



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sir John Talbot's School
Number of pupils in school	2021-2022: 784 2022-2023: 820 2023-2024: 800 2024-2025: 882 2025-2026: 890
Proportion (%) of pupil premium eligible pupils	2022-2023: 22.8% 2023-2024: 21.2% 2024-2025: 22.3% 2025-2026:
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mr T Stonall - Headteacher

Pupil premium lead	Mrs S Chudley – Associate Assistant Headteacher
Governor / Trustee lead	Nicci Vasey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023: £171,390 2023-2024: £172,845 2024-2025: £188,390 2025-2026: £174,150
Recovery premium funding allocation this academic year	2022-2023: N/A 2023-2024: N/A 2024-2025: N/A 2025-2026: N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2022-2023: £171, 390 2023-2024: £172,845 2024-2025: £188,390 2025-2026: £174,150

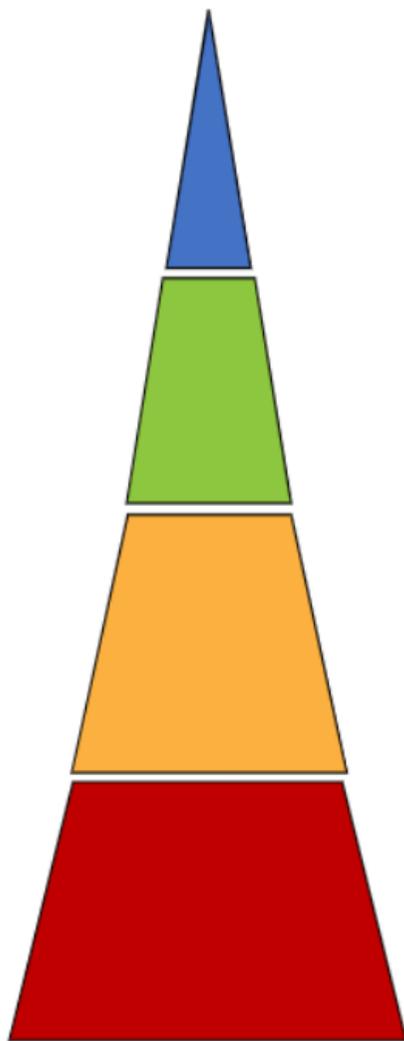
## Part A: Pupil premium strategy plan

### Statement of intent

The aim of Pupil Premium funding is to reduce the gap in attainment between students eligible for Pupil Premium and those who are not. At Sir John Talbot's School, we believe the highest possible standards can only be achieved by having the highest expectations of all learners. The Pupil Premium (PP) places priority on the achievement of children from disadvantaged backgrounds, ensuring there are strategies in place that will help our students to succeed. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to support these learners to reach their full potential, including the pupil premium grant.

Our approach to the PP grant is a holistic one – we do not believe that a single strategy, or even group of strategies will be the answer to close the attainment gap. Our staff know that every aspect of school life should be viewed through the eyes of a disadvantaged child by using our 'Golden Thread' approach. Our PP strategy is extensive, this is deliberate, because we want to explore every possible avenue to ensure our disadvantaged learners are successful. We are now in phase '3' as a school- please see the diagram below.

## Phases of RADY at Sir John Talbot's School



### Phase 3 (2024-2026)

- Equity in the curriculum with a focus on closing the gap in year 7/11 specifically to target PP learners. Literacy and reading standards at the forefront of this change.
- Consistent equity in means of participation from every PP learner.
- True proportional representation including setting, trips and visits, attainment, attendance, suspensions, permanent exclusions through the belonging strategy.
- Elements of equity are evident in all training sessions, all meetings and all monitoring exercise.
- Clear plan to inspire, track and monitor destinations for all disadvantaged students.

