

# **St Michaels Catholic School**

**Pupil premium strategy  
statement 2025 / 26**

## St Michael's Catholic School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	2412 Primary inc. nursery 430 Aylesbury 1077 HW Secondary 905
Proportion (%) of pupil premium eligible pupils	18% Primary 11.32% Secondary 19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26
Date this statement was published	November 25
Date on which it will be reviewed	November 26
Statement authorised by	
Pupil premium lead	Mairead Maxted, Michael Trigg, Andrea Darrie
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£383,356.49
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)  *Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>	<b>£383,356.49</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We are only as successful as our most disadvantaged student. This strategy is unarguably our most important as a school. We work flexibly to ensure that all children receive the support they need to achieve their full potential. We recognise that every one of our disadvantaged students needs to be considered carefully and on an individual basis, this strategy is not an exhaustive list of interventions either and will grow as we learn more about our students.

We also recognise that not all strategies will work for all students and are keen to ensure that each disadvantaged student also has timely and accurate review points for their interventions and support strategies.

The key principles of our strategy:

- That our mission is felt and lived the most by our disadvantaged students, 'ACHIEVING IN FAITH WITH LOVE AS A COMMUNITY'.
- That each disadvantaged student receives bespoke, well considered and updated support and intervention.
- That each strategy for each student is reviewed regularly and outcomes and success considered.

### Challenges

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

Challenge number	Detail of challenge
1	Academic underperformance.
2	Lower attendance.
3	Parental engagement
4	Staff understanding and skills to support disadvantaged.
5	Student well-being.
6	Aspirations and attitudes.
7	Cultural capital – trips, hobbies
8	Student resources.
9	Independent learning skills

10	Behaviour for learning
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### 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. Outcomes to be comparable to non-disadvantaged children.	National exams End of term/year data
2. Attendance to be comparable to non-disadvantaged children.	Attendance data
3. Students' aspirational attitudes towards their lives and future.	College/Uni/Grammer school applications/11+
4. Students to be equipped for school, their next key stage and the world.	Engagement, academic performance, attitudes.

### Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £240,000 across all three sites

High Wycombe Primary: £61,000

High Wycombe Secondary: £80,000

Aylesbury: £99,000

### Primary

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Launch Pupil	All staff to have an overview of the current PP strategy. Launch of Pupil Premium profiles to identify and support students.	4,6

Premium strategy September 2024.	<p>Development of whole school culture: expectations, relationships, inclusivity.</p> <p>Marc Rowland, J Eaton (2023) Bucks Challenge Handbook.</p> <p>Research shows that a school climate is key in the success of delivering effective strategies to support staff to meet the needs of pupil premium students.</p>	
Professional development of staff to equip them with strategies for teaching PP students effectively.	<p>EEF Professional Development Guidance</p> <p>EEF Professional Development (supporting schools).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF Teaching and Learning Toolkit provides evidence-based research strategies to promote effective teaching and learning.</p>	4,1
Assessment and Feedback: Termly assessment (NTS) to monitor progress and attainment. Effective feedback and marking strategies.	<p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Providing effective and timely feedback is key to improving outcomes. Effective feedback focuses on task, subject and self-regulation. EEF</p>	1,6,9
Homework club to support PP students and associated resources.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Ofcom (2020) data on UK households from just before the pandemic found that approximately 9% of households with children lacked access to a laptop, desktop, or tablet; 2% had no access to the internet and 4% had smartphone only access. Children in lower earning households were more affected by these issues and consequently were far more likely to be affected by digital exclusion during the switch to remote learning. Therefore, where possible devices will be provided for children to access learning platforms in school and provide support for learners where needed.</p> <p>CGP and WRM workbooks will provide a seamless transition between lessons and homework club.</p>	1
Enhanced use of technology to support learning on disadvantaged students.	<p>Purchase of additional laptops that can be used to support students learning and access to learning platforms.</p> <p>Evidence in school has shown that disadvantaged pupils are less likely to access Accelerated Reader / TTRS, etc.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a></p>	1,6,8,9

