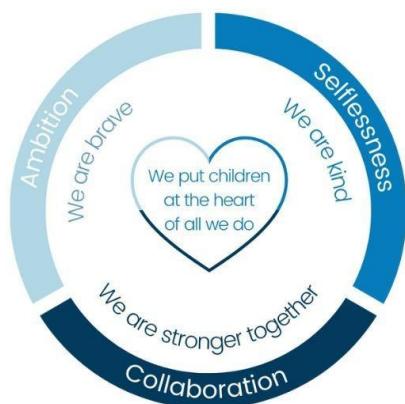


## Pupil Premium Strategy Statement



## Our Ted Wragg Standard



### Every Child Succeeds

**Social justice; transforming lives through learning.**

We believe in:

- the provision of an outstanding educational experience for every child, regardless of their background
- improving the life chances of every child through the removal of barriers that may affect their learning and personal development
- providing the right opportunities to enable every child to succeed
- the need to know every child and having the highest expectations for and of them
- the power of partnership working (Parents and Carers, External Agencies, Primary Schools, FE Providers)
- no child leaving education without a confirmed next step in place

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School Overview

| Detail   | Data                          |
|--|-------------------------------|
| School name  | All Saints Academy            |
| Number of pupils in school   | 663                           |
| Proportion (%) of pupil premium eligible pupils  | 49%                           |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2025-September 2028 |
| Date this statement was published  | 18th December 2025            |
| Date on which it will be reviewed  | September 2026                |
| Statement authorised by  | Scott Simpson-Horne           |
| Pupil premium lead   | Graeme Thornton               |
| Governor / Trustee lead  | Robert Salmon                 |

## Funding Overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year   | £349,375        |
| Recovery premium funding allocation this academic year  | £0              |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0              |
| <b>Total budget for this academic year</b>  | <b>£349,375</b> |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year |                 |

## Part A: Pupil Premium Strategy Plan

## Statement of Intent

At All Saints Academy we deliver transformational education and provide experiences that enable the entire community to flourish. We are deeply proud of the community we serve and draw strength, inspiration and purpose from it. Our three values of legacy, bravery and love shape the educational experience of every student in our community. These values are at the heart of our curriculum, policies and practice, strategic recruitment and CPD plan.

The academy sits in the catchment zone for one of the highest areas of deprivation and low household income in the country. In its local ward, 22% of families live in homes of absolute low income and 29% live in homes with relative low income. 2025 government data identifies that only 6% of neighbourhoods nationally have a higher level of deprivation. According to this data, only 2% of neighbourhoods nationally are more deprived in terms of education and skills. Likewise the data highlighted that children and young people are disproportionately affected by the deprivation experienced in this community. Despite this, we recognise that our community holds remarkable resilience, creativity and ambition. Teachers at All Saints are recruited because they are driven to educate in this context and because they value the richness, diversity and strength of the families we work with. At All Saints, we are clear-disadvantage is not an excuse; challenging social and educational disadvantage is our purpose, and we do so in partnership with a community whose aspirations and potential we celebrate.

We educate for social justice, ensuring that our students flourish in lives of opportunity and choice. Our school culture is designed to secure deep relationships with our students and their families, rooted in respect for the community's strengths, traditions and sense of identity. This culture aims to foster a sense of belonging and predictability, where students feel secure, recognised and valued. Students are held by an environment that rests on consistent expectations applied with compassion. Our recruitment process, induction programme and CPD ensure that all staff have an equity mindset, with a relentlessly positive belief in the capacity and talent of every child and in the collective strength of the community that shapes them.

At All Saints we believe that great teaching is at the centre of challenging educational disadvantage. We invest in high-quality CPD for all our staff. Teachers are committed to deliberate practice and instructional coaching to ensure that their practice is effective, consistent and maximises students' cognitive capacity. Our curriculum is designed with our context in mind, ensuring that all students secure the necessary knowledge and cultural capital they require for academic success and fulfilling future employment. We draw upon the lived experiences and local strengths of our community to enrich learning and ground it in relevance and pride. All teaching staff engage in regular CPD to develop their subject and pedagogical content knowledge, enabling them to support all students' progress in their subject. The school is committed to effective transition and has developed its practice through the national cradle-to-career project led by The Reach Foundation.

