantaged peers. In 2024/25, pupils in receipt of Pupil Premium funding recorded an overall absence rate of 15.3%, more than double the 6.0% recorded for their non-disadvantaged peers, demonstrating that attendance continues to act as a significant barrier to equitable outcomes. For FSM6 pupils specifically, overall absence stands at 15.4%, representing only a modest 0.6% improvement from the previous academic year and remaining above the national average of 13.7%, signalling the need for continued targeted intervention.

There has, however, been meaningful progress in reducing persistent absence: the proportion of FSM6 pupils classed as persistently absent has fallen from 48.6% to 40.7%, placing the school slightly below national levels (41.2% DfE; 41.9% FFT). This reflects positively on the strategies implemented this year. However, this improvement is counterbalanced by a rise in severely absent FSM6 pupils (attendance below 50%), which has increased from 7.4% to 11.3% (a 3.9% rise) indicating that while some pupils have moved out of persistent absence, a smaller group has become increasingly entrenched and harder to reach.

Overall, despite improvements in persistent absence, the elevated absence rates for disadvantaged pupils compared with both national benchmarks and in-school peers confirm that attendance must remain a central priority within the Pupil Premium strategy. Strengthening early intervention, enhancing family engagement, and sustaining rigorous monitoring will be essential to narrowing this gap further.

4) Year to Date Absence Rate and Persistent Absentees by pupil characteristics compared to last year and current national data

	CamVC 2024/25 6th Half Term			CamVC 2023/24 6th Half Term			DfE National Data Up to 18/07/2025		FFT National Data up to 23/05/2025	
Gender	% absence	% PA	% SA	% absence	% PA	% SA	% absence	% PA	% absence	% PA pupils
Girls	8.0	17.2	4.2	7.8	18.9	3.4	9.0	25.7	9.1	26.4
Boys	7.1	13.8	3.5	8.5	21.2	3.6	8.2	23.0	8.3	23.8
FSM6	% absence	% PA	% SA	% absence	% PA	% SA	% absence	% PA	% absence	% PA pupils
Yes	15.4	40.7	11.3	16.0	48.6	7.4	13.7	41.2	13.8	41.9
No	6.1	10.8	2.5	6.1	12.9	2.0	6.6	17.7	6.7	18.0
PP	% absence	% PA	% SA	% absence	% PA	% SA	% absence	% PA	% absence	% PA pupils
Yes	15.3	38.9	11.3	15.3	45.8	6.9	No Data	No Data	No Data	No Data
No	6.0	10.8	2.3	6.2	13.3	2.2	No Data	No Data	No Data	No Data

Behaviour For Learning

End of year reports for 2024-5 show a consistent differential between disadvantaged pupils and their peers across all aspects of attitudes to learning, including behaviour, classwork, and homework. Although most students in both groups are assessed as 'Good' this headline figure masks gaps in the proportion of pupils achieving the highest standards and, in the proportion, falling below expectations.

Attitudinal overview from end of year 2024-5 whole school reports (Behaviour)

Year group	Group	% of cohort: Excellent	% of cohort: Good	% of cohort: Below expectations	% of cohort: Cause for concern
7 (current Y8)	Disadvantaged	20	70	8	1
	Non-disadvantaged	30	67	2	0
8 (current Y9)	Disadvantaged	12	72	8	1
	Non-disadvantaged	26	69	3	0
9 (current Y10)	Disadvantaged	15	70	8	1
	Non-disadvantaged	27	69	3	0

Across all three cohorts disadvantaged students are less likely to be rated as 'Excellent', typically sitting around 10–12 percentage points behind their non-disadvantaged peers. At the same time, they are consistently more likely to fall into the 'Below Expectations' category, with around 8% each year compared to just 2–3% for non-disadvantaged students.

Although most pupils appear in the 'Good' category, the distribution clearly shows that disadvantaged students are under-represented at the highest level of behavioural conduct and over-represented at the lower end. This suggests ongoing challenges and differentials in behaviour.

Behaviour event logs reinforce this picture. Disadvantaged pupils, particularly those eligible for FSM6, are significantly over-represented in negative behaviour logs. FSM6 pupils record an average of 54.34 events per pupil, more than double the school average (22.24) and higher than all other groups, including SEND. Furthermore, disadvantaged pupils record disproportionately high rates of Category 5 behaviour events, with PP pupils at 2.40 and FSM6 at 2.30, compared with a whole-school average of 0.09. This illustrates disadvantaged pupils experience more serious behaviour incidents, which inevitably disrupts their engagement and progress in lessons.

Whole School Negative Behaviour Logs (academic year 2024-5)

12

13

Groups	Events Per Pupil
Overall	22.24
Male	35.33
Female	19.22
PP	53.32
FSM Ever6	54.34
SEN	45.94
EAL	18.41
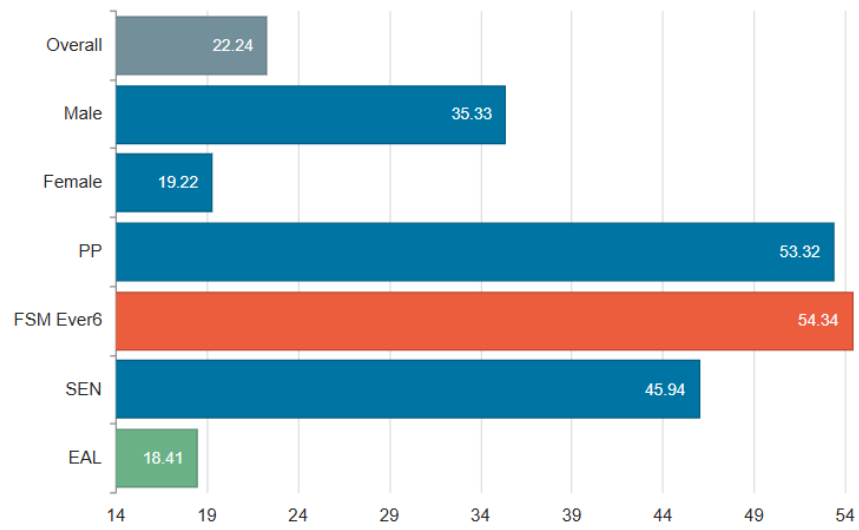
Whole School Category 5 Behaviour Logs (academic year 2024-5)

	Across the 2024=25 academic year, there were 133 instances of
14	

suspensions in total. Of these, 77 suspensions (58%) involved pupils eligible for FSM. This indicates that instances of suspensions are higher among FSM children.