### Phase 2 (2022-2024)

- Work to transform equity in teaching to move us towards equality of outcomes
- Planning for proportional representation including setting and trips and visits
- Following up the Golden Thread to make sure it has been put into action in all areas of school life
- All curriculum work to have inclusive 'seeing through the eyes of the poorest child' planning

### Phase 1 (2020-2022)

- RADY launch with all staff on board with ethos
- Each new year 7 PP students have their KS2 uplifted in line with nonPP peers
- Golden thread to appear on all school documentation – SDP, FDP, data analysis document
- Awareness of the need for proportional representation in sets and enrichment opportunities
- yaPPer launch to learn as much as possible about PP students
- Targeted financial support

### RADY (pre-2020)

- Financial support provided to PP students if needed
- Strong relationships between staff and students
- Staff know who their PP students are
- Targeted interventions at year group level for some PP students who were underperforming

## Challenges

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

Challenge number	Detail of challenge																		
1	<b>Attainment gaps between disadvantaged and non-disadvantaged are already evident when students start in year 7, without intervention this means that our disadvantaged learners could struggle to access the curriculum and therefore achieve lower GCSE outcomes.</b>																		
2	<p>Literacy level of our disadvantaged learners are, on average, lower than our non-disadvantaged learners. Below is the data of our literacy screening programme in July 2025 showing the demonstrable gap between PP and nonPP in every year group.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>PP Mean SS</th> <th>Non PP Mean SS</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>99</td> <td>103</td> </tr> <tr> <td>8</td> <td>101</td> <td>105</td> </tr> <tr> <td>9</td> <td>107</td> <td>109</td> </tr> <tr> <td>10</td> <td>106</td> <td>110</td> </tr> <tr> <td>11</td> <td>104</td> <td>106</td> </tr> </tbody> </table>	Year Group	PP Mean SS	Non PP Mean SS	7	99	103	8	101	105	9	107	109	10	106	110	11	104	106
Year Group	PP Mean SS	Non PP Mean SS																	
7	99	103																	
8	101	105																	
9	107	109																	
10	106	110																	
11	104	106																	
3	<b>Disadvantaged boys perform poorly compared to their female, non-disadvantaged peers.</b>																		
4	<p><b>Attendance of disadvantaged students is lower than non-disadvantaged.</b></p> <p>The % absence of disadvantaged students in 2024-25 was 13.7% (10.6% FFT National) compared to 8.15% (5.4% FFT National) for non-disadvantaged students.</p> <p>The % absence rate for disadvantaged students in Autumn 2025-26 was 13% (12.3% FFT National) compared to 7.2% (6% FFT National) for non-disadvantaged students. In comparison, the % absence rate for disadvantaged students in Autumn 2024-25 was 10.8% (FFT National 12.1%) compared to 6.9% for non-disadvantaged students (FFT National 7.4%).</p>																		
5	<p><b>Disadvantaged students are not proportionally represented in terms of fixed term exclusions (FTE).</b></p> <p>In 2021-2022, 52% of FTE were for disadvantaged pupils. A reduction from 61% the previous year.</p> <p>In 2022-2023, 54.8% of FTE were for disadvantaged pupils. This is up 2.8% from the previous year.</p>																		

	In 2023-2024 73.8% of FTE were for disadvantaged pupils. This is an increase of 19% from the previous year. In 2024-2025 66% of FTE were for disadvantaged pupils. This is a decrease of 7.8% from the previous year. In 2025-2026 Autumn 1, 46.2% of FTE were for disadvantaged pupils.
6	<b>Many disadvantaged students have families who have little or no experience of further or higher education.</b>
7	<b>Parental engagement is poor for some disadvantaged students; including attendance at parents' evenings.</b>
8	<b>Enrichment opportunities are not accessed as frequently by disadvantaged students.</b>

## 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
Progress 8	For the gap between PP and nonPP students to reduce.
A8	The gap to reduce between PP and nonPP
Proportional representation	There will be proportional representation in every possible area of the school including setting, extracurricular activities, trips, intervention groups etc
Attendance	The gap to reduce between PP and nonPP
Exclusions	% of PP students being excluded will be in line with national data.