The school recognises the importance of literacy in closing the disadvantage gap for our students. We are committed to ensuring that every student who attends All Saints is able to read at chronological age or above. All teachers at our school are teachers of literacy. The school invests in CPD to ensure that all staff are effective teachers of reading, writing and oracy. Our literacy work is strengthened by the understanding that language, storytelling and communication are already powerful assets within our community, assets we nurture, celebrate and build upon.

Our school will:

1. Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
2. Have a named Governor for Disadvantaged.
3. Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
4. Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
5. Provide funding for disadvantaged students to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
6. Ensure every aspect of the school's KPI's have a reporting mechanism for disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and always seek to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Challenges

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

| Challenge Number | Detail of Challenge  |
|------------------|--|
| 1                | <p><b>Improving attendance for disadvantaged students</b></p> <p>The school continues to place a high value on its strong, supportive relationship with the community, and this is reflected in the positive engagement seen across many families. Nevertheless, current attendance data, particularly for disadvantaged pupils, shows that significant improvement is needed to ensure all students can fully access learning and achieve their potential.</p> <p>For this reason, attendance is a key priority within the plan. By building on the excellent work already taking place and deepening the school's partnerships with families, the school aims to secure sustained improvements in attendance. This will help ensure that disadvantaged pupils benefit from consistent access to the high-quality education and opportunities the school and its community proudly provide.</p> |
| 2                | <p><b>Reducing the Attainment 8 score gap between disadvantaged and non-disadvantaged students.</b></p> <p>School outcomes for disadvantaged pupils show an existing attainment and progress gap compared with their non-disadvantaged peers, including in the 2024 progress figures. Although the school's Attainment 8 score for disadvantaged students is broadly in line with the national average, this data highlights an opportunity to further strengthen outcomes for these learners.</p> <p>For this reason, the plan prioritises closing this gap. By building on the school's strong teaching, curriculum, and academic support systems, the school aims to ensure that disadvantaged students achieve consistently high outcomes and benefit fully from the ambitious education offered.</p>  |
| 3                | <p><b>Reducing lesson removals and suspensions</b></p> <p>The school's monitoring data from 2024/25 shows that disadvantaged students are currently more likely to be removed from lessons and suspended than their non-disadvantaged peers. While the school already has strong systems in place to support inclusion and positive behaviour, this data highlights an important area where further refinement will help ensure equity for all learners.</p> <p>For this reason, the plan prioritises reducing this gap. By building on existing strengths and enhancing early intervention and support, the school aims to ensure that disadvantaged students have consistently positive experiences in lessons and full access to the high-quality learning environment the school provides.</p>   |
| 4                | <p><b>Improving levels of literacy</b></p>   |

|   |   |
|---|---|
|   | <p>The school has made significant strides in improving students' reading ages, and literacy is now a clear strength of practice. Despite this strong progress, many disadvantaged pupils continue to arrive from primary school with lower-than-expected reading ages, which can limit their access to the full curriculum.</p> <p>For this reason, literacy remains an important focus of this plan. By building on the school's highly effective reading strategies and ensuring targeted support where it is most needed, the school aims to secure greater equity so that all disadvantaged students can access learning confidently and achieve success across all subjects.</p>  |
| 5 | <p><b>Enhancing family engagement and collaboration</b></p> <p>The school has a strong, supportive community and already fosters positive relationships with families, which underpin students' learning and wellbeing. While disadvantaged families are sometimes less able to engage fully, drawing on Bronfenbrenner's ecological systems theory, the plan prioritises building on this excellent work by strengthening home-school partnerships and providing targeted support to further enhance engagement, wellbeing, and attainment for all pupils. Evidence from The Sutton Trust shows the importance of increasing the engagement of parents of students receiving pupil premium in improving their outcomes. Likewise evidence from the Social Mobility in the South West report stresses the importance of 'going beyond the school gates' when tackling educational disadvantage.</p>   |
| 6 | <p><b>Enhancing primary school transition</b></p> <p>The school has established highly effective transition processes, with strong relationships across local primary schools and a well-structured programme that supports pupils in settling quickly and positively. This work is a real strength and is valued by families and partners alike. However, monitoring shows disadvantaged pupils still arrive with disproportionately lower levels of readiness for secondary learning, which can affect their early progress and confidence.</p> <p>For this reason, transition remains an important focus of this plan. Ensuring that disadvantaged pupils begin Year 7 with the knowledge, skills, and support they need is essential for securing equity and preventing early gaps from widening. By building on the excellent practice already in place and enhancing targeted support for disadvantaged pupils, the school aims to ensure that all students begin Year 7 on a strong footing and have equitable access to the full range of opportunities from the very start of their secondary education.</p> |
| 7 | <p><b>Enhancing support for post-16 opportunities.</b></p> <p>The school has a strong track record of supporting students into positive post-16 destinations, with effective careers guidance and strong partnerships with local colleges, training providers, and employers. However, data shows that disadvantaged pupils are</p>   |

