

Sir Thomas Boughey Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 Currently

Detail	Data
School name	Sir Thomas Boughey Academy
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	(123) 27.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027 (Year 2 of 3-year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	March 2026 / September 2026
Statement authorised by	Mrs L Shoreman
Pupil premium lead	Mr R Porter
Governor / Trustee lead	Mrs D Wilcox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,408.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,408.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or barriers they face, will make good progress, achieve high attainment across the curriculum and participate in the wider school community.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. To achieve this, we aim to take an **Excellence for All** approach which is underpinned by the following:

EQUITY - 'Levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers.

EXCELLENCE - In terms of providing an excellent support package for our disadvantaged pupils in need.

To achieve these objectives the school adopts the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Therefore, underpinning this three-year plan is the provision of excellence in high-quality teaching. Our codified approach to teaching and learning puts metacognition at the centre of our practice through a consistent approach to active listening and dialogue within the classroom. To secure consistency within the classroom of all lessons we have established our 6 norms to fully wire the classroom. We have a strong silent start to lessons here students start their learning with a knowledge retrieval task which recalls prior learning and prepares students for the next part of their learning. An integral part of our plan is to increasingly identify and remove barriers faced by our PP students (for individuals and groups of students). In addition to this, internal data and academic literature that highlights the need for high quality welfare support and attendance intervention to meet the needs of PP students. As such funding is directed to ensuring that high quality pastoral care is available to all students, which includes a team of student service assistants and behaviour specialists to support our most vulnerable students.

Our strategy plan is responsive to common challenges and individual needs and is based on the following principles:

- That we are an evidence-based school, and that decisions and interventions are based on research and data.
- Excellence in teaching for all. That the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF.
- Excellent welfare support and intervention. That providing high quality pastoral and CEIAG support is essential to meet the wider needs of all students.
- That the use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding.
- That specific interventions are based on identified need.
- That PP funding is leveraged to benefit as many students as possible.
- To provide a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, attendance and well-being.
- A codified approach to student engagement and uniting all stakeholders in the pursuit of academic excellence.

- **Excellence for All** - A whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through an excellent experience within the curriculum and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Periods of limited exposure to Excellent Teaching occurs across all lessons and groups due to remote learning.</u></p> <p>School closures during the academic years of 2020-2021 and 2021-2022 have impacted on our disadvantaged students for Year 11. Despite regular parental phone calls, the engagement to live learning sessions was lower for PP compared to non-PP. For example, in the week commencing 11th January 2021, engagement in live learning sessions was 81.5% for Non-PP and 66.3% for PP.</p> <p>The impact of prolonged reduced engagement during school closure on academic achievement can be seen in CAT and Key Stage 2 results. These scores indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers for current Years 7, 8, 9 and 11, which impacts progress in all subjects. The greatest gap appears with Year 7 and Year 9.</p> <p><u>CATS completed in September 2021 Year 7 / Year 11 Cohort 2026 (Current Year 11):</u> The retrospective KS2 score for reading is 102.8 for PP compared to 103.4 for Non-PP, with SPAG being 103.3 for PP and 104.8 for Non-PP.</p> <p><u>CATS completed September 2022 Year 7 / Year 11 Cohort 2027 (Current Year 10):</u> The retrospective KS2 score for reading is 104 for PP compared to 102 for Non-PP, with SPAG being 103 for PP and 101 for Non-PP, meaning PP students started in Year 7 with a higher average reading age.</p> <p><u>KS2 completed Summer 2022 Year 7 / Year 11 Cohort 2027 (Current Year 10):</u> The KS2 score for reading is 106 for PP compared to 103 for Non-PP, with SPAG being 104 for PP and 102 for Non-PP. Again, this supports the picture in KS2 assessments, with PP students outperforming their non-PP counterparts.</p> <p><u>CATS completed September 2023 Year 7 / Year 11 Cohort 2028 (Current Year 9):</u> The retrospective KS2 score for reading is 99.7 for PP compared to 101.6 for Non-PP, with SPAG being 104.2 for PP and 104.9 for Non-PP. Therefore, there is a greater gap in reading than SPAG.</p> <p><u>KS2 completed Summer 2023 Year 7 / Year 11 Cohort 2028 (Current Year 9):</u></p>

	<p>The KS2 score for reading is 99.7 for PP compared to 104.2 for Non-PP, with SPAG being 104 for PP and 104.9 for Non-PP. Again, this supports the notion that there is a greater reading gap than SPAG.</p> <p><u>KS2 completed Summer 2024 Year 7 / Year 11 Cohort 2029 (Current Year 8):</u> The KS2 score for reading is 102.4 for PP compared to 103.5 for Non-PP, with SPAG being 102.7 for PP and 104.4 for Non-PP.</p> <p><u>KS2 completed Summer 2025 Year 7 / Year 11 Cohort 2030 (Current Year 7):</u> The KS2 score for reading is 100.9 for PP compared to 105.4 for Non-PP, with SPAG being 98.4 for PP and 103.9 for Non-PP.</p>
2	<p><u>Career aspirations/lack of ambition</u></p> <p>Over the four years from 2021 to 2024, destination data shows significant shifts in the post-16 pathways chosen by Pupil Premium students. A-level uptake for PP students rose sharply in 2022 to 28% before falling steeply and stabilising at around 6–7% in 2023 and 2024, far below non-PP students. PP participation in Level 3 study was relatively strong in 2021 and 2022 but dropped significantly in 2023, with a modest recovery in 2024. Meanwhile, a notable rise in PP students taking Level 1 or 2 courses occurred in 2023 (72%), decreasing to 56.3% in 2024 but still remaining high. Skilled trade entries for both PP and non-PP students declined sharply after 2021, and PP apprenticeships fell to 0% from 2022 onwards, continuing through 2023 and 2024. Despite these challenges, no PP students became NEET in either 2023 or 2024, with all continuing in education or training, and only one PP student entered employment in 2024.</p> <p><u>2020</u></p> <p>12.8% of PP students went on to complete A levels compared to 14.1% non-PP students. 38.4% of PP students enrolled onto a level 3 course compared to 48.5% students who were non-PP. 17.9% of PP students perused a skilled trade compared to 12.1% of students who were non-PP. 15.4% of PP students enrolled onto a level 2 course when it was possible to enrol on a higher course compared to 9.9% non-PP students. 5.1% of PP students accessed apprenticeships compared to 9.1% of students who are non-PP.</p> <p><u>2021</u></p> <p>8.8% of PP students went on to complete A levels compared to 34.3% non-PP students. 44.1% of PP students enrolled onto a level 3 course compared to 32.3% students who were non-PP, whilst this shows an increase for PP students more non-PP students had chosen to study A levels 23.5% of PP students perused a skilled trade compared to 11.7% of students who were non-PP. 17.6% of PP students enrolled onto a level 2 course when it was possible to enrol on a higher course compared to 10.2% non-PP students. 5.8% of PP students accessed apprenticeships compared to 6.8% of students who are non-PP.</p> <p><u>2022</u></p> <p>28% of PP students went on to study A levels which represents a significant rise on last year. This is compared to 30% of non-PP students taking A levels. 40% of PP students went on to study a Level 3 qualification as opposed to 45% of non-PP students. This represents a rise in non-PP students taking L3 courses. However, many of the courses chosen were not available at A level. We have seen a decline in PP students taking apprenticeships - 5.8% in 2021 com-</p>