## 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: £ 104,500

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
<p>Students will receive high quality teaching and learning in all subject areas.</p>	<p>Subject specialist teachers will be recruited and retained in all subject areas. Lead practitioner roles in Physics have strengthened the science department and allowed for improved quality and volume of internal CPD. There is experience of exam markers across many of the subjects in school which provides CPD and rigor to moderation of internal exams.</p> <p>Learning walks will be structured and planned to ensure that teaching and learning standards are high across the school and that any training needs can be addressed quickly. The continued use of StepLab to monitor and identify strengths and areas of improvement across the school will allow for CPD to be tailored and responsive to need. All staff have been assigned a coach from a different department. Time has been protected in both the CPD calendar and teaching timetable to ensure that this is high quality. All staff have been empowered to drop in on staff so that the Deputy Head for Curriculum has an overview of quality of teaching and not just during Standards Review.</p> <p>The CPD calendar will be planned in advance to ensure it meets the needs of the staff body and focuses on the whole school priorities. Flexibility will be built into the calendar to ensure training is able to react to any needs that arise during the year.</p> <p>25-26 has a continued PD focus of Teach Like a Champion (TLAC) to provide all students with high quality teaching through research based pedagogy. This CPD input had begun in Summer 2024 with initial strategies shared with staff and students however during the academic year 24-25, more strategies were shared that focus on the quality of teaching. Steplab data now shows that specific strategies are well bedded in school (strong starts,</p>	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i> Education Endowment Foundation Guide to the Pupil Premium</p>	<p>1</p>

	<p>retrieval practice) however some are still done ineffectively or absent from lessons. TLAC also supports the Triple A strategy that we use in Teaching and Learning. In 22-23 the school followed John Sweller’s cognitive load theory to aid development of the curriculum which ensured practical strategies to reduce cognitive overload and focus on understanding how the long-term memory supports this. Through this, there is a focus on looking at the curriculum from the eyes of our ‘poorest student who needs the most support’. TLAC will be used in combination as we focus on the quality of instruction and the importance of quality delivery.</p> <p>During every half term there will be a Raising Attainment of Disadvantaged Youngsters (RADY) staff briefing or CPD session to ‘keep the culture alive’. The RADY briefing focus during 2025-2026 will be to develop Equity in Teaching strategies.</p> <p>All teaching and access leader staff will have a department Action Research Project to further develop the expected curriculum and improve the literacy levels with an initial focus on The Shore. The data from the CATs and Bedrock assessments show that there is a gap in the literacy levels in The Shore cohort and the Trust Literacy Principles require all teachers to support with literacy. Departments will share ideas and have a consistent approach to improve the literacy input. This will support all learners, however PP students will have an increased exposure and more purposeful subject input that will allow them to access the curriculum more successfully.</p> <p>The standards review in September 2025 involved Directors to sample work across different year groups with a proportion being PP students. Information from the review is fed into the SIR with comment on RADY being independent to ensure all departments review their actions. The RADY link governor also met with key staff during the review week and highlighted the areas that progress had been made and areas to continue to develop within out SDP.</p>		
<p>Students will receive high quality feedback</p>	<p>The whole school feedback policy has been modified to focus on whole class feedback, live marking, verbal feedback and sampling rather than traditional marking. The purpose of this is to ensure that all students receive regular feedback with a higher degree of immediacy.</p> <p>Pupil premium students will receive more regular feedback. All main scale teachers will have an additional non-contact period on their timetable to ensure there is enough time for planning and feedback for disadvantaged students in their classes.</p>	<p><i>“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. Feedback can be effective during, immediately after and</i></p>	<p>1</p>