|    |  |
|----|--|
|    | <p>less likely to secure their preferred post-16 pathway, which can limit their future opportunities and long-term outcomes.</p> <p>For this reason, securing appropriate post-16 destinations is a key focus of this plan. By building on the school's excellent careers programme and providing targeted guidance and support for disadvantaged students, the school aims to ensure that all pupils have equitable access to pathways that match their ambitions and potential.</p>  |
| 8  | <p><b>Enhancing student leadership and enrichment opportunities.</b></p> <p>The school offers a wide range of leadership roles and enrichment opportunities, which are a real strength and help develop students' confidence, skills, and aspirations. However, disadvantaged pupils are sometimes less likely to access these experiences.</p> <p>For this reason, this plan prioritises ensuring all disadvantaged pupils can fully engage. Participation in leadership and enrichment is important not only for personal development but also for increasing engagement, supporting wellbeing, and enhancing attainment across the curriculum.</p>  |
| 9  | <p><b>Developing fluency in numeracy</b></p> <p>Numeracy is a core focus of the curriculum, and strong mathematical skills are essential for students' success across all subjects and in later life.</p> <p>Data shows that there is a gap in maths outcomes between disadvantaged pupils and their peers. This plan prioritises closing this gap. By providing targeted support and structured opportunities to develop key skills, the school aims to ensure that all disadvantaged students achieve high levels of confidence, competence, and attainment in mathematics.</p>  |
| 10 | <p><b>Improving well being</b></p> <p>Well-being is foundational to students' ability to engage, learn, and flourish. The school regards caring for every child's emotional and mental health as central to its mission rooted in its value of love.</p> <p>Research highlights that children from disadvantaged or low-income families are more likely to experience mental health difficulties than their more privileged peers.</p> <p>Given this context, the plan prioritises well-being for disadvantaged pupils. By continuing to build on the school's caring community and ensuring robust support and early intervention, the school aims to safeguard emotional health so that every student is positioned to thrive academically, socially and personally.</p> |

## 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  |
|--|---|
| Increased attendance rates and punctuality for students eligible for Pupil Premium.  | <p>The attendance gap between DS and non-DS will decrease.</p> <p>DS students' attendance is in line or better than the national benchmarks</p> <p>Persistent absence gap for disadvantaged students will be decreased and brought in line with national benchmarks</p>   |
| Fewer hours of lessons are lost through removal of disadvantaged students. Fewer days are lost through fixed term exclusion of disadvantaged students. | <p>Reduction in the number of disadvantaged students being removed from lessons. Removal of gap between the disadvantaged student removals and their peers.</p> <p>Reduction in the number of suspensions received by disadvantaged pupils. Removal of the gap between the disadvantaged student suspensions and their peers.</p>   |
| Improved progress and attainment   | <p>The gap between disadvantaged student's Attainment 8 scores will decrease to be in line with non-disadvantaged peers</p> <p>The percentage of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average for all students.</p>  |
| Improve the consistency of quality first teaching  | <p>Lesson consistencies are embedded across the school</p> <p>-Monitoring data shows that consistencies are used effectively in 90% of lessons observed</p> <p>-90% of coaching sessions are completed across the year</p> <p>All new teachers make accelerated progress in their teaching, specifically in their effective use of whole school consistencies</p> <p>-Monitoring data shows that consistencies are used effectively in 90% of lessons observed</p> <p>-90% attendance at early careers CPD sessions</p> <p>All ITT/ECTs make excellent progress in their teaching</p> <p>-Monitoring data shows that consistencies are used effectively in 90% of lessons observed</p> <p>-90% attendance at early careers CPD sessions</p> |

