

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

1. All low prior attainment PP students to have access to literacy/vocabulary/reading intervention materials and to engage with this on a weekly basis.

Reading buddy tutor time program improved reading ages across all those involved.

Whole school approach on the use of knowledge organisers. Currently in place for KS3 and KS4. Summaries produced for each term of work. Keyword Grasp Grids from Literacy co-ordinator to incorporate into teaching. Reinforcement of key words with their definitions, Etymology (origins), Synonyms and how they are used within sentences. Weekly key words discussed in form time.

The impact of literacy on progress, particularly of disadvantaged students; According to the National Literacy Trust, disadvantaged school leavers are 18 months behind their peers in literacy skills.

This has been exacerbated by the COVID-19 lockdown – research carried out by the DfE found that schools with a high proportion of students from disadvantaged backgrounds had learning losses 50% higher than those serving fewer disadvantaged students. (2.2. months vs 1.5 months)

Given the evidence, such as that above, our current literacy provision was evaluated and a whole school implementation plan started September 2023 with the aim of improving literacy skills of all student groups. This has included the implementation of key reading and writing skills to be embedded within all lessons across the curriculum with the aim of improving skills within all student groups, including pupil premium.

Improved literacy levels are key to pushing up attainment at KS4. This improvement has been seen over the last 12 months, evidenced by our Attainment 8 figure; over the two academic years, our A8 figure has increased from 44.7 in 2023 to 45.8 this year. (<https://www.compare-school-performance.service.gov.uk/>)

2. Improved rates of progress across all KS for high attaining pupils eligible for PP.

Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining. Where they

are not, departments are putting in place interventions, monitored by Heads of Faculty (HOF) and senior team.

Estimated P8 figures for HPA students over the last three years.

	2025	2024	2023
PP HPA	-0.84	0.75	0.02
HPA	-0.05	0.42	0.42

P8 figures for High Attaining PP students have generally had an upward trend over the last 3 years. 2025 showed a decrease in progress made compared to the previous 2 years.

For KS3, progress measured towards targets is through +, =, - . Over the last 2 consecutive years, according to internal data, the majority of HPA students are forecasted to achieve on or above target grades, this is true for both PP and non-PP HPA students. In the last academic year, across KS3, students in receipt of Pupil Premium are overall on track to reach target grades. This is also the case for students not in receipt of the premium, therefore suggesting a narrowing gap.

3. PP students to make the same progress in maths as non-PP students.

From Year 7 to Year 10 last academic year, internal data shows the gap in Maths attainment between Disadvantaged students and their non-disadvantaged counterparts was 5% or less.

Year 11 Maths exam data from Summer 2025 shows an average gap of less than 1 grade between disadvantaged and non-disadvantaged students.

Exam data trends Maths Disadvantaged

P8 (SISRA)	2025	2024	2023
PP	-0.22	0.58	0.25
Non-PP	0.35	0.53	0.59

4. Departments engage in both internal and external CPD opportunities to develop T&L and effective feedback for PP students in class. Use of EFA programme on the effective use of formative assessment.

School quality assurance measures show the EFA programme is well embedded into the school curriculum. We can see the impact of this programme on the progress of students, not only our disadvantaged cohort.

Our progress 8 score from Summer 2024 examinations was +0.67, demonstrating a strong foundation of high-quality teaching and learning, supporting all students to make progress, including our disadvantaged cohort.

Estimated P8 score for 2025 is +0.42.

Average P8 and A8 data for Disadvantaged students.

	2025	2024	2023
P8	-0.15	0.47	0.25
A8	3.63	4.03	4.16

A8 for PP students has varied within 0.5 of a grade over the last 3 years.
Our % of students receiving the pupil premium has only changed within 2%.

5. Increased attendance rates for pupils eligible for PP.

Attendance data from the academic year 2024/25 shows that school attendance of PP students is 1.5% behind that of our non PP cohort (92.79 vs 94.24) This is an improvement on last academic year; a gap of 2%. (91.28 vs 93.23)
Attendance of our pupil premium students has been above the national average in secondary schools for the last 2 academic years. In 2024/25 the average percentage attendance for those receiving FSM was 91.9%.

This demonstrates an upward trend of improved school attendance of Disadvantaged students over the last 3 years, closing the gap from 2.5% to 1.5%.

- An attendance incentive in Spring 1 of Year 11 showed improved attendance of both disadvantaged students and non-disadvantaged students compared to the previous half term. The improvement in attendance was greater within the group of disadvantaged students.

Reviewed October 2025