pared to 0% in 2022. However, this may reflect a reaction from businesses to the new apprenticeship frameworks. There has been a fall in both PP and non-PP students applying to study skilled trades, with more opting for A levels or more academic courses. In 2021 23.5% of PP students pursued a skilled trade as opposed to 8% in 2022. 2021 saw 11.7% of non-PP students choosing a skilled trade with 8.6% choosing skilled trades in 2022.

2023

11.5% of the 2023 cohort went on to study A levels, of the cohort 7% of PP students went on to take A levels which is a significant decline in 2022. 47 students went on to study a Level 3 Qualification, of which 28% of these students were PP which shows a 17% decline in 2022. 72% of PP students went on to study a level 1 or level 2 qualifications. In 2023, no PP students went onto study an apprenticeship or went onto training-based employment. The 2023 data also states that all PP students went on to continue their education and that no students became NEET.

2024

19.5% of the 2024 cohort went on to study A levels, of the cohort 6.3% of PP students went on to take A levels which is in line with 2023, but a significant decline compared to 2022. 41 students went on to study a Level 3 Qualification, of which 31.3% of these students were PP which shows a 3.3% increase compared to in 2023 but still 13.7% down on the 2022 cohort. 56.3% of PP students went on to study a level 1 or level 2 qualifications. No PP students went onto study an apprenticeship, 1 PP student went into employment compared to 3 non-PP students. The 2024 data also states that all PP students went on to continue their education and that no students became NEET.

3

Lack of exposure to cultural experiences and enrichment opportunities

Whilst a variety of experiences have traditionally been available, PP participation has sometimes been limited. Proportional representation of PP students in leadership roles and for enrichment opportunities has gone some way to addressing participation levels but these need to increase further.

Extra-curricular Engagement 2024-2025

17% sessions attended by PP students compared with 83% sessions attended by non-PP students, which is comparable to the percentage of PP students across school.

Student Leadership Engagement 2023-2024

Student Leadership	Year	Total	PP	% PP	Non-PP	% Non-PP
SSLT	11	4	1	25%	3	75%
Anti-bullying	9	6	1	17%	5	83%
Community ambassadors	10/11	30	11	37%	19	63%
Sports Leaders	11	29	4	14%	25	86%
Prefects	11	7	1	87%	6	87%
School Council	7-11	15	3	20%	12	80%
Library leaders	9-11	5	-	-	5	100%
Maths mentors	9-10	10	1	10%	9	90%
Reading mentors	7-10	35	10	29%	25	71%
Unlocking Potential	8	4	100%	-	-	-
Total		143	23%			79%

Student Leadership Engagement 2024-2025

Student Leadership	Year	Total	PP	% PP	Non-PP	% Non-PP
Senior Students	Y7-11	4	1	0%	3	100%
Student Senate	Y7 - Y11	19	3	16%	16	84%
Civic Leaders	Y7-Y11	14	1	7%	13	93%
Subject/Student Ambassadors	Y7-11	211	23	11%	188	89%
Total		248	28	11%	220	89%

The overall percentage of PP students engaging with a leadership role has started to see an incline and further strategic action is required to give students a greater sense of purpose through student leadership.

4

Progress in Maths

The data shows that the average points for FFT20 generally increase from Year 11 Exams 2025 to Year 7 Exams 2029, with non-PP students consistently scoring higher than PP students across years 7, 8 and 11 and the greatest gap being current Year 11.

	Average Points FFT20 - All	Average Points FF20 - PP	Average Points FFT20 – Non-PP
Year 11 Exams 2026	4.76	4.78	4.76
Year 10 Exams 2027	4.86	4.9	4.85
Year 9 Exams 2028	4.82	4.45	4.94
Year 8 Exams 2029	5.08	4.78	5.17
Year 7 Exams 2030	5.22	4.71	5.55

5

Poor literacy skills and low reading ages

The reading age of disadvantaged pupils is generally lower than that of their peers and diagnostic assessments using NGRT suggest that many pupils particularly struggle with reading. The table shows the percentage of students in each group with a reading age below their chronological age. The picture indicates a lag for most PP students in each year group with the exception of Year 9.