The behaviour data indicates that disadvantaged pupils are disproportionately affected by behaviour-related difficulties, which can impact their ability to engage positively in lessons, sustain focus, and access learning effectively.

Attitudinal overview from end of year 2024-5 whole school report (Classwork)

Year group	Group	% of cohort: Excellent	% of cohort: Good	% of cohort: Below expectations	% of cohort: Cause for concern
7 (current Y8)	Disadvantaged	13	78	7	1
	Non-disadvantaged	24	73	2	0
8 (current Y9)	Disadvantaged	10	74	8	2
	Non-disadvantaged	23	72	3	0
9 (current Y10)	Disadvantaged	12	70	11	0
	Non-disadvantaged	24	71	3	0

Across all three cohorts, the classwork data shows a consistent pattern in which disadvantaged students are less likely to demonstrate the highest-quality learning behaviours. In every year group, the proportion of disadvantaged pupils assessed as 'Excellent' is notably lower, typically around half the rate of their non-disadvantaged peers. At the same time, disadvantaged students are more likely to fall 'Below Expectations', with this group making up 7–11% of disadvantaged cohorts compared to just 2–3% of non-disadvantaged pupils. Although most students in both groups sit within the 'Good' category, this masks the underlying disparity: disadvantaged learners are consistently under-represented at the top end and over-represented in areas where classwork does not meet the expected standard. This indicates ongoing barriers to learning with regards to classwork.

Attitudinal overview from end of year 2024-5 whole school report (Homework)

Year group	Group	% of cohort: Excellent	% of cohort: Good	% of cohort: Below expectations	% of cohort: Cause for concern
7 (current Y8)	Disadvantaged	5	71	4	1
	Non-disadvantaged	10	72	1	0
8 (current Y9)	Disadvantaged	2	82	6	2
	Non-disadvantaged	9	88	1	0
9 (current Y10)	Disadvantaged	4	66	7	1
	Non-disadvantaged	8	72	2	0

Homework completion also shows a consistent disparity between disadvantaged and non-disadvantaged students. In every year group, disadvantaged pupils are significantly less likely to achieve an 'Excellent' rating for homework, typically performing at around half the level of their non-disadvantaged peers. At the same time, disadvantaged students are consistently more likely to fall into the 'Below Expectations' and 'Cause for Concern' categories, with 6–7% working below expectations compared to only 1–2% of non-disadvantaged students. While many in both groups sit within the 'Good' category, the pattern is evident: disadvantaged pupils are under-represented in the highest tier of homework completion and disproportionately represented in the lower tiers. These trends highlight ongoing challenges with independent study, organisation, and accessing or completing work outside of lessons.

Taken together, the data forms a clear picture: disadvantaged students face persistent barriers to sustaining strong attitudes to learning. The gaps appear early, remain consistent across year groups, and are evident in behaviour, classwork, and homework.

Alternative Provision

In some cases, our disadvantaged students are particularly vulnerable to certain risk factors that can lead to persistent absence or persistently

challenging behaviour. We have refined our alternative provision (The Hub), which provides small group tuition and a thorough pastoral support to meet the needs of those who are most vulnerable.

IAEP summary (by year group)

	All	PP	SENK	SENE
7	3	0	2	0
8	3	1	0	0
9	11	7	4	4
10	7	2	3	2
11	15	7	3	7
Overall	39	17	12	13
		43.6	30.8	33.3

Reduced timetable summary (by year group)

	All	PP	SENK	SENE
7	3	0	2	0
8	3	1	0	0
9	11	8	4	4
10	7	1	3	2
11	13	2	3	6
Overall	37	12	12	12

Across the school's total roll of 1,632 pupils, a small proportion require intensive support; however, disadvantaged pupils are disproportionately represented within this group. There are 39 pupils with an IAEP (2.4% of the school population), of whom 17 are Pupil Premium, meaning that 43.6% of all IAEPs are disadvantaged pupils.

37 pupils are on reduced timetables (2.3% of the school population), of these 12 are PP (32.4%).

Whilst we recognise that reduced timetables are likely to impact KS4 outcomes in terms of the ways these are typically measured and evaluated (for instance, Attainment 8), we judge that, in these small number of cases, they are necessary in order to secure improved attendance and engagement, and to facilitate the outcomes that will secure students' next steps.

| 6 | **Cultural Capital**

A significant number of our disadvantaged pupils have limited cultural capital, which contributes to lower levels of aspiration, confidence, and engagement with learning. This is reflected in our 2025 Year 11 outcomes, where four out of the five students confirmed as NEET were from disadvantaged backgrounds. These patterns indicate gaps in pupils' |

| | access to the wider experiences, networks, and cultural knowledge that underpin confident and ambitious post-16 progression.

At this stage we do not yet know which pupils are likely to become NEET at the end of this academic year, but we proactively put a comprehensive package of support in place from Year 10 onwards, with particular focus on PP learners. This includes apprenticeship talks, 1:1 careers guidance, mentoring, CRC tasters, targeted work-experience support, and strong encouragement to engage with Post-16 events. Pupils also receive tailored help with applications, personal statements, course choices, back-up options, and apprenticeship pathways to ensure they are well prepared for successful post-16 transition.