## Secondary HW

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching supporting by coaching through high quality CPD and coaching.	Good coaching encourages teachers to become more reflective, articulate and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacity as teachers, more knowledgeable about the activity of teaching and the processes of learning and more confident to deploy pedagogical to meet the needs of the students in their classrooms.  Research: CfBT Education Trust	1, 4, 5, 10
Additional staff in core subjects to allow for smaller class sizes	Whilst the EEF research has found that the reduction of class sizes can be costly in terms of enhancing student progress, evidence does support the fact that feedback does have a very positive impact on supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve and we have found that more frequent and quality feedback is possible in smaller class sizes.  Research: EEF	1, 4, 5, 6, 10
CPD for staff to understand what PP is, and what additional measures need to be put in place for these students. Student profiles for all PP students.	EEF Professional Development Guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  EEF Teaching and Learning Toolkit provides evidence-based research strategies to promote effective teaching and learning.	4, 5, 6, 8, 9
PP First strategy for all lessons: questioning, book marking, and feedback.	EEF Professional Development Guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  EEF Teaching and Learning Toolkit provides evidence-based research strategies to promote effective teaching and learning.	1, 4, 5, 6, 9, 10
Ensuring homework is accessible: printing resources, paying for internet,	Ofcom (2020) data on UK households from just before the pandemic found that approximately 9% of households with children lacked access to a laptop, desktop, or tablet; 2% had no access to the internet and 4% had smartphone only access. Children in lower earning households were more affected by these issues and consequently were far more likely to be	1, 5, 8, 9

buying resources for home.	affected by digital exclusion during the switch to remote learning. Therefore, where possible devices we have provided to families or revision guides where this provides a more sustainable and accessible option.  Research: Cambridge Assessment – Coleman 2021	
Analysis of grade collections – focus on PP grades and ATL, interventions put in place accordingly.	<a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  Providing effective and timely feedback is key to improving outcomes. Effective feedback focuses on task, subject and self-regulation. EEF	5, 6, 9, 10
Implement and utilise specific diagnostic assessments to target interventions (GL)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. They provide clear feedback to pupils, parents and other stakeholders leading to clear actions for improvement.  Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1 and 4
The careful monitoring of attendance to ensure that lesson time is not lost to ensure continuity and a positive relationship with school.	The EEF has found that regular attendance to school will correlate to greater attainment. Lost lesson time creates gaps in students' skills and knowledge which ultimately leads to a drop in confidence and ultimately well-being. Although the output at time is high, the impact of attendance that is in-line with national expectations will encourage higher attainment and improved behaviour.  <a href="#">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2, 3, 10

## Secondary AYL

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Launch of CPD	Highly effective and reflective classroom practitioners. Our settings are currently investing in programmes based on impact on learning that can be evidence-based (looking at academic research). Staff will be provided with strategies to implement within their classroom. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.	1, 4
PP First strategy for everything-questioning, book marking, seating plans. PP display boards in staff communal area to increase visibility and awareness of the staff body	EEF Professional Development Guidance <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  EEF Teaching and Learning Toolkit provides evidence-based research strategies to promote effective teaching and learning.	1
Additional staff in core subject to allow for smaller class sizes.	Whilst the EEF research has found that the reduction of class sizes can be costly in terms of enhancing student progress, evidence does support the fact that feedback does have a very positive impact on supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve and we have found that more frequent and quality feedback is possible in smaller class sizes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1 and 4
Implement and utilise specific diagnostic assessments to target interventions (GL)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. They provide clear feedback to pupils, parents and other stakeholders leading to clear actions for improvement.  Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1 and 4
Analysis of grade collections – focus on PP grades and ATL, interventions put in place accordingly.	Providing effective and timely feedback is key to improving outcomes. Effective feedback focuses on task, subject and self-regulation. EEF  <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</a>	



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
Ensuring homework is accessible, printing resources, paying for internet, buying resources for home.	Ofcom (2020) data on UK households from just before the pandemic found that approximately 9% of households with children lacked access to a laptop, desktop, or tablet; 2% had no access to the internet and 4% had smartphone only access. Children in lower earning households were more affected by these issues and consequently were far more likely to be affected by digital exclusion during the switch to remote learning. Therefore, where possible devices have be provided to families or revision guides where this provides a more sustainable and accessible option.  Research: Cambridge Assessment – Coleman 2021	
Ensuring all Extracurricular including trips are accessible to students. Paying for Academic trips and contributing to supplementary trips.  Monitoring attendance to encourage target students.	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.  EEF - 'Menu of approaches': evidence brief and supporting resources	7
Ensuring and providing equipment for learning, providing uniform	To improve learning and engagement translating to increased attendance and outcomes.	8