	During mocks, Directors will moderate exam papers across different teaching groups with proportional representation of PP. This is to ensure the quality of feedback and following data entry is accurate with suitable interventions planned as a result.	<i>some time after learning. Feedback policies should not over specify the frequency of feedback.” EEF, Teaching and learning toolkit.</i>	
Whole school literacy focus	<p>The school is using Bedrock as a programme to monitor, assess and support all students in literacy. Initial tests were completed during Summer 2024, with catch up tests in Autumn 2025 for those that were absent and/or new entrants to the school. Literacy appears on the school development plan. All students will go through literacy screening in the first half term so that focus students can be identified. Any student with a standardised score below 95 will be retested termly. Any student with a standardised score below 85 will receive literacy intervention. There will be a heightened focus on PP student students who are on the borderline of categories.</p> <p>Literacy data is shared on Arbor as well as weekly emails from Bedrock to the Crew Leads. All year 7 and 8 students have one Literacy lesson per fortnight with an English teacher. This is to give dedicated time to make improvements in literacy with a highly trained teacher to develop literacy skills for all.</p> <p>Y7 and Y8 will engage in the IDL programme for 25 minutes every afternoon. The data from this is carefully analysed and interventions put in place where necessary.</p> <p>All staff teaching key groups will receive phonics training at the start of September to ensure they are able to support students with the lowest literacy levels across all lessons.</p> <p>The ‘read every lesson’ initiative has been rolled out across the school to ensure students have opportunities to read across curriculum areas.</p> <p>PD in November 2025 focused on literacy; how all staff can use literacy data and what can be done at a classroom teacher level. This work was already started with the Action Research Project in 2024-25 by identifying key subject vocabulary that is essential to make progress in outcomes.</p>	<p><i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” EEF, Teaching and learning toolkit</i></p> <p><i>AR progress at SJT 2019-2020 is often better amongst PP students than nonPP for example in Y8 PP students made +5months progress between October and January. Internal data analysis.</i></p>	2

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

Budgeted cost: £43500

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing and target setting	<p>Lack of KS2 data for cohort 2025 and 2026 has meant lack of accurate baseline tests. All students in these cohorts completed CAT assessments in the first half term.</p> <p>All students in all year groups will go through the literacy screening programme, Bedrock.</p> <p>CAT/SAT data will be used to set targets for year 7. The data will be analysed, the existing gap between PP and nonPP will be determined and the PP students will have their CAT/SAT data uplifted by the average difference. This will prevent planning for an attainment gap. The modified CAT/SAT data will be input into FFT to generate grade ranges (minimum, good and exceptional).</p> <p>In the summer term, students who are regularly exceeding their minimum grade will have their grades modified. No student will have their grades moved down.</p>		1
High quality data analysis	<p>Data will be entered three times during the school year for year 9, 10 and 12 and five times for year 11 and year 13. Academic year 25-26 we are continuing with data entry for Y7 and Y8 to two data drops as per the assessment project. PP focus remains. Following data entry there will be thorough data analysis at the following levels:</p> <ul style="list-style-type: none"> <li>- Whole school – Raising Standards leader</li> <li>- Year group level – Crew Director</li> <li>- Subject level – Subject Director</li> <li>- Class level – Class teacher</li> </ul> <p>Following the data drops, Directors are to populate the cohort goal plotters spreadsheets. We are in year 2 of goal plotters; the quality of interventions are improving and it is now important that the Directors monitor the input and track whether the planned interventions are occurring, effective or need amending. Goal plotters allows for teachers to constantly update the interventions that they are planning at an individual and class level. All PP</p>	<p>More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they</p>	1, 3