Year	PP Reading age below chronological age – Jan 2026	Non-PP Reading age below chronological age – Jan 2026	Gap
Overall	45.6%	39.9%	-5.7%
7	53.7%	27.9%	-25.8%
8	50.0%	30.5%	-19.5%
9	41.7%	46.9%	5.2%
10	42.9%	48.0%	5.1%
11	31.6%	43.8%	12.2%

6	<p><u>Attendance</u></p> <p>Attendance data over the last 3 years indicates that attendance among PP pupils compared with Non-PP is significantly lower, however the gap is starting to close with a gap of -12.7% in 2022-2023. The size of this gap decreased in the school year 2023-2024 to -9.7%. in 2024-25 the gap then reduces again to -8.4%.</p> <p>The PA figure for disadvantaged pupils has also remained higher over the past 3 years, with a 25.6% difference in 2022-2023 between disadvantaged pupils compared with those who are not. This increased further in 2023-2024 to -26.7% and a further increase in 2024-25 the to -29.3%.</p>
8	<p><u>Parental Engagement</u></p> <p>For the academic year 2022-2023, parent events took place online, as they did in the previous year and engagement of parents for PP students was lower in comparison to non-PP students for years 9 and 10 and only 22% of PP students were represented at the Year 7 evening.</p> <p><u>Y7 Parent Evening</u> 67%; Non-PP 81%, PP 22% <u>Y8 Parent Evening</u> 53%; Non-PP 72%; PP 27% (improved 7.6% from last year) <u>Y9 Parent Evening</u> 43%; Non-PP 51%, PP 23% (significant drop of 26% from last year) <u>Y10 Parent Evening</u> 53%; Non-PP 67%; PP 22% (drop of 1% from last year) <u>Y11 Parent Evening</u> 51%; Non-PP 65%, PP 16% (improved 2% from last year)</p> <p>For the academic year 2023-2024, parent events took place in school returning to face-to-face appointments. The engagement from PP students has improved based on their attendance from the previous academic year, yet they are still underrepresented in comparison to non-PP students across all year groups.</p> <p><u>Y7 Parent Evening</u> 83.9%; Non-PP 87.0%, PP 72.2% <u>Y8 Parent Evening</u> 58.5%; Non-PP 67.6%; PP 30.4% (improved 8.4% from last year) <u>Y9 Parent Evening</u> 48.4%; Non-PP 58.7%, PP 27.6% (improved 0.6% from last year) <u>Y10 Parent Evening</u> 47.7%; Non-PP 54.2%; PP 35.1% (improved 12.1% from last year) <u>Y11 Parent Evening</u> 53.8%; Non-PP 58.5%, PP 34.8% (improved 12.8% from last year)</p> <p>For the academic year 2024-2025, parent events continued to take place as face-to-face appointments. The engagement from PP students has improved based on their attendance for Year 9 and Year 10 only from the previous academic year, yet they are still underrepresented in comparison to non-PP students across all year groups.</p> <p><u>Y7 Parent Evening</u> 60%; Non-PP 67%, PP 35% <u>Y8 Parent Evening</u> 56%; Non-PP 58%; PP 52% (dop 20.2% from last year) <u>Y9 Parent Evening</u> 60%; Non-PP 63%, PP 47% (improved 17.4% from last year) <u>Y10 Parent Evening</u> 52%; Non-PP 55%; PP 40% (improved 12.4% from last year) <u>Y11 Parent Evening</u> 51%; Non-PP 59%, PP 34% (drop 1.1% from last year)</p>
9	<p><u>Student Engagement with Digital Platforms</u></p> <p>Digital engagement in 2022-23</p> <p>The data from November 2022 to July 2023 reveals performance differences between pupil premium (PP) and non-pupil premium (non-PP) students across several digital platforms. In Bedrock, both groups showed steady improvements, but PP students had a slightly higher final impact percentage (21% vs. 22% for non-PP). Dr Frost engagement demonstrated an increase in average mastery scores for both groups, with non-PP students maintaining higher scores, peaking at 74.3% in July 2023 compared to 81.7% for PP. TTRS (Times Tables Rock Stars), data indicated consistent higher performance in non-PP students, with both groups improving in average days played and correct answers over time; by July 2023, PP students had higher average days (11.2) and correct answers (1092.0). Educake</p>

engagement results varied, with non-PP students generally outperforming PP students in average questions per pupil, except for Year 11, where PP students had an advantage (+8 in July). For Seneca History, non-PP students had higher average study times and scores, though both groups' performances fluctuated slightly over time.

Digital Engagement 2023-2024

The analysis of pupil premium (PP) versus non-pupil premium (non-PP) students across various digital platforms reveals notable differences in performance and engagement. In Bedrock, both groups showed consistent improvement, with similar gains across the years (19% for non-PP and up to 25% for PP in March 2024). For TTRS (Times Tables Rock Stars), non-PP students consistently achieved higher engagement metrics, including average days played and correct answers, although both groups improved over time. In Mathspad, PP students completed more tasks on average (9.11 vs. 5.9) in November 2023, but non-PP students surpassed them by January 2024. Educake results showed non-PP students generally answered more questions per pupil, except for Year 8, where PP outperformed non-PP by March 2024. Lastly, in Seneca History, non-PP students exhibited higher average scores and study time, but PP students demonstrated strong participation, particularly in questions answered.

Digital Engagement 2024-2025

Three key Digital platforms were used during 2024-2025, these were Bedrock, Educake and Seneca.

Bedrock –

PP	Pre test score	Post test score	Improvement
No	66%	76%	15%
Yes	62%	74%	19%

Educake –

Year	Non-PP			PP			PP v Non-PP Comparison of average number of questions answered per pupil
	Total number of questions answered	Number of pupils	Average number of questions per pupil	Total number of questions answered	Number of pupils	Average number of questions per pupil	
8	9514	73	130.3	1945	18	108.1	-22.2
9	13797	83	166.2	2638	15	175.9	+9.7
10	10696	62	172.5	3809	28	136.0	-36.5
11	12742	81	157.3	2488	29	85.8	-71.5
Total	70013	379	184.7	10880	90	120.9	-63.8

Seneca –								
PP	Number of students	Assignment completion on time or late	Assignment completion on time only	Average score	Active students	Total study time (hours)	Total assignment study time (hours)	Total independent study time (hours)
PP	113	36%	26%	71%	81	44.59	47.76	0
Non-PP	340	52%	39%	73%	304	276.48	254.84	21.64