Financial barriers further restrict disadvantaged pupils' participation in enrichment, trips, extracurricular activities, and other wider-curriculum opportunities that their peers can more easily access. As a result, disadvantaged pupils miss out on key experiences that build confidence, broaden horizons, and develop the cultural capital essential for academic success and future readiness.

This challenge highlights the need to remove financial barriers, widen participation, and proactively ensure disadvantaged pupils can access the same opportunities as their peers. |

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
1. Improved academic outcomes for disadvantaged students across all Key Stages	External KS4 outcomes show improved progress for disadvantaged pupils, with a reduced attainment gap.

KS3 assessment data shows disadvantaged pupils making progress at least in line with non-disadvantaged peers (ie. students remain within Attainment Bands to the same proportion).

Disadvantaged pupils with low prior attainment demonstrate sustained progress relative to their starting points. |

	Targeted intervention and homework strategies demonstrate measurable impact on outcomes in English, Maths and Science, improving on 2025 4+ and 5+ outcomes.
2. Improved reading fluency, comprehension and literacy among disadvantaged pupils.	FSM6 pupils with reading ages significantly below their chronological age make accelerated progress, demonstrated through school-based reading assessments and intervention tracking. A reduction in the proportion of disadvantaged pupils with reading ages below their chronological age. Whole-school literacy initiatives show improved engagement and confidence in reading across subjects.
3. Improved attendance and reduction in persistent absence among disadvantaged pupils.	Persistent absence for FSM6 pupils does not exceed the national average for the cohort. Overall attendance for disadvantaged pupils moves closer to that of their non-disadvantaged peers.
4. Improved attitudes to learning, including classwork, homework, and behaviour	Behaviour event logs shows: - Fewer Category 5 incidents involving FSM6 pupils. - Reduced disproportionality in rates of negative behaviour events between FSM6 and non-FSM6 pupils Homework completion improves, supported by structured intervention and personalised support. Classroom engagement measures show a reduced disparity between disadvantaged and non-disadvantaged pupils.

5. Strengthened SEMH provision and personalised support for disadvantaged pupils	Increased and effective use of The HUB and wider SEMH interventions, with positive impact evidenced through casework, pupil voice and progress indicators.
	Pupils receiving SEMH support show improved engagement, wellbeing and readiness to learn.
6. Equitable access to enrichment, cultural capital and wider opportunities	FSM 6 pupils are proportionately represented on trips, visits and at extra-curricular clubs.
	Uptake of enrichment opportunities increases year-on-year for disadvantaged pupils.
7. Raised aspirations and successful progression for disadvantaged pupils	All disadvantaged pupils progress to appropriate Post 16 destinations, with the aim for no pupils to become NEET.
	Careers guidance, work-experience and transition programmes demonstrate high engagement and impact among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

We do not plan to budget for these items separately, as they are covered within the school's overall budget. Should professional development costs exceed the allocated amount, Pupil Premium funding will be used to support this and reflected in next year's report.

Some of the planned approaches, such as those involving entry-level and vocational courses, will incur higher costs due to the smaller class sizes required. Planning for these additional costs has been factored into our spending plan for the next academic year.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of teacher CPL to ensure the highest quality teaching and strongest possible craft and subject knowledge, with the intention being that this will also have a secondary positive impact on teacher retention. **Continued emphasis on metacognition** to support long-term retention of knowledge, with opportunities for this built into curriculum areas, and for CPL where necessary. Time in Line Management and in HODs **meetings devoted to ensuring an incessant focus on the quality of teaching of FSM6 students**; ensuring they are prioritised in terms of groupings, curriculum (especially knowledge gaps), approaches to memorising and revision, course-length and homework. An **enhanced curricular offer at KS4**, is now in place, along with curriculum planning in Year 9 designed to better meet the learning needs of our lowest-prior attaining disadvantaged	Current understanding of the most effective approach to supporting disadvantaged students continues to emphasise the importance of excellent teaching. The *EEF Guide to the Pupil Premium* (June 2019), based on extensive meta-analysis, states that *"teaching should be the top priority, including professional development, training and support for early career teachers, and recruitment and retention."* Similarly, their earlier analysis (2018) concluded that *"what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development."* More recent research continues to reinforce this evidence base. The *EEF Review of Implementation in Education* (2024) highlights that *"it's not just what you implement but how you do it that matters most,"* emphasising that professional learning must be well designed, sustained and embedded in classroom practice. The *Ofsted and Department for Education Independent Review of Teachers' Professional Development* (2024) similarly found that while early-career teachers often receive high-quality training, *"many experienced teachers felt that their development opportunities were*	1, 2, 4, 5, 6, 7

	insufficient or lacked clear impact on classroom practice." This reinforces the need for sustained, relevant CPL across all career stages. . Put simply, the evidence remains unequivocal: *more high-quality teaching benefits all pupils, but especially the most disadvantaged.* It therefore makes sense that Pupil Premium and related funding streams are used strategically to secure high-quality CPL and to invest in the recruitment, development, and retention of excellent teachers, leaders, and support staff — ensuring that the very best teaching reaches those who need it most.	
students. For example, Entry Level Geography, IT, Entry Level History, and GCSE Media Studies are now offered to our students.		