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

Budgeted cost: £47,000

High Wycombe Primary: £15,000.00

High Wycombe Secondary: £15,000.00

Aylesbury: £17,000.00

**Primary**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 Booster sessions to support PP students to achieve their potential – whatever their ability.	<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>  Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners. (EEF)	1,6,8
Lexia Core 5 Reading – Supporting differentiated learning for all pupils regardless of ability	Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. (EEF toolkit)  Lexia Core 5 provides differentiated learning based on students' ability.	1,6,8
White Rose Maths Primary Intervention (focus on PP).	Primary Phase Data shows that disadvantaged students are attaining less well than non-disadvantaged students in maths.  Small group Intervention led by a trained teaching assistant to address gaps and misconceptions in	1,6,8,9
Targeted Intervention support – PP focus.	1:1 Reading and Reading comprehension strategies explicitly taught: <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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,6,8,9
Teaching assistant deployment	CPD available for teaching assistants in order to support QFT in classrooms and in small group interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	4

## Secondary HW

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 attendance to Easter revision courses at Grammar School	The EEF states that small group tuition and targeted intervention that explicitly links to in-class teaching can benefit the progress of students.	1, 6, 8, 9

Internal Year 11 holiday intervention sessions	The EEF states that small group tuition and targeted intervention that explicitly links to in-class teaching can benefit the progress of students.	1, 6, 8, 9
1:1 NTP tutoring	<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>  Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners. (EEF)	1, 6, 8, 9
Prioritised for CIAG-external careers advisor	Students who have a clear understanding of what they want to do post-Secondary School are more likely to develop a higher degree of aspiration. This in turn, will encourage them to have clear direction in terms of striving for a tangible outcome. (EEF)	1, 3, 5, 6, 8
Additional Maths and English sets in place to ensure smaller class sizes	Whilst the EEF research has found that the reduction of class sizes can be costly in terms of enhancing student progress, evidence does support the fact that feedback does have a very positive impact on supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve and we have found that more frequent and quality feedback is possible in smaller class sizes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 4, 5, 6, 10

## Secondary AYL

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions One to one tutoring	These interventions take many forms, guided by the needs of the pupils and help to address any gaps in a student's learning, improve their progress and attainment, and help them overcome any barriers to learning. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.  <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>	1, 5 and 6

Additional Maths and English sets in place to ensure smaller class sizes	Whilst the EEF research has found that the reduction of class sizes can be costly in terms of enhancing student progress, evidence does support the fact that feedback does have a very positive impact on supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve and we have found that more frequent and quality feedback is possible in smaller class sizes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	1, 4, 5, 6, 10
Prioritised CIAG appointments.	Prioritised for meetings with Laura Franklin the external careers advisor, early in academic year to assist and encourage student aspirations. Also, assigned follow up session throughout the year. Careers Hub and Gatsby	1, 3, 5, 6, 8
Internal Year 11 holiday intervention sessions	The EEF states that small group tuition and targeted intervention that explicitly links to in-class teaching can benefit the progress of students.	1, 6, 8, 9
Student profiles for all PP students		

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

High Wycombe Primary: £25,000

High Wycombe Secondary: £35,000

Aylesbury: £36,000

**Total budgeted cost: £ 96,000**

#### Primary

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building cultural capital opportunities through participation	Evidence shows that participation in extracurricular activities may increase engagement in learning which translates to improved outcomes.	7.6

in workshops and assemblies.	<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>	
Ensuring children are equipped with necessary resources: uniform, PE Kit, stationery, etc.	Promoting disadvantaged students confidence and well-being through ensuring that they are properly equipped for all lessons, including PE kit, correct uniform and stationery, will improve engagement and thus outcomes.	5
ELSA (1 fte). To support SEMH.	Explicit teaching of Social and emotional skills supports effective learning and links to positive outcomes later in life. Taught through planned PSHE lessons and supported by Emotional Learning Support Assistant. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	5, 6, 7
Encouraging participation to extracurricular clubs and pay for required resources.	Evidence shows that participation in extracurricular activities may increase engagement in learning which translates to improved outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	5,6,7
Pay for PP students to attend all educational and reward trips	Evidence shows that participation in extracurricular activities may increase engagement in learning which translates to improved outcomes.  <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>	5,6,7
Breakfast club provision	Talk and Toast provision allows disadvantaged pupils the benefit of preparing them for learning and supporting behaviour and attendance. It increases confidence in speaking and listening skills by encouraging participation in small group discussions.  Research: EEF	2
Communicating and supporting Parental engagement	Parent workshops to provide practical support in advising parents how to share reading books and aid mathematical calculation techniques and strategies. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</a>	3