	<p>students will have interventions to further support their attainment (regardless of if they have already met their minimums).</p> <p>After the completion of the goal plotters, Directors review the data and identify the key threads. In Year 11, and Year 10 for English Literature, Directors must know which students are below the attainment measures, and use the goal plotters to ensure that the planned interventions would meet the needs of the learners. PP students must be reviewed and monitored the impact. Content of interventions will be variable, to meet the needs of learners, however literacy should be considered given the data we have and the importance that literacy has on the overall progress.</p> <p>Faculty directors will then attend a 'Raising Standards Meeting' with the Assistant Head or the Headteacher for scrutiny. The progress of disadvantaged students is a standing item for questioning.</p>	<p>input, analyse and use it to underpin their teaching.</p>	
<p>Year 11 intervention groups</p>	<p>Following data analysis at the end of year 10, the year 11 Crew Director will start to put interventions in place. Interventions may include:</p> <ul style="list-style-type: none"> <li>- Anxiety support</li> <li>- Study skills group</li> <li>- Mentoring</li> <li>- Reward groups</li> <li>- Target trio students</li> </ul> <p>The above will have proportional representation of PP students.</p> <p>The change in Crew model for pastoral will further strengthen the opportunity for mentoring. All students have AM and AR with their Crew Leader in addition to Wednesday P5. The year 11 Crew's are staffed by the Maths department who have good relationships with the students, led by the Crew Director and Community Director. Experience with building relationships, and providing time to foster these relationships, will allow all students the time to work with a member of staff who can help navigate through a challenging year.</p> <p>Year 11 mentoring will also commence later in the Autumn term – all disadvantaged students will be provided with a staff mentor who will meet with them weekly and support their progress through year 11. Mentors will be experienced members of staff who can build</p>	<p>"The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment." EEF Teaching and Learning Toolkit</p> <p>The impact of mentoring at SJT has been very positive in the past.</p> <p>Evidence has shown that students who regularly use Tassomai (for 20 minutes a day, 4-5 days a week) perform notably better than their peers.</p>	<p>1, 3</p>

	<p>relationships quickly with these students, who can foster the sense of belonging (as there is a clear link between the attendance in lessons and the attainment outcomes)</p> <p>Tassomai is used with year 11 and has an over representation of PP students selected. Tassomai is an online learning platform and will support students' progress in English, Maths and Science. GCSE Pod will be used for all subjects with competitions amongst the year group for the most watched pods. PP students to be rewarded and recognised for their engagement.</p> <p>Countdown to success event will run in January of each year. The event will effectively prepare students for the 20 week countdown to their examinations. It will cover:</p> <ul style="list-style-type: none"> <li>- Study skills</li> <li>- Mental wellbeing</li> <li>- Physical wellbeing – including healthy eating, exercise and the importance of sleep.</li> </ul> <p>As part of the countdown to success we will have an external speaker come in to run a session on memory and revision techniques.</p> <p>After school revision sessions run after the Christmas holidays. Transport is arranged daily for students to limit transportation issues and increase attendance. Friday will be allocated as a supervised revision space so that students can have a calm, suitable place to revise. This was requested by students as was successful with the same cohort in the lead to their English Literature exam in Summer 2025.</p>		
<p>Topping up school-led tutoring and National Tutoring Programme</p>	<p>Following data points, Directors will identify key students to attend small group intervention sessions. They will be timetabled weekly with a clear focus. PP students will be representative in these groups. Staffing for these will be with either their class teacher (and therefore highly knowledgeable on the gaps in learning) or with Directors of Faculty who can support with the exam techniques to be more successful. Utilising Crew Time on Wednesday P5 will remove barriers to attendance as well as using the skilled staff.</p>	<p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly</p>	<p>1, 2, 3</p>

		<p>linked with normal lessons.” EEF, Teaching and learning toolkit</p> <p>“Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.” EEF, Teaching and learning toolkit</p>	
<p>Intervention strategies to improve reading.</p>	<p>A number of reading intervention programmes will run to support students to improve their reading ability.</p> <p>Students with a standardised score of 85-95 will receive a literacy intervention programme during either AM or AR with performance data monitored.</p> <p>Extraction of very small groups or individuals will take place during AR time to support the reading ability of individual students, there is always at least proportional representation of PP students.</p> <p>The ‘R’ group in year 7 require targeted and clear literacy strategies to continue to strengthen their literacy skills. School wide strategies have been developed to limit the cognitive load for these groups so they can focus on improving their reading.</p>	<p>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” EEF Teaching and Learning Toolkit</p>	2