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

Budgeted cost: £ 65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continual **monitoring of disadvantaged students'** progress and achievement.	No evidence required	1, 2, 4
SLG role continues to **focus on Alternative Provision** (including SEMH and SEND) – given the heavy weighting of those provisions towards disadvantaged pupils, this is a clear area of need.	Alternative provision can promote a range of positive outcomes for pupils, including getting them back on track when they have become disaffected with school. To maximise their chances of success when they leave school, these pupils, like any others, need to gain the best possible qualifications that they can in English, mathematics and a range of other relevant subjects, as well as developing their personal, social and employability skills – Ofsted 2016	1, 2, 4, 5

Whole School Literacy Coordinator and a Reading TA who focus intensively on reading with students who have very low reading ages.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions. 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).	1, 2
Whole school reading strategy continues emphatically to tackle word poverty and barriers to learning for these students. This will maintain focus on vocabulary acquisition, but also incorporate Trust principles for improving fluency.	EEF Improving Literacy guidance report (2019) **recommendation 2** is vocabulary instruction. Our approach is strongly informed by *Bringing Words to Life: Robust Vocabulary Instruction* – Beck, McKeown, Kucan, and *Closing the Vocabulary Gap* – Quigley.	1, 2
Core subject interventions in English, Maths and Science Enhanced package of targeted interventions running through tutor time – primarily focusing on Year 11, specifically students who might miss key thresholds, in addition to numeracy sessions for students in Year 8 and 9.	Evidence shows that short, targeted academic interventions have a strong impact on closing gaps, particularly for disadvantaged pupils. The EEF Teaching and Learning Toolkit identifies small-group tuition and focused academic support as high-impact approaches when sessions are brief, regular, and closely linked to classroom teaching. Our tutor-time interventions in English, Maths and Science follow this model: selected students receive precise support to address misconceptions, strengthen core knowledge and improve readiness for lessons. This aligns with the EEF's Implementation Guidance (2021), which stresses the importance of well-designed, curriculum-aligned interventions with clear communication between intervention staff and subject teachers.	1, 2

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

Budgeted cost: £ *[180 000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead role providing oversight of intensive, personalised support.	This role ensures strategic coordination of the evidence-informed approaches outlined throughout this plan. The EEF's *Guide to the Pupil Premium* (2019) highlights the importance of strong leadership, clear strategy and coordinated implementation in securing improved outcomes for disadvantaged pupils.	1, 2, 3, 4, 5, 6, 7
Pupil Premium Administrator coordinating support and engaging with families, staff and external agencies.	The EEF's *Working with Parents to Support Children's Learning* (2021) notes that structured, responsive communication with families can improve attendance, behaviour and learning. Administrative coordination enables consistent follow-up, improved information flow and better access to support services for disadvantaged pupils.	2, 3, 4, 5, 6, 7
Continuation of the approach to securing parental engagement at parents' evenings and other parent events.	Research shows that parental engagement has a positive impact on attainment, though approaches must be purposeful, timely and manageable for families (EEF, 2021). Ensuring PP families are actively supported to attend helps strengthen home–school relationships and engagement with learning.	1
Whole-school behaviour strategy ensuring high expectations for disadvantaged pupils, supported by tailored behaviour mechanisms.	Strong behaviour cultures disproportionately benefit disadvantaged students by providing structure, safety and predictability. Strickland's *The Behaviour Manual* and *Education Exposed* highlight that high expectations help counter the "Matthew Effect," whereby the	1, 4

	most disadvantaged are often subject to the lowest behavioural standards. Clear, consistent routines are strongly linked to improved learning and reduced disruption.	
Assistant Principal oversight of Alternative Provision (including The Hub), providing consistency and tailored SEMH/behavioural support.	The EEF's *Special Educational Needs in Mainstream Schools* (2020) recommends structured, well-coordinated support for pupils with complex needs, facilitated by specialist leadership. Consistent staffing and bespoke provision enable vulnerable pupils to re-engage with learning while maintaining whole-school standards.	1, 4, 5
Priority access to the Careers Advisor for Pupil Premium students.	The Education Endowment Foundation and Gatsby Benchmarks highlight that high-quality, personalised careers guidance helps raise aspirations, support informed progression, and prevent disadvantaged learners from becoming NEET. Targeted guidance is particularly impactful for those facing additional barriers.	1, 7
Funding participation in music lessons, sports clubs and extracurricular activities.	The EEF identifies arts participation as having a positive impact (around three months' additional progress). Evidence shows benefits in English, Maths and Science, with improvements in writing (via drama) and spatial reasoning (via music). Wider outcomes—wellbeing, confidence and engagement—are also consistently reported, which disproportionately support disadvantaged pupils.	1, 6
Funding of iPads for all disadvantaged students.	Clarke & Luckin (2013) found that tablets can support seamless learning, promote independent study and help pupils move flexibly between learning contexts, strengthening engagement and accessibility for disadvantaged learners.	1, 6
Purchasing academic resources such as revision guides,	Ensures equitable access to the curriculum and removes financial barriers to learning. This supports	1

calculators and set texts.	the EEF's principle that material disadvantage should not limit pupils' ability to participate fully in learning.	
Funding of Summer School for disadvantaged pupils.	The EEF finds that summer schools have a positive impact averaging three months' additional progress, particularly when focused on literacy, numeracy and transition into secondary education.	1

Total budgeted cost: £245 000

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended academic outcomes

Our intended academic outcomes and success criteria were:

High attainment by disadvantaged pupils in external examinations

Mean attainment 8 score in line with FFT20 – this equates to 3.8;

Above 60% of FSM6 pupils attaining 4+ in English and Maths (this was calculated by intending that all MPA and HPA pupils would achieve this metric, and at least the same proportion of LPA students as in 2024 examinations will also do so.)

Strong progress demonstrated by external outcomes

Progress 8 score of –0.3 for FSM6 pupils (this represents an improvement of 0.17 year-on-year, and would be sustained improvement, as results of 2022 to 2023 saw an improvement of 0.18).

Improved reading fluency and comprehension

FSM6 pupils with reading ages significantly below their chronological age make accelerated progress.

Strong academic achievement

For FSM6 pupils to have opportunity to follow EBacc pathway to the same proportion as all pupils nationally.