Personalised reward and attendance plans bespoke to individual students.	Put in place to support students' behaviour needs or attendance to school, we take a bespoke approach and work with students and parents to overcome any barriers that may be in place. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	2
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## Secondary HW

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring with external professional-Wycombe Wanderers, and Relatable Role Models.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement. Students who feel they belong are more likely to see the value of required work and have higher self-belief in their chances to succeed on their course (Verschelden 2017) which is why increased training and provision for ELSAs and Mental Health Responder training for pastoral staff is essential to enhance pupil progress in the long term. Becker and Luthar (2002) found that this was especially important for the performance of adolescents coming from ethnic minority and lower socioeconomic backgrounds. Research: EEF, Verschelden, Becker and Luthar	2, 5, 6, 10
Paying for transport to school eg Taxi/ buses	As outlined in the DFE's document, one barrier to PP students success in education is their lower attendance rates to school. We work with parents to help to overcome any transportation issues that may be a barrier to their child getting to school. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 2, 5, 6, 8
Encouraging attendance to extracurricular clubs and pay for resources for example instrumental lessons, football boots, DOE etc	Within their menu of approaches, the EEF recommend putting on opportunities to extend the amount of school time PP students have such as through ECA's and trips- this increased exposure can enhance students' cultural capital and engagement in education. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	1, 2, 5, 6, 7, 8, 10
Pay for PP students to	Within their menu of approaches, the EEF recommend putting on opportunities to extend the amount of school time PP students have	1, 2, 5, 6, 7, 8, 10

attend all educational and reward trips.	such as through ECA's and trips- this increased exposure can enhance students' cultural capital and engagement in education. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	
Personalised reward and attendance plans bespoke to individual students.	Put in place to support students' behaviour needs or attendance to school, we take a bespoke approach and work with students and parents to overcome any barriers that may be in place. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 2, 5, 6, 7, 8, 10
Support in ascertaining resources like uniform and equipment to ensure full engagement with the day-to-day life of school.	A robust uniform policy seeks to eliminate status. However, it is important that all students have the appropriate uniform in terms of sizing and condition to ensure that they feel happy and safe amongst their peers.  Although evidence on uniform does not directly correlate to pupil outcome, it supports in ensuring pupil well-being and 'fitting in' within their community. <a href="https://www.educationendowmentfoundation.org.uk/school-uniform">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	2, 5, 7, 8, 10
Enhanced use of technology to support learning on disadvantaged students.	Purchase of additional laptops that can be used to support students learning and access to learning platforms.  Evidence in school has shown that disadvantaged pupils are less likely to access Accelerated Reader / TTRS, etc. <a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</a>	1,6,8,9
Regularly updated Pupil Premium Profiles to support staff in understanding specific challenges that each student may face within the classroom and external pressures.	Staff are given a greater degree of understanding as to the individual needs of each student. The purpose of these is to support these students in their approach to individual subjects. It also helps to contextualise the student in greater detail and provides staff members with a resource bank of strategies to support the students in their engagement and attainment within lessons.	1, 2, 5, 6, 9, 10
Breakfast Club	All students have the option to have a paid, hot breakfast of oatmeal and toast in the morning. This allows disadvantaged pupils the benefit of preparing them for learning and supporting behaviour and	

	attendance. It increases confidence in speaking and listening skills by encouraging participation in small group discussions. Research: EEF	
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## Secondary AYL

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meetings with External Professionals. Aspire, School Councillor or the schools Enterprise Advisor.	The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,5,6
Cultural Capital gains through External Speakers and workshops.	External speakers for cultural capital and mental health wellbeing. Identifying patterns and needs within the cohort and inviting speakers into school for different deliveries and workshops. For example MHST and Paul Hannaford (drugs and crime)	7 and 8
Pay for PP students to attend all educational and reward trips.	Within their menu of approaches, the EEF recommend putting on opportunities to extend the amount of school time PP students have such as through ECA's and trips- this increased exposure can enhance students' cultural capital and engagement in education.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</a>	7
Encouraging attendance to extracurricular clubs and pay for resources for example instrumental lessons, running spikes and cricket club memberships.	Many clubs ranging from sports to the arts run after school. Disadvantaged pupils have access to all of these opportunities. Disadvantaged pupils will be encouraged and supported to participate. Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh Award), will focus on building life skills such as confidence, resilience, and socialising. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	6 and 8