|   |   |
|---|---|
| Pupils eligible for Pupil Premium reading ages improve rapidly.   | Disadvantaged students' reading ages improve in line with their chronological ages.   |
| Pupils eligible for Pupil Premium make excellent progress in Maths.   | Disadvantaged students' progress in Maths is above national average.<br><br>Significant reduction in the achievement gap between disadvantaged students and non-disadvantaged students.   |
| Provide high quality welfare and pastoral support   | 100% of students will know where they need to go for support with their welfare<br><br>100% family contact is made for students identified for pastoral support ensuring full understanding of the support and its intended outcome<br><br>90% of students identified for pastoral support will positively evaluate the provision, recognising the difference it has made to their experience of school<br><br>90% of students identified for pastoral support show improved levels of lesson engagement                                |
| Through cross phase transition, the school has a greater understanding of the barriers pupils are facing prior to starting School and can plan for this | Attendance for disadvantaged students in Year 7 is in line with national average<br><br>85% of parents/carers attend transition and induction events<br><br>90% of disadvantaged pupils report feeling settled or very settled at school<br><br>90% of students targeted for additional support through pastoral intervention evaluate it positively and data shows that it has had a positive impact on their engagement<br><br>90% of disadvantaged students make at least expected levels of engagement at the end of the first term |
| Ensure high quality destinations for students   | All Year 11 students leave with a destination and clear progression plan to support their futures<br><br>0% of students leaving the school are identified as NEET<br><br>100% 8 Gatsby Benchmarks achieved  |
| An increased number of Pupils eligible for Pupil Premium holding student leadership roles   | The proportion of disadvantaged students holding leadership roles is at least equal to their representation in the school   |

|  |   |
|--|---|
|  | <p>Disadvantaged students participation in trips, visits and extra-curricular activities is proportionate to their cohort</p> <p>Students positively evaluate their leadership experience in the school with 90% identifying that it has improved this experience</p> |
|--|---|

### 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: £174,687**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| High quality teaching CPD and instructional coaching focussing on strategies to support recognition, motivation, engagement and inclusion. | <p>EEF Research suggests, 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p>CPD Designed in line with EEF Effective Professional Development Report Findings:</p> <ul style="list-style-type: none"> <li>• Focus on mechanisms</li> <li>• Develops teaching techniques and involves practice</li> <li>• Takes into account the context of the school and needs of the students</li> </ul> <p>Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'</p> <p>To maintain high quality teaching, continued professional development must be embedded.</p> | 2, 3, 4                       |
| Coaching to clearly defined consistencies that are designed to meet the emotional and cognitive needs of the school's students             |   |                               |
| Whole school teaching focus on high frequency feedback   | <p>'The Opportunity Makers' report into how schools 'help students to catch up' prioritises consistency in teaching as a key factor in 'trajectory changing schools'</p> <p>EEF +7 for Feedback</p>   |                               |
| High quality teacher training programme  | Effective early careers support will ensure that new teachers rapidly develop high quality first teaching   | 2, 3, 4                       |
| Extended staff   |   |                               |