Sustained progress across KS3

KS3 data indicates a narrowing of the progress gap

	Attainment 8					Progress 8					Eng + Maths 4+ (%)				
	2019	*2020*	*2021*	2022	**2023**	2019	*2020*	*2021*	2022	**2023**	2019	*2020*	*2021*	2022	**2023**
FSM6	4.2	*3.9*	*4.2*	3.2	**3.2**	-0.03	*-0.32*	*-0.23*	-0.65	**-0.43**	48	*50*	*68*	25	**42**
Non-FSM6	5.6	*5.9*	*5.8*	6.0	**5.4**	+0.59	*+0.41*	*+0.42*	+0.59	**+0.48**	78	*85*	*84*	88	**76**
Differential	-1.4	*-2.0*	*-1.6*	-2.8	**-2.2**	-0.62	*-0.73*	*-0.65*	-1.24	**-0.91**	-30	*-35*	*-16*	-63	**-34**

	Attainment 8 overall		Progress 8		Eng & Maths 4 (%)	
	Cam VC	Nationally (2025 FFT20)	CamVc	Nationally (2025 FFT20)	CamVC	Nationally (2025 FFT20)
FSM6	3.2	4.7	4.6	N/A	39%	67%
Non-FSM6	5.5	4.7	0.08	N/A	79%	67%
Differential				N/A		

<u>Key Stage 4 outcomes summary table</u>

Group	Progress 8	Attainment 8
Disadvantaged	-0.90	28.66
Non-Disadvantaged	0.52	54.72
Whole Cohort	0.31	50.77

Analysis of last year's outcomes shows that the attainment and progress gap between disadvantaged pupils and their non-disadvantaged peers remained both significant and in line with previous patterns. Disadvantaged students achieved a Progress 8 score of –0.90, compared with +0.52 for non-disadvantaged pupils. This represents a gap of

more than 1.4 Progress 8 points, indicating that disadvantaged pupils made significantly weaker progress from their KS2 starting points.

The Attainment 8 outcome reinforce this picture. Disadvantaged pupils recorded an Attainment 8 score of 28.66, which is over 26 points lower than the non-disadvantaged cohort (54.72). This difference could reflect both reduced access to higher-value qualifications and lower performance across subjects.

Taken together, these outcomes provide a clear evaluation of last year's challenge landscape:
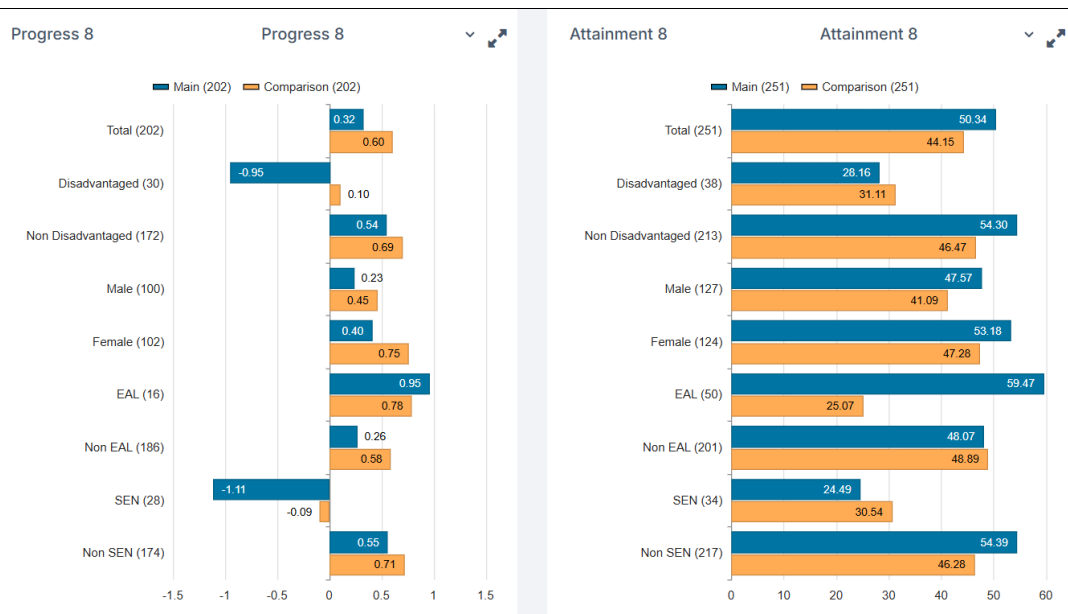
> Disadvantaged pupils did not make progress in line with their peers, and the gap was wider than national averages.
> Attainment was substantially lower, demonstrating that the barriers affecting reading, attendance, behaviour, and access to opportunities to benefit from the most effective teaching.
> The scale and consistency of the gap highlight the importance of continuing to strengthen targeted intervention, curriculum access, and early KS3 foundations.

The intended outcome was for disadvantaged pupils to achieve high attainment in external examinations, with a target mean Attainment 8 score aligned to FFT20 estimates (3.8). The actual mean score of 3.2 fell below this benchmark. While some progress was made, disadvantaged pupils did not meet the aspirational target set.

This shortfall reflects the continuing gap between intended outcomes and realised performance. It highlights the need for more targeted academic support, refined intervention pathways, and earlier identification of barriers to progress across KS3 and KS4.

Progress 8

Category	Main (202)	Comparison (202)
Total (202)	0.32	0.60
Disadvantaged (30)	-0.95	0.10
Non Disadvantaged (172)	0.54	0.69
Male (100)	0.23	0.45
Female (102)	0.40	0.75
EAL (16)	0.95	0.78
Non EAL (186)	0.26	0.58
SEN (28)	-1.11	-0.09
Non SEN (174)	0.55	0.71

Attainment 8

Category	Main (251)	Comparison (251)
Total (251)	50.34	44.15
Disadvantaged (38)	28.16	31.11
Non Disadvantaged (213)	54.30	46.47
Male (127)	47.57	41.09
Female (124)	53.18	47.28
EAL (50)	59.47	25.07
Non EAL (201)	48.07	48.89
SEN (34)	24.49	30.54
Non SEN (217)	54.39	46.28

Only 31.6% of FSM6 pupils achieved a grade 4+ in both English and Maths, well below the target of 60%. This cohort included 11 out of 28 pupils who were low prior attainers, meaning a significant proportion entered KS4 already behind age-related expectations. While this context is important, the outcome indicates that current strategies did not sufficiently accelerate progress for disadvantaged learners, particularly those with lower starting points. Strengthened early intervention, targeted literacy and numeracy support, and tighter alignment between academic and pastoral provision remain key priorities moving forward.