Purchasing of equipment and uniform.	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Having the equipment for students allows them to access all the curriculum being prepared and ready to learn.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	8
Regular Attendance reviews	<p>Attendance officer to meet with Heads of Year every fortnight to analyse year group attendance target individuals. Attendance officer also meets with Assistant Heads – to create personalised attendance plans in collaboration with parents</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2 and 3
Paying for transport to school eg Taxi/ bus season tickets	<p>As outlined in the DFE's document, one barriers to PP students success in education is their lower attendance rates to school. We work with parents to help to overcome any transportation issues that may be a barrier to their child getting to school.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	2
ELSA. To support SEMH.	<p>Explicit teaching of Social and emotional skills supports effective learning and links to positive outcomes later in life. Taught through planned PSHE lessons and supported by Emotional Learning Support Assistant.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	5, 6, 7

## Part B: Review of the previous academic year (2024/25)

### Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2024 to 2025 academic year and explain how their performance has been assessed.

#### Primary

##### Outcomes

Year group	Assessment	PP%	Non-PP%	Gap%
<b>R</b>	EYFS Baseline Assessment	80	77	-3
<b>1</b>	Phonics	75	96	21
	Multiplication Check (25/25)	66	64	-2
<b>6</b>	<b>KS2 SATs</b>			
	Read	86	85	-1
	Write	57	81	24
	Maths	72	82	10
	Combined	57	66	9

#### Secondary HW

##### Outcomes

	4+	4+ (23-24)	5+	5+ (23-24)	7+	7+ (23-24)
English TOTAL	85%	82.76%	73%	66.41%	28%	17.19%
English PP	81%	80%	71%	66.70%	28%	7%
Maths TOTAL	68.46%	74.48%	46%	51.03%	18%	13.33%
Maths PP	57%	80%	38%	46.67%	19%	12.50%
RE TOTAL	76.71%	78.26%	62%	68.84%	31%	31.16%
RE PP	76%	73.33%	62%	73.33%	14%	26.66%

#### READING and LEXIA INTERVENTIONS:

- In Year 8 (current Year 9), the student who were in the additional interventions improved by 18 months in reading. Moving from an average reading age of 8 year 8 months to 10 years 4 months.
- In Year 9 (current Year 10), the student who were in the additional interventions improved by 24 months in reading. Moving from an average reading age of 12 years to 14 years.

- In Year 10 (current Year 11), the student who were in the additional interventions improved by 46 months in reading. Moving from an average reading age of 10 years 8 months to 13 years 9 months.

#### ATTENDANCE FIGURES 2023-24 to 2024-25:

- Year 7 PP attendance improved from 89.8% to 91.2% (+1.4%)
- Year 8 PP attendance improved from 85.1% to 87.4% (+2.3%)
- Year 9 PP attendance worsened from 88.6% to 85.6% (-3%)
- Year 10 PP attendance improved from 86.1% to 88.1% (+2%)
- Year 11 PP attendance improved from 82.1% to 86.8% (+4.7)
- OVERALL PP attendance improved by 1.48%

#### Secondary AYL

#### GCSE:

- 21% of our PP cohort achieved a 7+ in GCSE English Language. This is a 12% improvement from the previous year.
- 15% of our PP cohort achieved a 7+ in GCSE Maths. This is a 4% decrease from the previous year.
- 50% of our PP cohort achieved a 5+ in GCSE RE. This is a 8% improvement from the previous year.
- A PP student was the highest performer in school at GCSE seven grade 9's, one 8 and one 7.
- And another was 3rd highest performer in school at GCSE four 9's, three 8's one 7 and one 6.

#### ATTENDANCE FIGURES 2023-24 to 2024-25:

- Year 7 PP attendance 2025 92.6%
- Year 8 PP attendance decreased 93.5% to 91.8% (-1.7%)
- Year 9 PP attendance decreased 89.8% to 87.6% (-2.2%)
- Year 10 PP attendance improved 83.7 to 85.5% (+1.8%)
- Year 11 PP attendance (up to exams) 84.6% to 83.7% (-1.1%)
- OVERALL PP attendance Summer 25: 85.86%