	<p>The literacy strategy is being amended to reflect the trend in lower reading skills and will be integrated through The Shore zone.</p>	<p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. EEF, Teaching and learning toolkit</p> <p>Students in reading families made the most progress (approximately double those not in reading families) Internal analysis</p>	
<p>Work experience placements for year 10</p>	<p>Every student will have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. All PP students will be supported through this process by their form tutors/Progress Leader/Careers advisor. PP students will be prioritised for careers appointments.</p> <p>Year 10 will use Crew Time in Autumn term to provide a scaffold to accessing work experience. Sessions will focus on making first contact (supporting the soft skills that fall outside of the curriculum), how to make first impressions and ensuring all the correct information is shared with the relevant persons to enable work experience to take place. Support will be provided for PP students who have struggled finding placements.</p>		6
<p>Revision resources (revision guides, revision packs etc)</p>	<p>All PP students have their Y10 English Literature revision guides paid for out of PP funding to ensure they have every chance of success in examinations. In wider subjects all PP students have equal opportunity to access funding to aid payment for revision guides.</p> <p>PP students will also be provided with key equipment needed in lessons, particularly those more expensive items such as scientific calculators and contributions for practical subjects such as Design Technology.</p>		1

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

Budgeted cost: £26,150

Activity	Details	Evidence that supports this approach	Challenge number(s) addressed
Golden thread	All aspects of school life have the concept of the RADY 'Golden Thread' running through them where each item is viewed through the eyes of a disadvantaged child. This includes: a golden thread column in the school development plan, faculty development plans and all data analysis documentation. All PP students are highlighted in yellow on goal plotters.		1,2,3,4,5,6,7,8
Increase access to extra-curricular activities	<p>A variety of lunchtime clubs and activities will be accessible to all children. Each day there is a sporting activity per year group at lunchtime and allocated slot for year groups to play football on the astroturf. This year, an additional area has been created for the Year 7 ("The Shore") to support with the transition from Primary to Secondary and the area is supported by staff and volunteers from the Sixth Form to foster links between the different age groups.</p> <p>Attendance at enrichment clubs is being monitored to ensure proportional representation of PP students. Staff arranging activities to ensure that PP students are offered opportunities and actively encouraged to participate. Where funding is the barrier, support will be provided. A pathway has been generated to reduce the possibility of students not accessing trips and visit due to financial pressures. We offer payment plans, 25% reduction in cost or 50% reduction in cost depending on the circumstances to ensure all students have the chance to access opportunities to build their cultural capital.</p>	<a href="https://www.se-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.se-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a>	8
Attendance	<p>The school has a phased approach to supporting attendance. Individual pupil attendance patterns are monitored by EWO/Attendance officer/ Crew Director each week. The school is quick to put in place an intervention/support package. The threshold for intervention and support to begin is higher for PP pupils than non PP. Morning absence calls start with PP pupils, with issues preventing attendance resolved as soon as possible. Where pupils do not attend because of a barrier to school e.g. uniform/transport, PP funding is used to ensure issues are resolved. The late gate has continued in 25-26 to be a deterrent to lateness, which is staffed by associate staff with pastoral experience to resolve any potential difficulties in the first instance.</p> <p>Led by the Deputy Head responsible for attendance, in Autumn 1 tutors were sent a list of students who have decreasing attendance for the tutors to have conversations with them and feedback. This is a wider strategy to support whole school attendance, and also highlight potential safeguarding concerns at the earliest part. In</p>	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-</a>	4