<u>Improved reading fluency and comprehension</u>

Improving reading fluency and comprehension has been a central focus of our Pupil Premium strategy, particularly for FSM6 pupils whose reading ages fall significantly below their chronological age. The interventions delivered this year have had a strong and measurable impact, with disadvantaged pupils making accelerated progress on average.

Across the cohort, FSM6 pupils receiving support made an average of 4.5 months' progress within a single term, outperforming non-disadvantaged peers, who averaged 3.3 months. Many disadvantaged pupils made rapid gains of 8–12 months, demonstrating that the targeted intervention is helping to close historic gaps in reading attainment. The strongest outcomes were seen in English-led reading interventions, where progress was most consistent, and rates of accelerated improvement were highest.

Overall, the evidence indicates that the PP reading strategy is successfully narrowing the attainment gap, improving reading confidence, and enabling disadvantaged pupils to access the wider curriculum more effectively.

Strong academic achievement: for FSM6 pupils to have the opportunity to follow an EBacc pathway in line with national proportions.

For FSM6 pupils to have opportunity to follow EBacc pathway to the same proportion as all pupils nationally.

Ensuring that FSM6 pupils can access a broad and ambitious curriculum remains a key priority. This year, 15.8% of disadvantaged students entered an EBacc pathway, compared with 55.9% of non-disadvantaged pupils and 49.8% of the cohort overall. Nationally, EBacc entry in 2022–23 stood at 39.3%. While EBacc entry is no longer a formal government priority, the gap remains significant.

It is important to recognise that a high proportion of our FSM6 cohort are low prior attainers, and for many of these pupils the EBacc pathway would not have been an appropriate or supportive curriculum choice. Even so, the scale of the gap highlights a wider issue around aspiration and academic readiness.

Sustained progress across KS3: data indicates a narrowing of the progress gap

Academic progress report (for 2024-5 cohort)

Cohort (Now Year)	Group	Below %	Within %	Above %
Y7 Now Y8)	Non-Disadv	13%	68%	19%
	Disadv.	13%	70%	18%
Y8 (Now Y9)	Non-Disadv	16%	60%	24%
	Disadv.	21%	56%	23%
Y9 Now Y10)	Non-Disadv	13%	56%	31%
	Disadv.	17%	54%	29%

The disadvantaged progress profile across KS3 is mainly positive. In Year 7, disadvantaged pupils perform in line with their peers, demonstrating strong early parity. Although a gap emerges in Year 8, most notably with 21% of disadvantaged pupils falling below expected progress compared with 16% of non-disadvantaged, this could be a cohort-specific dip rather than a sustained pattern. In Year 9, the gap reduces again, with disadvantaged pupils moving closer to their peers across all categories and maintaining strong representation in the "above" group (29% vs 31%). Overall, the data

suggests that while disadvantaged learners may face challenges during mid-KS3 the data is largely positive at this stage.

Non-Academic outcomes

For provisions and pastoral systems to support pupils with pronounced SEMH and behavioural needs

Behaviour data shows that disadvantaged pupils (PP/FSM6) continue to experience disproportionately high levels of behaviour incidents, with negative behaviour log events per pupil more than double the whole-school average (53.32/54.34 versus 22.34). More serious behaviour incidents are also higher for PP/FSM6 students (2.40/2.30) compared to an overall average of 0.09. This clearly demonstrates that disadvantaged pupils are disproportionately represented in behaviour incidents. The scale of difference suggests that existing universal behaviour systems alone are not sufficient to meet their needs. This pattern reinforces the need for stronger early intervention, consistent behaviour expectations, and targeted support for disadvantaged learners.

The development of The Hub and the strengthening of alternative provision under the new Assistant Principal provide a timely and strategic response to the SEMH needs of our most vulnerable pupils, including some who are classified as disadvantaged. Given that PP and FSM6 students are over-represented in behaviour incidents and exclusions, the embedding of structured pathways and targeted interventions within The Hub is essential. Early indications show that the new oversight is creating greater coherence and consistency in how pupils with complex needs are identified and supported. As provision continues to develop, The Hub will play a central role in reducing behavioural disparities and improving engagement, wellbeing, and long-term outcomes for disadvantaged learners who also have SEMH needs.

Equivalent access to opportunities, including those that enhance cultural capital

We continue to expand the range of opportunities designed to enhance pupils' cultural capital, with over 40 clubs now running across the school. This growth, supported by the appointment of a new Enrichment Coordinator, has enabled us to offer a wider and more purposeful programme aligned with the school's values and the character traits we aim to develop. While FSM6 pupils are proportionately represented in the offer, participation data highlights that disadvantaged students are still not engaging at the same level as their non-disadvantaged peers. For example, in Year 8, sixteen students have attended a club fewer than three times since September, nine of whom are disadvantaged. This indicates that, despite the breadth of provision, significant engagement gaps remain. Addressing this disparity is a priority for the coming year,

and we will continue to strengthen targeted encouragement and pastoral support to ensure that our disadvantaged cohort is better represented across the full range of enrichment opportunities.