|  |  |             |
|--|--|-------------|
| induction programme for ITT and ECT teachers | <p>ITT Programme designed in line with EEF Effective Professional Development Report Findings:</p> <ul style="list-style-type: none"> <li>● Focus on mechanisms</li> <li>● Develops teaching techniques and involves practice</li> <li>● Takes into account the context of the school and needs of the students</li> </ul> <p>Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'</p> <p>To maintain high quality teaching, continued professional development must be embedded.</p> <p>Research by Leigh Elliot Major prioritises investment in training for teachers early in their careers to close the social mobility gap.</p> <p>Programme aligned with CCF and ECF recommendations</p> |             |
| Whole school approach to teaching reading    | <p>In line with EEF Disciplinary Literacy recommendations</p> <p>EEF recognises the importance of supporting fluency development</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a></p> <p>EEF +6 for Reading Comprehension strategies</p>   | 2, 3, 4, 10 |
| Sparx Maths                                  | <p>Report from Cambridge University</p> <ul style="list-style-type: none"> <li>● Time spent using Sparx Maths is positively and significantly associated with higher outcomes in maths</li> <li>● 1 hour of Sparx Maths weekly significantly improves grades</li> <li>● Sparx Maths homework completion results in 83% more progress</li> </ul> <p>EEF Homework +5</p>   | 2, 3, 9, 10 |
| Sparx Reader                                 | EEF Homework +5  | 2, 3, 4, 10 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**  
**Budgeted cost: £87,343**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| P0 and P6 lessons - additional lesson time for year 11 students. Bespoke individual, small group and whole cohort intervention delivered | EEF evidence shows that targeted support for the right students makes two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.  | 2, 4                          |
| Holiday booster catch up sessions  | EEF research shows that 'On average, evidence suggests that pupils who attend holiday school revision make approximately three additional months' progress compared to similar pupils who do not attend a holiday school.   | 2, 4                          |
| Lexia Power Up   | <p>A study of Lexia PowerUp® Literacy aligned to the strongest US research standards (ESSA), revealed that PowerUp is more than twice as effective than the average (traditional) adolescent reading intervention for 11-13-year-olds.</p> <p>The independent evaluation found that children offered Lexia made the equivalent of 2 additional months' progress in reading, on average, compared to other children.</p> | 2, 3, 4, 6, 10                |
| Numeracy programme to target times table fluency   | EEF advises using structured intervention that focuses on explicit teaching in its strategies for 'Improving Mathematics at KS3' report. As a morning tutor based intervention, in line with guidance, this avoids students missing out on activities they might enjoy elsewhere in the curriculum.   | 2, 3, 10                      |
| Little Wandle Code Programme   | <p>EEF +5 for Phonics Teaching</p> <p>Little Wandle Code is a phonics programme validated by the Department for Education</p>   | 2, 3, 4, 6, 10                |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**  
**Budgeted cost: £87,343**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>The national school breakfast grant</p> <p>Catered 100 free breakfasts</p>  | <p>EEF Research has shown that nearly a third (32%) of children in the UK regularly miss breakfast before school and this affects concentration and energy levels.</p> <p>Our student survey showed over half of our pupils did not eat breakfast in the morning.</p> <p>EEF research also shows Schools that had a Breakfast Club saw improved attendance.</p>   | 1, 2, 3, 10                   |
| <p>Extra-Curricular Activities and Curriculum Enrichment</p> <p>All Saints 15 Pledges provide a universal offer of extra-curricular experiences to every child that attends the school including visits to capital cities, universities alongside important life skills like learning to swim and managing finances.</p> | <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>A high percentage of All Saints students based on our most recent student survey indicate they have never left Plymouth. Our pupils need to be given a broad range of extracurricular activities after school and part of the curriculum to provide experience and raise cultural capital.</p> | 1, 2, 3, 4, 7, 8, 10          |
| <p>Uniform and equipment provision</p>   | <p>All Saints falls into the catchment of one of the highest deprivation areas in the country, where many of our families struggle to provide uniforms and equipment for their children.</p> <p>The EEF suggests that 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.</p>                | 1, 2, 3, 4, 10                |
| <p>Attendance Champions Project</p>  | <p>Impacted meta-analysis key recommendations show that fostering a sense of belonging and effective school/pupil,</p>  | 1,2,5, 10                     |

|   |  |                    |
|---|--|--------------------|
| <p>seeking to build strong relationships between students, families and school to remove barriers experienced by students with low attendance</p> | <p>school/family relationships are likely to have the highest impact on improving attendance</p> <p>DFE 'Working together to improve school attendance' lists building relationships with families and early intervention as central to school's duties on effective attendance practice</p> <p>EEF highlights tailored approaches to parental and family engagement as a promising approach</p>   |                    |
| <p>Motional emotional profiling and intervention design programme</p>   | <p>Evidence from systematic reviews and school-based trials demonstrates that programmes targeting executive functions, particularly when embedded within classroom routines and teacher-supported strategies can lead to measurable improvements in behaviour and social-emotional skills, especially for pupils facing disadvantage or behavioural challenges. By investing in this approach, we aim to support pupils' ability to manage impulses, focus attention, and engage effectively in learning, ensuring that our pupil premium funding addresses barriers to educational progress.</p> | <p>1, 2, 3, 10</p> |
| <p>AEO employed four days a week</p>  | <p>AEO employed by the school to provide <b>targeted attendance support</b> and to <b>improve parental engagement</b>. Both of these approaches have a positive impact according to EEF.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671181767">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671181767</a></p>  | <p>1, 2, 3, 10</p> |
| <p>EDPsych 90 hours over the year</p>   | <p>Employment of EDPsych to ensure that school support is aligned with research based approach and that students are provided with expert care.</p>  | <p>1, 2, 3, 10</p> |

**Total budgeted cost: £349,375**

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

#### Evaluation of 2024/25 strategy

This details the impact that our Pupil Premium activity had on pupils in the 2025 to 2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

This year's GCSE outcomes for disadvantaged students show a strong pattern of achievement, particularly in English and in subjects where results outperform national averages for disadvantaged students. These improvements reflect the continued impact of the school's raising attainment programme and the strength of our subject-specific CPD offer, which have supported high-quality teaching and effective intervention across departments.