	Autumn 2, PP students will be identified so staff priorities these conversations. This increased engagement builds on the work of Mark Finnis that shares the importance of belonging and check in/out for an improved pastoral structure.	<a href="#">local-authorities</a>	
Behaviour systems	<p>Achievement through caring is a culture adopted by the school. Pupils receive relentless support to achieve their absolute best. Positive relationships are fostered by the behaviour for learning system that is underpinned by a restorative approach. Staff CPD has focussed upon this area and a Behaviour update is provided weekly to share praise, notices and wonders.</p> <p>Reward and consequence systems are applied consistently, with stakeholders receiving updates on their use e.g Crew Leaders share lesson grading and attendance information at weekly sessions and discuss with pupils areas for improvements and praise their successes. Rewards involve multi offers so that PP pupils do not feel put off their celebrations e.g. it doesn't have to be a non-uniform day that is selected. Crew Leaders use assembly time to offer mentoring where pupils have been absent or received poor lesson gradings.</p> <p>To foster the Crew identity, Crews will be rewarded based on a points system each half term and one Crew from each year group will have a reward. This initiative underpins the Belonging strategy and togetherness.</p> <p>Achievement through caring rewards are celebrated each half term and these have proportionated representation.</p> <p>For pupils that require further support with their behaviour the school uses person centred plans. The content of which can range from reward and recognition reports, access leader support, time outs, timetable adjustments.</p> <p>Students who are presenting challenging behaviours in school have "Student Support Plans" co-created with pastoral, teaching staff and considering any safeguarding and/or learning needs.</p> <p>One reason identified as a factor in multiple exclusions were unsuccessful readmit meetings. These are not allocated to a single deputy headteacher who works with the parent to ensure they are able to attend and support. This also means that pupils receive more adequate support from the safeguarding team.</p>	"Both targeted [behaviour] interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required." EEF Teaching and Learning Toolkit	5
Alternative provision	<p>The school uses AP to support pupils that lack engagement.</p> <p>At Key Stage 4 this involves an increased curriculum offer through vocational courses at Post 16 colleges including Reaseheath. The pupils that receive this enhance offer are overrepresented by pupil premium students.</p> <p>AP is also used for pupils that require support for SEMH SEND needs. SEND pupils are over represented by PP pupils. These pupils are offered specialist AP that focuses on pupil well-being through mentoring e.g. Fordhall Farm, Bright Star Boxing, Lifeshed and Crossbar Coaching.</p> <p>Internal AP was used in both 23/24 and 24/25 using two different models. This was created to address the needs of learners who were finding it difficult to access a full curriculum. Students were typically over represented by PP</p>		5, 8

	<p>and SEND students. Summer 2025, MATi was created that shared the skills and experiences of the other Trust schools to each provide a weekly intervention. This intervention has limited impact on curriculum time, therefore the gaps does not increase, whilst also providing an intervention to re-engage students in learning.</p> <p>There is a correlation between those students that have accessed internal AP, and or MATi, and those that now attend an external AP provider.</p>		
Tutor time/ Personal development programme	<p>Personal development opportunities are extensive. Personal development lessons focus on both the knowledge and skills needed to be happy, independent and responsible young adults. The curriculum intent is specific to our pupils with the risks identified and addressed. The programme is complimented with opportunities to develop British values through a citizenship calendar of current world and local events. There are opportunities for pupils to develop their personal skills e.g. Leadership, emotion regulation. To build the feeling of belonging there are a series of House competitions where children work as part of a team. The school council operates during Crew time so that whole school opinion can be canvassed with an online voting system.</p>	<p><a href="https://pshe-association.org.uk/curriculum">https://pshe-association.org.uk/curriculum</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RS_E_and_Health_Education.pdf</a></p>	
Online Parents Booking system	<p>We use an online booking system for parents' evenings to increase the possibility of parents/carers making appointments.</p> <p>Priority bookings will be made available for key groups of students (PP/PA) in advance of the rest of the cohort. After a week of bookings being made available, a reminder request will be sent out to these key groups. And a follow up call will be made via Crew Leaders. Discussions about barriers to accessing the event will be discussed and resolutions will be put in place.</p>	<p>"Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how</p>	7

		to engage with all parents to avoid widening attainment gaps." EEF, Teaching and learning toolkit	
Contingency fund	A contingency fund will be set up to support any additional items that may be needed by disadvantaged students such as uniform or equipment.		

**Total budgeted cost: £188,390**

## Part B: Review of outcomes in the previous academic year

As a school we are very proud of the changes we have made in terms of provision for disadvantaged students and although we are not necessarily seeing an impact on the data yet, we are seeing an impact in other areas. At the start of 2022-23, we had an external visitor in the school reviewing our PP provision, some quotes from her report can be seen below:

- The DHTPP continued to ensure that PP students are set attainment targets that align with their non-disadvantaged peers and students in Year 7 to 9 now have attainment targets that 'average out' to be the same as non PP. Attainment is carefully tracked, and all staff have access to the information showing whether any student is on target or not. This means that teachers know which students need additional (equitable) approaches to help them meet their targets and/or catch up with non PP peers.
- The aspect of the school's remit of 'achievement through caring' is very obvious and applied in equitable ways. For example, the routine of lining up in the morning (observed during the visit) allows form tutors to ensure that by the time students enter the building they are equipped and uniform meets standards. Those with any issues (e.g. wrong shoes) are quickly helped out (not punished). As noted in the previous visit, the equitable approach means that all students look the same once in lessons which is excellent for poorer students who don't 'stick out'.
- The Year 9 progress lead (PL) is very aware of who her PP students are and monitors their attitudes, attendance and attainment as a priority. Attendance of PP students has different trigger points for action, ensuring an equitable approach with those who need it most getting a bit more. The PL has recently found out that some students are not reading their pillar reports that are emailed home and is planning actions to ensure they are aware of the contents of the report. This is particularly important for PP students as research shows they are more likely to have inaccurate self-concept.

As a consequence of this visit, we amended our school strategy and put some short, medium and long term actions into motion. The school's Belonging Strategy unites the pastoral and curriculum entitlement of all students. The attendance of PP students is monitored and students falling between 91 – 95% have a tutor conversation; the purpose is to prevent attendance falling further, provide strategies to support and work with families to remain engaged in education. Due to improved monitoring in attendance trends, the school is escalating student's with falling attendance more rapidly, providing referrals, interventions and support strategies to improve the relationship between home and school and ultimately improve the attendance to school.

We have analysed the performance of our school's disadvantaged pupils during the 2024-25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, there is no Progress 8 data as the cohort did not complete SATs due to Covid. To aid school comparisons, Attainment 8 data will be used instead in combination with national measures. This data comparison will also be used for 2026 before reverting to Progress 8 from 2027.

For A8 our pupils achieved an average of 46.48 (disadvantaged pupils achieved 41.20, whereas the non-disadvantaged pupils achieved 47.54) with a gap of 6.34.

In 2024-25, we amended how we use the data for pillar points ensuring that all PP students have specific interventions to support them making progress. These interventions are specific and measurable and closely linked to the school's Belonging Strategy and TLAC that have been the focus for the academic year. The school used two initiatives to build momentum for year 11 and close the gap; ELC and Spring Spotlight. The 15 ELC students were selected based on the end of year 10 data who showed potential of achieving well (considering attitudes, attainment, previous data) but the current data did not show this was coming to fruition. As it was only a small cohort of students, some subjects did not have any ELC students in. In February, following the pillar 1 and February PPG, an additional level of monitoring and support was created to ensure three students in each teaching group had pinpoint focus with clear interventions. This strategy helped the overall attainment as every subject contributed to school improvement.

EBacc entry for 2025 for disadvantaged pupils was 14.8% compared to 20.9% for non-disadvantaged pupils. In 2025, we have reduced the gap in entry to Ebacc subjects (gap was 10.5% in 2024) however the overall cohort size has also reduced.

## 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

## Further information (optional)

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