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
Excellence within the Classroom Teaching addresses gaps in learning.	QA indicators show evidence of Excellence within the classroom teaching consistently in all lessons. Steplab lesson visits and evidence of 6Norms. Book looks.
Students are fully prepared for Post-16 and the varied opportunities open to them.	Students will have a clear understanding of the next steps in their future; they will be able to make informed choices about the correct courses for them. Aspirations will be higher, and more students will remain in education.
Every student eligible for PP will have greater access to enrichment opportunities.	Students will have a much wider range of cultural and social experiences; thus, a greater interest in subjects and greater knowledge of the world around them. Engagement data will demonstrate greater uptake from PP students. Universal offer of the WAT pledge
Students' progress in Maths will improve.	An improving trend will be seen in progress data in Maths.
Students will have improved attendance to school.	Improved attendance figures.
Parents will feel confident in engaging with the school to discuss issues regarding students.	Increased levels of parental engagement.
Students will have access to technology and resources outside of school, ensuring	Increased levels of engagement with online resources / apps.

they can make progress alongside their peers beyond the classroom.	Improved attitude to learning grading for homework.
Every student will have access to a high quality literacy programme.	Improved literacy scores and improved outcomes.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,892

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to keep up to date with development in their subject areas/disciplines and non-subject specific pedagogical developments.</p> <p>Embedding Excellence within the Classroom across all subjects and lessons providing students with an excellent educational experience.</p> <p>CPL supporting consistent implementation of our codified approach to student engagement through the 6 Norms.</p> <p>Staff will have regular engagement with the best research available to deliver inclusive excellence in teaching and learning.</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF which states significant improvement in learning e.g.:</p> <p>Interleaving and questioning +7 Months Assessment for learning / feedback +6 Months Metacognition and self-regulation +7 months</p>	1
<p>All class teachers to use collective profiling and own knowledge to identify barriers and strategies to overcome these and create class/pupil specific pupil interventions.</p>	<p>EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1

Collective profiling to be reviewed and updated to incorporate accurate CWAG grades stating impact of interventions as the year progresses across subject areas.		
All staff to engage in CPL session regarding evidence-based approaches to narrowing the gap. Training material to target staff area of need and actions for excellent teaching to be a clear outcome of sessions.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1
Ensure that all school staff access high quality CPL which fits their developmental needs. Supported by all staff having access to Flick learning and Windsor Academy Trust professional development opportunities.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1
Excellent teaching for all pupils supported by: <ul style="list-style-type: none"> ▪ Consistent whole-school codified approach to student engagement ▪ Faculty specific interventions addressing specific areas of development ▪ Improved lesson visits culture focusing on more staff visiting lessons in our instructional coaching CPL ▪ Promotions of appropriate language and vocabulary through faculty approaches to disciplinary literacy and widening student knowledge through day to day access to the National Curriculum 	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk) Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF-significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback +6 Months Metacognition and self-regulation +7 months	1, 4, 5
Embed a homework protocol that supports the completion	EEF research based on homework from the teaching and learning toolkit emphasises how the research is mainly based on access to homework clubs within school	1, 4, 5, 9

<p>and engagement of PP students, including targeted access to homework clubs, homework links to classwork, which maybe consolidation, pre-learning, or literacy based.</p> <p>Students have access to technology at home and rewards and consistent sanctions are applied with instant feedback to parents and carers through arbor.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Evidence suggest +5 months.</p>	
<p>Cultural capital and career opportunities to be blended into subject curriculums.</p>	<p>PWA to provide FD guidance around cultural capital and examples of linking careers to lessons to be shared.</p> <p>https://www.careersandenterprise.co.uk/our-evidence/evidence-and-reports/effective-careers-interventions-for-disadvantaged-young-people-evidence-review/</p>	3
<p>CPL focusing on literacy / vocabulary continuing to embed recommendations from EEF literacy research.</p>	<p>Research shows there is a significant literacy and vocabulary gap for PP students on entry to secondary education.</p> <p>EEF research indicates that these strategies add 5 months learning through oral language interventions.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Build a library of classic texts - over the five years at Sir Thomas Boughey.</p>	<p>Supporting students to build their own library of classic texts at home by purchasing them a book each academic year.</p> <p>EEF Reading comprehension impact</p> <p>Evidence suggest +6 months.</p>	3, 5
<p>Poor literacy skills and reading ages which are barriers to success for PP in the academy targeted through a range of specific strategies including:</p> <ul style="list-style-type: none"> ▪ Reciprocal reading questioning ▪ Tutor time reading programme ▪ Lexonic ▪ Little Wandle CODE 	<p>EEF research indicates that these strategies add 6 months learning through reading comprehension interventions.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggest +5 months (phonics).</p>	1, 5
<p>Supporting student engagement with digital platforms, as well an enabling them to access lesson</p>	<p>EEF research based on homework from the teaching and learning toolkit – students have access to technology to support with homework</p>	5, 9

materials both in-class and at homework.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Evidence suggest +5 months.	
Students to receive frequent high quality feedback based on identifying and addressing any underperformance through active observation, adaptive teaching, written feedback.	EEF research based on high quality frequent feedback that redirects and refocuses students to achieve a particular goal which can be verbal, written, through tests and via digital technology. Evidence suggest +6 months.	1, 4, 5, 9

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

Budgeted cost: £32,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring system for all years to involve all interventions being mapped using shared spreadsheet with a specifying targeted group, timescale, start and end points, staffing and cost.	EEF Toolkit suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months Small group tuition EEF (educationendowmentfoundation.org.uk) Extending school time EEF (educationendowmentfoundation.org.uk)	1, 4
Morning Teach Plus sessions of English, Maths and Science to diagnose and treat incomplete skill sets for PP students Year 11.	EEF research indicates that these strategies add 3 months learning through class size interventions. Small group tuition EEF (educationendowmentfoundation.org.uk) NFER – Deploying staff effectively / Meeting individual learning needs.	1, 4, 5
All faculties to identify specific focus areas for PP and develop faculty specific interventions following data entry points. These interventions to follow the EEF 3 tier approach and to be research driven.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1
Targeted careers support for individuals.	Focusing on and prioritising the needs of PP students with careers information and guidance, with greater emphasis and monitoring on those at greater risk of becoming NEET. NFER – Deploying staff effectively / Meeting individual learning needs.	2, 7

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

Budgeted cost: £26,692.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review support offer for students accessing the reset centre (this provides a space where emotion regulation can be offered more intensive support)</p> <p>A behaviour support space has been created to ensure the main school can operate calmly without disruption, and those students struggling can access support.</p> <p>This room has flexibility to manage pupil behaviour to de-escalate negative behaviour.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>Strengthening faculty behaviour support through faculty specific exit partners for lesson removals.</p> <p>As part of the classroom management protocol, staff can exit pupils that have not responded to warnings and intervention.</p> <p>Prevents pupils from opting out of lessons and dictating their learning space.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>Contextual pastoral briefings, which review key pupils and school systems providing staff with crucial information on how they can best support students.</p> <p>The pastoral team and SEND team to also meet, monitor and evaluate pupil support.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>
<p>Pastoral support plan templates form readmit meetings when pupils are returning from suspensions. This allows their support to be reviewed with more appropriate offers in place</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>6, 7</p>

to best support and reduce the chance of repeat suspensions.		
An equitable reward and consequence systems that is clear and consistent.	EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6, 7
<p>Effective pastoral support to improve, behaviour and welfare including strategies such as:</p> <ul style="list-style-type: none"> ▪ External agencies and providers for targeted pupil needs, alternative provision and work experience ▪ Academic mentoring of PP student via house leader team (academic linked reward driven) ▪ PP conduct overview tracker utilised by student services staff linked to intervention and rewards 	<p>EEF research indicates that these strategies add 4 months learning through social and emotional interventions.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Emotional coaching used for mental health and wellbeing support. EEF Social and Emotional Learning 4 months learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Support of PP students to improve proportionate take up of opportunities to engage in wider curriculum opportunities.</p> <p>Participation rates in and out of class activities to be at least proportionally equivalent to those of other pupils (including leadership responsibilities and opportunities)</p> <p>Funding for resources to support this to include:</p> <ul style="list-style-type: none"> ▪ Uniform ▪ Music tuition ▪ Sport kit ▪ Essential equipment (including revision guides in KS4) ▪ Resources for practical lessons such as ingredients ▪ Support for curriculum-based trips/activities such as Geography field trips ▪ Pre-exam breakfast 	<p>A high quality, aspirational and well-resourced learning environment is key for the success of PP students. Cultural capital is further developed through educational visits and experiences outside the classroom environment. This is paramount for students from poor socio-economic backgrounds.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>EEF research indicates that these strategies add 3 months learning through sports and art interventions.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>EEF participations and outdoor learning adds 4 months learning.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Opportunities for all Year 9 students to experience Year 9 camp.</p> <p>DofE award gives students outdoor adventure learning opportunities.</p>	2, 3, 6

	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	
<p>Weekly meetings that monitor and track attendance. Held in conjunction with Student services assistant, the school attendance officer and the attendance consultant employed by the school.</p> <p>Develop the use of the PP Attendance Tracker so that interventions are tracked.</p>	<p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Staff awareness of successful PP intervention strategies to be increased through regular engagement of collective profiling and linked pupil premium intervention profiles.</p> <p>PP collective profiling to be embedded and further developed to show more extensive list of potential barriers to success.</p>	<p>Utilising the tiered model approach recommended by EEF, with professional development focusing on evidence-based approaches. Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1
<p>To ensure a whole school drive of PP outcomes, staff awareness of 3-year PP plan to be increased through clear, frequent, and scheduled PP agenda item within L/M and Faculty meetings.</p>	<p>Utilising the tiered model approach recommended by EEF, enabling staff to the academy priorities. Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Communication with parents to be increased and targeted through weekly newsletter and analysis of parental engagement data. Focus to be on support with access to technology.</p>	<p>Pastoral PP link to the PP Lead to help with targeted approach. EEF toolkit indicates these strategies add 4 months learning. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	8
<p>The mental health support team has 4 avenues of support;</p> <ul style="list-style-type: none"> ▪ School counsellor ▪ Elsa group work ▪ Emotion coach ▪ MHST. <p>This ensures pupils can be signposted to the most appropriate support.</p>	<p>Safeguarding and pastoral teams within the academy can quickly and efficiently identify and refer students to counselling and support where required. Students can then be effectively supported with a range of issues which may be impacting their health and well-being.</p> <p>EEF research indicates that these strategies add 4 months learning through social and emotional interventions. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	7

	Social and emotional learning improves interaction with others and self-management of emotions-impacts on attitudes to learning and social relationships in school, which increase progress in attainment.	
Implementation of iPads for Year 7 and mid-year admission students. Improved access to online APPS e.g. SPARX, Educake, Bedrock, Seneca, TEAMS.	Many of our PP students have poor organisational skills, which when paired with a lack of parental engagement can be problematic. The use of TEAMS and iPads allows students, parents and teachers to communicate efficiently and aid the organisation required for effective learning. EEF research indicates that these strategies add 5 months learning through homework interventions alongside gains in conjunctions with parental engagement and digital learning strategies. Homework EEF (educationendowmentfoundation.org.uk)	9
Utilisation of the AQA Unlocking potential programme.	EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3 months learning through art interventions. Arts participation EEF (educationendowmentfoundation.org.uk)	2, 3
CIAEG tracking to identify gaps in wider experiences and create targeted opportunities.	EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3months learning through art interventions. Arts participation EEF (educationendowmentfoundation.org.uk)	2, 3
Tracking of engagement of extra-curricular activities and strategically target student activities based on half-termly monitoring.	EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3months learning through art interventions.	3, 7

	Arts participation EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £121,408.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in summer 2025

Outcomes for Summer 2025 suggested that pupil premium pupils performance suggests a mixed picture in comparison to public examinations sat in Summer 2024. Whilst in 2024 we saw basics at 4+ improving by 6.1% and basics 5+ improving by 5.9%, we have seen a decline in 2025 with a 17.1% difference in basics 4+. The gap between PP and non-PP pupils remains substantial, with differences of 27.1% at 4+ and 17.9% at 5+, and an Attainment 8 gap of 1.54 points. Progress 8 for PP pupils improved from -1.25 in 2024 to -0.88 in 2025, narrowing the gap with non-PP pupils from -0.93 to -0.62, which is a positive trend. However, there was still a significant gap between them and non-pp pupils. As evidenced in schools across the country, partial closure was most detrimental to our pupil premium pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. We continue to experience the impact of Covid-19 with a significant number of students struggling emotionally to attend school and lessons on a regular basis, and sit public examinations. The impact was mitigated by our resolution to maintain a high-quality curriculum, and targeted tuition by both class teachers and outside agencies, as well as an inclusive approach to rewards and stress buster events, promoting a sense of belonging. Recovery curriculum plans were put in place to mitigate the impact of pupil premium pupils being the least likely to become engaged in remote learning during partial school closures. Pupil premium funding was used to provide support for all pupils and targeted intervention was used where required. Our strategy will continue to build on this evidence-based approach to ensure the pupil premium funding is utilised to have maximum impact moving forward.

Progress and attainment gap between PP and Non-PP students

The headline figures show our Non-PP students have performed better than those who are PP. The PP cohort during summer 2025 presented significant barriers with attendance and mental health following Covid-19. The Progress 8 gap between PP and non PP students has improved by 0.63 for Summer results 2025 (-0.62) compared to 2024 (-0.93).

We can see a slight increase in maths with PP students achieving a grade 4+ and 5+. Moreover, our most recent plan will continue to work on maximising the impact of the PP funding, and supporting students with excellent student welfare interventions and approaches to support an improving attendance picture.

Headlines	24-25	Non-PP	Diff	23 - 24	Non-PP	Diff	22 - 23	Non-PP	Diff
Progress 8	-0.88	-0.26	-0.62	-1.25	-0.32	-0.93	-1.01	0.01	-1.02
Proportion of PP (%)	30.60%	69.40%	N/A	14.5%	85.5%	N/A	21.0%	79.0%	N/A
KS2	97	101	-4	101.5	103.5	-2	101	102.5	-1.5
Attainment 8	2.44	3.98	-1.54	2.77	4.13	-1.36	2.93	4.33	-1.4
Basics 4+	18.20%	45.30%	-27.10%	35.30%	55.00%	-19.70%	29.40%	65.60%	-36.20%
Basics 5+	6.10%	24.00%	-17.90%	11.80%	32.00%	-20.20%	5.90%	40.60%	-34.70%
Basics 7+	0.00%	0.00%	0.00%	0.00%	4.00%	-4.00%	0.00%	4.70%	-4.70%
% Grade 4+ in Eng	33.00%	61.30%	-28.30%	52.90%	65.00%	-12.10%	58.80%	84.40%	-25.60%
% Grade 5+ in Eng	9.10%	38.7%	-29.60%	23.50%	50.00%	-26.50%	29.40%	64.10%	-34.70%
% Grade 4+Maths	24.20%	56.00%	-31.80%	35.30%	60.00%	-24.70%	29.40%	67.20%	-37.80%
% Grade 5+ Maths	9.10%	36.00%	-26.90%	11.80%	39.00%	-27.20%	5.90%	43.80%	-37.90%

A note of caution should be considered given that students included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual students and schools differently. Progress data for 2024 – 2025 based on internal CAT data.

Basics 5+	2022 - 2023	2023 - 2024	2024- 2025	Average Attainment 8 Score	2022 - 2023	2023 - 2024	2024- 2025
National	25.2%	25.8%	25.6%*	National	35.0	34.6	34.9*
Local (Stoke-on-Trent)	17.7%	19.0%	19.7%*	Local (Stoke-on-Trent)	31.2	30.2	31.4*
Local (Staffordshire)	18.2%	20.1%	19.9%*	Local (Staffordshire)	32.2	32.6	32.8*
School	5.90%	11.8%	6.1%	School	29.3	27.7	24.4

*Provisional data

Year 11 Summer 2025 Data

PP Y11 Outcomes	Outcomes 2025			Outcomes 2024			Outcomes 2023		
Subjects	Ave Grade	Residual	SPI	Ave Grade	Residual	SPI	Ave Grade	Residual	SPI
Art and Design	4=	1.65	-0.36	3=	0.58	-1.57	4=	1.46	-0.66
Business Studies	N/A	N/A	N/A	M1+	-1.96	-2.51	N/A	N/A	N/A
Computer Science	3=	-1.23	-0.45	N/A	N/A	N/A	N/A	N/A	N/A
DT	3=	-0.42	-0.66	1=	-0.95	-2.41	3=	-0.94	-0.91
Engineering	D1+	0.3	-0.29	D1=	-0.63	-1.99	D1+	-0.67	-1.22
English Language	3=	0.31	-0.87	3=	0.66	-0.91	3+	0.37	-0.58
English Literature	2+	-0.21	-1.35	2+	-0.16	-1.67	3=	0.12	-0.82
Food	*1=	-0.43	-1.04	*1=	0.15	-1.39	2+	-0.45	-1.78
French	2=	-0.31	-	1=	-1.06	-2.1	N/A	N/A	N/A
Geography	3=	0.19	0.17	3=	-0.23	-1.07	3=	-0.2	0.12
History	2=	-0.91	-1.39	2+	-0.7	-1.71	3=	-0.84	-1.63
Maths	2=	-0.25	-0.93	2+	-0.02	-1.36	3=	-0.44	-1.16
Film Studies	2=	-0.56	-1.76	2=	-1.06	-2.18	N/A	N/A	N/A
Music	6=	2.75	2.8	N/A	N/A	N/A	N/A	N/A	N/A
RE		-1.75	-	3=	-0.67	-2.17	6=	2.14	1.06
Science	32=	0.02	-0.73	32+	0.19	-0.98	22+	-0.45	-1.06
Science Biology	5=	0.33	-0.45	3=	0.18	-3.11	6=	1.11	-0.36
Science Chemistry	6=	0.83	0.06	4=	1.18	-2.02	6=	1.11	-0.27
Science Physics	5=	0.33	-0.44	3=	0.18	-3.03	5=	0.44	-0.94
Statistics	4=	-0.07	0.15	2=	-0.83	-3.23	4+	-0.23	-0.94
HSC	P2=	1.6	-0.51	P2=	1.07	-0.8	M2=	1.25	0.76
Performing Arts	M1=	-0.74	-1.42	D1=	-0.06	-1.44	M1=	-1.41	-3.53
Sports	M1+	0.33	-1.19	P2=	0.69	-0.85	D1=	0.19	-1.02
Textiles	N/A	N/A	N/A	2+	0.26	-1.95	N/A	N/A	N/A
WJEC ICT	D1+	-0.83	-1.02	P1=	-1.61	-3.14	N/A	N/A	N/A
Tech Creative iMedia	N/A	N/A	N/A	N/A	N/A	N/A	M1=	-0.35	-1.43

Tutor Teach + Sessions

English Language Tutor Teach Plus Impact		
PP students	Ave Grade	Ave Points
Y11 Mock 2	2	2.08
Y11 Exams	2+	2.42
Difference >		0.34

Maths Tutor Teach Plus Impact		
PP students	Ave Grade	Ave Points
Y11 Mock 2	4=	4
Y11 Exams	4	4
Difference >		0

English Literature Tutor Teach Plus Impact		
PP students	Ave Grade	Ave Points
Y11 Mock 2	3+	3.3
Y11 Exams	2+	2.3
Difference >		-1

Science Tutor Teach Plus Impact		
PP students	Ave Grade	Ave Points
Y11 Mock 2	33	3.08
Y11 Exams	33	3.08
Difference >		0

Period 7 Engagement and Impact

The average grade increase from mock 2 to outcomes for PP students who attended period 7 was 0.14.

Period 7 Faculty PP Engagement (PP Cohort 33/108 = 30.6%)								
Subjects	Total number	Total %	PP number	PP % of PP At-tended	PP % of All At-tended	Non-PP number	Non-PP % of Non-PP Attended	Non-PP % of All At-tended
English	177	24	32	22	4	145	24	19
English Literature	4	1	0	0	0	4	1	1
Maths and Statistics	122	16	30	21	4	92	15	12
Science	9	1	0	0	0	9	1	1
Geography	0	0	0	0	0	0	0	0
RE	36	5	0	0	0	36	6	5
Art	269	36	66	46	9	203	33	27
Catering	8	1	1	1	0	7	1	1
DT	1	0	1	1	0	0	0	0
Engineering	80	11	9	6	1	71	12	9
Health and Social Care	10	1	3	2	0	7	1	1
ICT	12	2	0	0	0	12	2	2
Music	15	2	1	1	0	14	2	2
Sports Studies	8	1	1	1	0	7	1	1
All subjects	751	100	144	100	19	607	100	81

Impact - Pastoral data key figures 2024 - 2025

The school has demonstrated an overall improvement in attendance rates, rising from 89.3% in the 2022-23 academic year to 92.1% in 2023-24. This positive trend reflects the collective efforts of staff, students, and families to prioritise consistent school attendance. Notably, attendance among students eligible for Pupil Premium (PP) has also seen a significant increase, climbing from 81.4% to 86.3%.

% Attendance vs non PP										
Group	23 - 24		2024 - 2025							
	Cohort	YTD	Cohort	HT1	HT2	HT3	HT4	HT5	HT6	YTD
PP	131	81.4%	126	87.3%	86.4%	86.2%	86.7%	84.9%	81.4%	85.5%
Non PP	369	91.1%	346	95.7%	93.9%	93.5%	94.0%	94.2%	91.8%	93.9%
Gap		-9.7%		-8.4%	-7.5%	-7.3%	-7.3%	-9.3%	-10.4%	-8.4%
% PA vs non PP										
Group	23 - 24		2024 - 2025							

	Cohort	YTD	Cohort	HT1	HT2	HT3	HT4	HT5	HT6	YTD
PP	131	55.1%	126	38.8%	40.2%	50.0%	37.4%	44.2%	52.2%	45.2%
Non PP	369	28.4%	346	12.6%	19.2%	20.9%	15.8%	16.1%	32.4%	15.9%
Gap		26.7%		26.2%	21.0%	29.1%	21.6%	28.1%	19.8%	29.3%

Attendance Gaps with PP vs Non-PP

	2021-2022	2022-2023	2023-2024	2024-2025
Attendance	-8.4%	-12.04%	-9.7%	-8.4%
PA	-21.2%	-26.38%	-26.7%	-29.3%

Behaviour

The proportion of PP students to Non-PP students with suspensions has decreased during the academic year.

Number of Suspensions										
Group	23 - 24		2024 - 2025							
	Cohort	YTD	Cohort	HT1	HT2	HT3	HT4	HT5	HT6	YTD
PP	131	161	126	36	19	25	22	3	10	115
Non PP	369	77	346	18	17	18	19	9	8	89
Gap		84		18	2	7	3	-6	2	26
% Suspensions (out of cohort) vs non PP (PUPILS)										
Group	23 - 24		2024 - 2025							
	Cohort	YTD	Cohort	HT1	HT2	HT3	HT4	HT5	HT6	YTD
PP	131	21.3%	126	7.9%	6.3%	7.9%	9.5%	1.6%	4.0%	15.1%
Non PP	369	6.1%	346	2.0%	2.3%	2.3%	3.5%	1.2%	1.4%	6.1%
Gap		15.3%		5.9%	4.0%	5.6%	6.1%	0.4%	2.5%	9.0%
% Repeat Suspensions (out of cohort) vs non PP (PUPILS)										
Group	23 - 24		2024 - 2025							
	Cohort	YTD	Cohort	HT1	HT2	HT3	HT4	HT5	HT6	YTD
PP	131	18.4%	126	7.1%	4.8%	4.0%	4.8%	0.8%	2.4%	10.3%
Non PP	369	2.6%	346	1.4%	0.9%	1.4%	0.9%	0.6%	0.6%	3.8%
Gap		15.8%		5.7%	3.9%	2.5%	3.9%	0.2%	1.8%	6.6%