English performance is a major success.

- Disadvantaged students achieved an English Attainment 8 score of 8.7, which is above the national average for disadvantaged students.
- 66% achieved Grade 4+, again above the national average for disadvantaged students, though there remains a 7% gap compared with the performance of their non-disadvantaged peers in school.
- 55% achieved Grade 5+, which is significantly above the national average for disadvantaged students, demonstrating exceptional progress and the impact of focused curriculum planning and English-specific CPD.

Strong outcomes are also evident in Science .

- Overall, 60% of disadvantaged students achieved Grade 4+ across the subject, placing them above the national average for disadvantaged students.
- In Science, 32% achieved Grade 5+, which is also above the national average for disadvantaged students. Science continues to be a notable example of how curriculum development and incremental coaching are driving sustained improvement.

Maths outcomes, however, highlight areas requiring further focus.

- Disadvantaged students achieved a Maths Attainment 8 score of 6.6, in line with the national average for disadvantaged students.
- 51% achieved Grade 4+, which is above the national average for disadvantaged students, but

- Only 25% achieved Grade 5+, which is close to but not above the national average for disadvantaged students, signalling a remaining gap in higher-grade performance.

Given this, Maths will be a whole-school priority and a central focus within this year's raising attainment plan, with targeted support and strengthened CPD aimed at improving consistency and challenge.

While disadvantaged students have met or exceeded national averages for disadvantaged students across most key benchmarks, there remains a gap between their outcomes and those of their non-disadvantaged peers within school. Closing this gap will continue to be a whole-school priority, informing strategic planning, curriculum development, and the next phase of the raising attainment programme.

Furthermore, we have drawn on school data and observations to assess wider issues that continue to impact on the performance of our disadvantaged students including attendance, behaviour and wellbeing. Based on analysis of 2024/25 data, several key points regarding the outcomes for disadvantaged students were identified. Attendance of disadvantaged students was 83%, which was below the national average for this group. FSM Persistent Absence was 41.5%, which was above national data for this group of students. Improving attendance has, therefore, been identified as a key school priority, remaining a central focus throughout the current three-year plan. The data also showed a 5% gap in the proportion of FSM 6 students who were suspended compared to their peers, alongside a 1.2% gap in those experiencing multiple suspensions. The current plan is designed to address these gaps and ensure more equitable outcomes. A notable strength was the high level of participation in extracurricular activities and enrichment opportunities, with disadvantaged students being at least proportionally represented, including in student leadership positions, demonstrating strong engagement and access to wider school life.

School monitoring processes show that incremental coaching, deliberate practice CPD, and subject-specific professional development have been highly effective in sharpening teaching practice and increasing staff confidence. Monitoring also confirms that strengthened initial and early career teacher training, alongside a robust new-staff induction programme, is ensuring consistently high-quality teaching from the outset. Improved literacy provision is likewise demonstrating clear impact, enabling students to access the curriculum more securely. The success of these initiatives is particularly important for disadvantaged learners, as stronger teaching and improved literacy are key to raising achievement and supporting their long-term flourishing.

Early improvements in attendance and the inclusion of disadvantaged learners have been supported by current school practices, particularly the 'attendance champions' initiative and interventions designed to reduce suspensions and lesson removals. While these strategies have begun to show positive impact, the new plan will strengthen them further through proactive, data-driven intervention. This enhanced approach is designed to secure more consistent and sustained improvements, ensuring that support is targeted swiftly and effectively. The plan is expected to have a significant positive impact on future outcomes, with intended gains in both attendance and engagement, ultimately enabling disadvantaged students to participate more fully in school life and achieve at higher levels.