A diverse programme of trips and visits has taken place throughout the year, including Curriculum Extension Days, Activities Week and a range of subject-specific enrichment opportunities such as the Belgium Battlefields trip for Year 9, engineering visits for Year 10 and curriculum-linked visits for younger year groups. The school continues to subsidise or part-fund these experiences for identified pupils, including contributions towards residentials, to ensure that financial barriers do not restrict access. The Music department has also increased opportunities, with a growing number of students, twelve at the start of the year, supported to access instrumental tuition.

Club participation by year group for Spring and Summer Term in the 2024-25 academic year

YEAR GROUP	Number of Stduents on roll	No. / % of students who attended a club during the Spring and Summer terms.	No. / % of student who occasionall attended clubs (1: times or less over the Spring / Summe terms).
Year 7 (current year 8)	291	66%	44%
Year 8 (current year 9)	289	44%	30%
Year 9 (current year 10)	278	53%	38%
Year 10 (current year 11)	279	47%	34%
Year 11 (left)	250	68%	53%
Year 12 (current year 13)	73	57%	50%

YEAR GROUP	Number of PP Students	No. / % of PP students who attended a club during the Spring and Summer terms.	No. / % of PP students who occassionally attended clubs (1: times or less ove the Spring / Summe terms).
Year 7 (current year 8)	58	66%	54%
Year 8 (current year 9)	59	64%	56%
Year 9 (current year 10)	40	38%	36%
Year 10 (current year 11)	54	43%	36%
Year 11 (left)	40	55%	54%
Year 12 (current year 13) Sixth Form Bursary	8	63%	51%

Club participation data shows that while PP students engage with clubs at similar rates to their peers at the initial level, they are significantly less likely to attend regularly or to sustain involvement over time. Very few PP pupils (0 to 4%) reach the highest levels of consistent participation.

We are aware that our disadvantaged students are not accessing these to the same extent as their non-disadvantaged peers. This inequity remains a key area for improvement, and we will strengthen promotion of enrichment activities and enhance collaboration between the Pupil Premium Team, the Enrichment Coordinator and individual departments to better target support and increase participation among FSM6 pupils.

Pupils are aspirational for themselves and their progression: No FSM6 pupils to be NEET

Ensuring that all pupils, including those from disadvantaged backgrounds, are aspirational for their post-16 progression remains a core priority. While a wide range of targeted support was offered last year—including intensive input from the PP Administrator and the Careers Advisor around applications, transition planning, and guidance—the final NEET figures indicate that four out of the five students recorded as NEET were FSM6. Although the small cohort size means each individual outcome has a significant statistical impact, the disproportionate skew highlights a persistent inequality in post-16 destinations. (The disparity outstrips the national data, where disadvantaged young people are twice as likely to be NEET as their non-disadvantaged peers; in real terms, however, it is far below the national proportion of 27% of FSM pupils recorded as NEET a year after leaving school.) This demonstrates that, despite strong preventative work, more robust and sustained support is required. Moving forward, we will continue to prioritise targeted intervention for disadvantaged pupils, ensuring early identification of risk, strengthened guidance, and close collaboration with families and post-16 providers to reduce this disparity and support every FSM6 student to move successfully into education, employment or training.

To mitigate the effects of vulnerability and risk factors: Persistent and significant absence of our FSM6 pupils not to exceed the national average for this cohort

The objective for last year was to ensure that persistent and significant absence among FSM6 pupils did not exceed the national average for this cohort. Last year's data shows that FSM6 persistent absence sat at 48.6%, which remained above national figures (DfE: 41.2%, FFT: 41.9%). Although this meant the target was not fully met, it is important to recognise that sustained effort was made throughout the year to support disadvantaged pupils with complex barriers to attendance. Pastoral Support Officers and the Attendance Team worked proactively with families, conducted home visits, and maintained regular communication to encourage improved attendance, and this work has laid important foundations for continued progress.

While the level of persistent absence highlights that further improvement is still needed, the school remains committed to addressing this challenge. PSOs and the Attendance Team will continue to prioritise early intervention, close monitoring and personalised support, recognising the crucial role that strong attendance plays in improving outcomes for our most vulnerable pupils.

Improved parental engagement: For attendance at parents' consultations in Years 9-11 to be comparable to that of non-FSM6 pupils, and for this to remain in line with attendance in Years 7 and 8, following substantial improvement in 2022/3.

Across the last academic year, parental engagement for disadvantaged pupils at Parents' Consultations shows a mixed picture, with improvements in some areas but continued gaps in Years 9 to 11. In 2024/25, PP/FSM6 pupils in the upper year groups continue to record higher rates of non-attendance compared with their non-disadvantaged peers. For example, in Year 11, 31% of PP pupils had no appointment compared with 14% of the overall cohort, indicating that many disadvantaged families are still less engaged at this key stage. While there are signs of stronger engagement in Year 10 (5% PP vs. 18% overall) and broadly comparable attendance in Year 9 (5% PP vs. 4% overall), the variation across cohorts shows that the target of fully comparable attendance has not yet been consistently achieved.

Parental engagement in Years 7 and 8 remains comparatively stable, with smaller gaps between disadvantaged and non-disadvantaged pupils. This indicates that the gains made in 2022/23 have been largely sustained in the lower school, though this consistency has not extended to KS4, where engagement is less secure and particularly important.

Recognising that appointment booking continues to be a barrier for some families, the PP Administrator will continue to contact parents directly to support them with making appointments, ensuring that disadvantaged families receive personalised guidance and encouragement to attend. This remains a priority, and ongoing efforts from the PP Administrator, pastoral teams and teaching staff will be essential in further narrowing the engagement gap and ensuring that PP families are fully involved in their children's progress.

	24-25						23-24			
	Students without appointments	% (all)	PP Students without appointments	% (PP)	No. of PP students	Total Cohort	Students without appointments	% (all)	PP Students without appointments	%
7	13	4%	8	14%	59	293	40	14%	7	11%
8	32	11%	9	16%	58	290	28	10%	5	13%
9	12	4%	2	5%	42	278	45	16%	6	11%
10	49	18%	3	5%	55	279	33	13%	7	18%
11	34	14%	12	31%	39	250	39	14%	7	12%

	Cohort 1 (20-25) - Current Yr11s						Cohort 2 (21-26) - Current			
	Students without appointments (all)	% (all)	PP Students without appointments	%	No. of PP students	Total Cohort	Students without appointments (all)	% (all)	PP Students without appointments	%
7	11	5%	5	13%	38	243	5	2%	2	3%
8	8	3%	3	8%	39	241	22	8%	9	17%
9	35	14%	10	25%	40	249	45	16%	6	11%
10	33	13%	7	18%	39	250	49	18%	3	5%
11	34	14%	12	31%	39	250				

What will we continue, discontinue, emphasise or change, this year, in response?

In response to last year's evaluation, and in recognition of the persistent attainment and progress gaps for disadvantaged pupils, our approach for 2025–26 will place excellent classroom practice at the heart of our strategy. The evidence continues to show that the quality of daily teaching has the greatest impact on pupil outcomes, particularly for disadvantaged and lower prior attaining pupils. This year's plan therefore strengthens whole-school consistency, targeted support, and barrier-aware provision.

Excellent classroom practice (core priority)

Our primary emphasis will be on ensuring that disadvantaged pupils benefit from our strongest teaching every lesson. This will include strengthening the consistency of this message through regular reminders to staff about the importance of disadvantaged pupils. So far this has included a teaching and learning briefing, input into departments meetings, and incorporating the disadvantaged focus into wider quality assurance reviews. CPD sessions will also be designed for both experienced staff as well as ICT/ECT staff to promote consistency across the school.

This approach directly responds to last year's evaluation, where outcomes and internal data highlighted the persistent gap in progress and attainment between disadvantaged pupils and their peers. By continuing to strengthen classroom practice and ensuring that disadvantaged pupils are consistently prioritised in everyday teaching, we aim to deliver the highest-impact support where it makes the most difference.

Reading and literacy

Weak literacy is a significant barrier to disadvantaged LPA pupils' progress across subjects, early intervention is key. We will continue to offer literacy interventions led by our Literacy Coordinator. This will prioritise lower prior attaining FSM6 pupils, with the intention of achieving accelerated progress in reading fluency and comprehension. Our new Whole School Literacy Co-ordinator is overseeing an enhanced programme of reading mentoring, pairing weak readers with older student mentors, and involving parents and carers in this programme. We also now have a School Reading Leader as part of the Trust emphasis on reading, and the strong diagnostic follow-up on Bedrock reading tests will support disadvantaged readers especially, as Bedrock data showed the gap between the cohorts, as evidenced above,.

Attendance

Attendance directly affects progress and remains a key predictor of the attainment gap. We will therefore continue to monitor this closely through PSOs and the main attendance teams, with early response systems designed to prevent escalation. This will include strengthened communication with families and removal of practical barriers to attending school.

Behaviour and attitudes to learning

Last year's attitudinal data shows disadvantaged pupils remain over-represented in 'Below Expectations' and negative behaviour categories. As part of our focus on excellent classroom practice, we will place a stronger emphasis on consistent behaviour expectations across all classrooms. This includes ensuring that routines, structures and expectations are applied reliably, so that disadvantaged pupils experience the same clarity, predictability and support as their peers.

Personalised approach to support

We know that a blanket approach does not meet the diverse needs of our disadvantaged pupils; personalised support is far more effective. To strengthen this, we will introduce individualised student passports outlining each pupil's barriers, strengths and the classroom strategies that will best support them. This will enable staff to respond more precisely to students' needs. In addition, our most vulnerable pupils will continue to access tailored support through the Hub provision, and we will further develop this area to ensure that it remains a high-impact intervention for those with the most complex needs.

Cultural capital and enrichment

Participation in enrichment has a clear and positive impact on aspiration, confidence and future progression; areas where disadvantaged pupils continue to experience gaps. To address this, we will ensure that FSM6 pupils are proportionately represented across trips, visits, clubs and wider enrichment opportunities. Where appropriate, financial barriers will be removed through targeted use of Pupil Premium funding so that no pupil is excluded from valuable experiences due to cost.

Interventions and homework support

Homework completion remains a notable area of vulnerability for our disadvantaged pupils, who are consistently over-represented in the 'Below Expectations' and 'Cause for Concern' categories across all year groups. Supporting pupils to develop strong independent study habits is therefore essential, both for reinforcing learning and for enabling sustained progress as they move toward KS4.

To address curriculum gaps more directly, we will continue to run subject-specific intervention sessions in English, Maths and Science during tutor time. These interventions are distinct from homework support and are designed to strengthen core knowledge and skills. Priority will be given to FSM6 and low-prior-attaining pupils, ensuring targeted teaching reaches those who benefit most.

Homework support will continue to run as a separate provision, offering a structured and supervised environment where pupils can complete work with access to staff assistance. This is particularly important for pupils who may face practical or environmental barriers to completing homework at home.

To strengthen impact further, we will deploy our PP Administrator to take an active role in this area. Their work will include tracking homework-support attendance, identifying specific barriers that prevent pupils from completing work, following up with individuals who are at risk of falling behind, and ensuring targeted pupils engage with support consistently.

This combined approach (curriculum intervention, structured homework support, and proactive barrier-removal) will help us ensure disadvantaged pupils receive the

guidance, accountability and scaffolding they need to keep pace with their non-disadvantaged peers.

8. Transitions

Transition remains a key point where disadvantaged pupils are at greater risk of falling behind, particularly those with lower prior attainment or additional barriers such as SEND, SEMH or attendance concerns. To strengthen this, we will continue to take a more proactive and systematic approach to identifying pupils who require enhanced support at the point of transition when moving up Key Stage pathways.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

> *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*