Pupil Premium Individual Spend Impact:

Period 7 Rewards / Mock Results Day Stressbuster event / Year 11 Revision Resources for PP Students:

All PP Students Y11 Outcomes 2025	Average Grade	Average Points	Residual	SPI	Ave points impact Mock 1 to Outcomes
Art and Design	4=	4	1.65	-0.36	1.0
Computer Science	3-	2.75	-1.23	-0.45	0.25
Design and Technology	3-	2.83	-0.42	-0.66	0.17
Engineering	D1+	3.36	0.3	-0.29	0.39
English Language	3-	2.81	0.31	-0.87	0.25
English Literature	2+	2.4	-0.21	-1.35	0.30
Food	*1-	2.6	-0.43	-1.04	-1.40
French	2=	2	-0.31	-	-1.00
Geography	3=	3.17	0.19	0.17	0.42
History	2-	1.8	-0.91	-1.39	-1.27

Maths	2=	2.25	-0.25	-0.93	0.48
Media/Film Studies	2-	1.88	-0.56	-1.76	1.02
Music	6=	6	2.75	2.8	3.00
RE		0	-1.75	-	0.00
Science	32=	2.48	0.02	-0.73	0.11
Science Biology	5=	5	0.33	-0.45	0.50
Science Chemistry	6-	5.5	0.83	0.06	-0.50
Science Physics	5=	5	0.33	-0.44	1.00
Statistics	4-	3.6	-0.07	0.15	-0.40
Tech Health and Social Care	P2=	4.25	1.6	-0.51	-0.36
Tech Performing Arts	M1-	1.88	-0.74	-1.42	-2.17
Tech Sports	M1+	2.33	0.33	-1.19	1.92
WJEC ICT	D1+	2.2	-0.83	-1.02	-1.10
Summary		2.69	0	-0.81	0.08

Literacy Interventions:

- **Little Wandle CODE phonics intervention** PP students who took part in phonics interventions have made an overall improvement of 10 from their KS2 standardised score to their end of year standardised score, which demonstrates that these students have made significantly more than expected progress.
- **Small Group English Tuition** PP students who took part in small group English tuition have made an overall improvement of 1.21 from their KS2 standardised score to their end of year standardised score, which demonstrates that students have made more than expected progress.
- **The Making of Harry Potter Reward Trip (students selected for their engagement and performance in literacy interventions)** 14 PP students were rewarded with this trip and all year groups have seen an in improvement in their standardised score in English - Y7 +3.1, Y8 +1.5 and Y9 +1.9.

Numeracy Interventions:

- **Axiom Maths** PP students who took part in axiom maths improved their standardised score by +2.25, the average KS2 score was 106.75 and the end of year 7 score was 109.00.

Breakfast bagel program:

On average 133 PP students access breakfast each term.

Music Sessions:

All students who took part in Ukulele group sessions performed in a whole school assembly.

Guitar lessons for a Year 10 student made a full grade progress from January 2025 to July 2025.

Digital Engagement:

PP students have had greater impact on Bedrock compared with Non-PP students. However, the data shows overall engagement with educake and seneca is lower than Non-PP students.

Bedrock –

PP	Pre test score	Post test score	Improvement
No	66%	76%	15%
Yes	62%	74%	19%

Educake –

Year	Non-PP			PP			PP v Non-PP Comparison of average number of questions answered per pupil
	Total number of questions answered	Number of pupils	Average number of questions per pupil	Total number of questions answered	Number of pupils	Average number of questions per pupil	
8	9514	73	130.3	1945	18	108.1	-22.2
9	13797	83	166.2	2638	15	175.9	+9.7
10	10696	62	172.5	3809	28	136.0	-36.5

11	12742	81	157.3	2488	29	85.8	-71.5
Total	70013	379	184.7	10880	90	120.9	-63.8

Seneca –

PP	Number of students	Assignment completion on time or late	Assignment completion on time only	Average score	Active students	Total study time (hours)	Total assignment study time (hours)	Total independent study time (hours)
PP	113	36%	26%	71%	81	44.59	47.76	0
Non-PP	340	52%	39%	73%	304	276.48	254.84	21.64

Intended outcomes impact are as follows:

Excellence within the Classroom: Teaching including small group tuition has addressed gaps in learning, and we have seen impact with internal data, yet there is still a way to go to match national data.

Preparation for Post-16 Opportunities: Students have a clearer understanding of their future steps and are making more informed choices about courses, leading to higher aspirations and increased continuation in education.

Access to Enrichment Opportunities for Pupil Premium (PP) Students: PP students have had broader experiences to enable them to unlock their personal potential, resulting in greater interest in clubs.

Improvement in Maths Progress: There has been an improving trend in 4+ and 5+ outcomes for Maths in 23-24, and the gap had narrowed, however in 24-25 this dipped.

Improved Attendance: Attendance figures have shown improvement with the gap narrowing from 22-23 to 23-24 and 24-25, although PA data has improved the gap has widened.

Access to Technology and Resources: Students have shown increased engagement with online resources and improved attitudes towards homework.

The impact of Covid-19 on pupil premium students, with school closures being particularly detrimental. Despite this, efforts to maintain a high-quality curriculum and provide targeted tuition and support have helped mitigate some of the negative effects, and we continue to work tirelessly to diminish the attainment gap.

Overall, the strategy has had a positive impact on student outcomes, particularly in terms of engagement, progress, and parental involvement. The focus on evidence-based approaches and targeted interventions has been crucial in achieving these outcomes.

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A