Whilst not all of the aims of last year's plan have been met, the significant improvements seen in provision and outcomes for disadvantaged students, evident in achievement, engagement, and

attendance data, provide strong foundations for continued progress. Importantly, the analysis of remaining gaps in attendance, suspension data, and outcomes in Maths, including the overlap with English required to secure strong 5+ attainment in both subjects, has directly informed enhancements within the new plan. These refinements, along with a strengthened focus on securing improved Maths outcomes and bolstering crossover performance with English, give the school full confidence that the desired outcomes for disadvantaged students will be achieved within the three-year period of the current plan.

| Intended Outcome   | Success Criteria  | Impact 2024/5 |
|--|---|---------------|
| Increased attendance rates and punctuality for students eligible for Pupil Premium.  | <p>Attendance gap between DS and non-DS will decrease.</p> <p>DS students' attendance remains in line or better than the local and national benchmarks.</p> <p>Persistent absence gap for disadvantaged students will be decreased and brought in line with national benchmarks.</p>  |               |
| Fewer hours of lessons are lost through removal of disadvantaged students. Fewer days are lost through fixed term exclusion of disadvantaged students. | <p>Reduction in the number of disadvantaged students being removed from lessons. Removal of gap between the disadvantaged student removals and their peers.</p> <p>Reduction in the number of suspensions received by disadvantaged pupils. Removal of the gap between the disadvantaged student suspensions and their peers.</p> |               |
| Improved progress and attainment   | <p>The gap between disadvantaged student's progress and Attainment 8 scores will decrease to be in line with non-disadvantaged peers.</p> <p>Ensure the % of disadvantaged students achieving a 5+ in English</p>   |               |

|   |   |  |
|---|---|--|
|   | and Maths is in line with, or above national average.   |  |
| Improve the consistency of quality first teaching                   | <p>Lesson consistencies are embedded across the school</p> <p>All ITT/ECTs make excellent progress in their teaching</p> <p>PP feedback from curriculum quality assurance improves the quality of ASAP curriculum</p>                 |  |
| Pupils eligible for Pupil Premium reading ages improve rapidly.     | Disadvantaged students' reading ages improve in line with their chronological ages.   |  |
| Pupils eligible for Pupil Premium make excellent progress in Maths. | <p>Disadvantaged students' progress in Maths is above national average.</p> <p>Progress gap between disadvantaged and non-disadvantaged students in Maths is 0.</p>   |  |
| Increased parental engagement and support from home.                | <p>Increase in the number of parents of pupils eligible for Pupil Premium who attend student progress evenings.</p> <p>Increased number of parents of pupils eligible for Pupil Premium to attend student pastoral meetings.</p>      |  |
| Provide high quality welfare support                                | <p>All students will know where they need to go for support with their welfare</p> <p>All students will recognise that their welfare is prioritised by the school</p> <p>All students will identify that they feel safe in school</p> |  |

|  |  |  |
|--|--|--|
| <p>Through cross phase transition, the school has a greater understanding of the barriers pupils are facing prior to starting School and can plan for this</p>   | <p>Information on disadvantaged students is shared between phases, those pupils who have significant barriers to be identified an enhanced transition offered.</p> <p>Pupils with low primary school attendance are identified prior to joining secondary school, based upon needs, these pupils are offered enhanced transition and/or prioritised for attendance support early into year 7.</p>                  |  |
| <p>Ensure high quality destinations for students</p>   | <p>All Year 11 students leave ASAP with a destination and clear progression plan to support their futures. 0% NEET students.</p> <p>100% 8 Gatsby Benchmarks achieved</p>  |  |
| <p>An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the Pupil Premium is held back from participating in enrichment opportunities because of their background.</p> | <p>The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort.</p> <p>Disadvantaged students' attendance on trips, visits and activities is proportionate to their year group cohort. Families who will struggle to make payments for activities are known to year leaders and the school will proactively seek to support these families.</p> |  |

### Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme             | Provider                 |
|-----------------------|--------------------------|
| Alternative education | Ocean City College, CTSW |

|                        |                        |
|------------------------|------------------------|
| NGRT                   | GL Assessment          |
| Sparx Reader           | Sparx                  |
| Sparx Maths            | Sparx                  |
| Sparx Science          | Sparx                  |
| PASS Assessment        | GL Assessments         |
| Motional               | Motional               |
| SupportEd              | SupportEd              |
| Little Wandle Code     | Little Wandle          |
| Lexia                  | Lexia                  |
| Numeracy Ninjas        | Numeracy Ninjas        |
| Times Tables Rockstars | Times Tables Rockstars |

### Service Pupil Premium Funding

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Invested in pastoral staffing to support students.  |
| What was the impact of that spending on service pupil premium eligible pupils? | Additional capacity provided to prioritise the welfare, sense of belonging and academic support was provided to students. |

### Further Information

We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies.