

## **Pupil Premium Strategy Statement**

This statement details our school's use of pupil premium funding to help improve the attainment of our students identified as disadvantaged.

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.

### **Background**

For the academic year 2025-2026 we have been allocated £127,665 of pupil premium funding. These funds are in addition to the main school budget (the general annual grant). Pupil premium is allocated to the school based upon the number of students who are in receipt of free school meals (and those who have been eligible in the last 6 years). It is also payable for those students who have been, or still are, looked after (for at least one day). There is also a premium paid to schools for those students whose parents are in the Armed Forces, or those who are in receipt of the Armed Forces Compensation Scheme.

The Department for Education stipulates that schools are free to spend the pupil premium however they see fit so long as the funding is used to raise the attainment and achievement of those students who are eligible. Lacon Childe School prides itself on providing the very highest standard of education for all of its learners and whilst pupil premium students are high on our agenda, we ensure that all students, regardless of their eligibility status are given similar levels of targeted intervention and support should it be felt necessary.

For parents/carers who are unsure of their child's eligibility for free school meals, they can visit the website detailed below, where they will also be able to view the eligibility requirements, download an application form and speak to an advisor:

Shropshire Council 0345 678 9008

[http://www.worcestershire.gov.uk/info/20062/schools/684/applying\\_for\\_free\\_school\\_meals](http://www.worcestershire.gov.uk/info/20062/schools/684/applying_for_free_school_meals)

We would encourage our eligible parents/carers to apply for free school meals as it not only provides the student with a midday meal but helps the school to fund additional support for individual learners, providing any additional curriculum or targeted support necessary to ensure that those eligible students achieve to their full potential.

The use of cashless catering at Lacon Childe School also ensures confidentiality for those students who are in receipt of free school meals; their allowance appears automatically on their account and our electronic payment system means that other students are not aware of who is in receipt of free school meals and eligible students are not required to say anything about it to our catering staff in the queue.

## School overview

| Detail  | Data                |
|---|---------------------|
| School name   | Lacon Childe School |
| Number of students in school  | 563                 |
| Proportion (%) of pupil premium eligible students                       | 26%                 |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2028           |
| Date this statement was published                                       | November 2025       |
| Date on which it will be reviewed                                       | November 2026       |
| Statement authorised by   | S Weston            |
| Pupil premium lead  | T Stiles            |
| Chair of Local Academy Board  | S Wenlock           |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £127,665 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £127,665 |

## **Part A: Pupil Premium Strategy Plan**

### **Statement of intent**

#### **WHAT ARE OUR AIMS FOR THE PUPIL PREMIUM GRANT?**

The aim of the Pupil Premium is to identify and implement strategies that help to increase social mobility and reduce the attainment gap between the most and least disadvantaged students nationally. We want to create equity for all our students where everyone has the opportunity to succeed, regardless of the circumstances.

We have placed a strong emphasis on securing foundations in literacy and numeracy as we believe that our disadvantaged students require most support in these key areas.

Furthermore, we believe that strong literacy and numeracy are crucial for preparing young people for life beyond school.

We are also focused on ensuring that our disadvantaged students have excellent rates of attendance. Students need to be in school and in lessons in order to access the high-quality provision on offer.

We are a 'warm but strict' Academy. We recognise that our students identified as disadvantaged, further require the boundaries and support our school offers in order to flourish. Pastoral care is focussed on the removal of barriers inside and outside of the classroom ensuring that students have access to the necessary emotional and welfare support required as well as ensuring that they are equipped and can continue their learning outside of the classroom.

#### **WHO BENEFITS FROM THE PUPIL PREMIUM GRANT?**

At Lacon Childe School we ensure that the Pupil Premium Grant has the most benefit for those with the greatest disadvantage. Our intention is to build capacity and maximise our impact. Some of the interventions we put in place are shared by young people who are not in receipt of Pupil Premium funding. We do this in order to promote good progress for all young people.

#### **WHAT BARRIERS DO PUPILS ELIGIBLE FOR THE PUPIL PREMIUM GRANT FACE?**

The barriers and challenges disadvantaged students face are complex and varied- there is no single difficulty faced by all. However, we have identified several barriers that we believe are particularly relevant to the disadvantaged young people in our context.

The key barriers we identified are listed below in the "Challenges" section.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: “School Funding and Pupil Premium 2021” available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Our combined professional experience of what works best.
- Collaboration with other successful schools.
- The work of key experts, for example Marc Rowlands a Government Advisor for disadvantaged.

From these sources we have identified the following priority areas for spending:

- Evidence-based literacy interventions: phonics, comprehension strategies, reading programmes.
- Evidence-based numeracy interventions: mastery maths.
- High quality homework programmes.
- Small group and/or individual intervention groups.
- Support to encourage attendance.

Our strategy is also integral to wider school plans for education. Our three-year strategy focuses on the five key areas:

- Ensuring the delivery of a high-quality curriculum and standard of teaching
- Promoting standards of literacy and numeracy
- Promoting positive wellbeing
- Securing high levels of attendance; and
- Excellent standards of behaviour

High-quality teaching is at the heart of our approach, with a focus on areas in which students identified as disadvantaged require the most support. Good teaching is the most important lever schools have to improve outcomes for students identified as disadvantaged. Students from low-income backgrounds don't learn differently. They need classrooms where behaviour is excellent, where great teaching is the norm, and a curriculum that equips students with ‘essential knowledge’. Our strategy is focused on what research states has the biggest impact on student outcomes and wellbeing.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Issues relating to attendance</b><br>From our experience, we have found that our students identified as disadvantaged are more likely to have lower attendance and punctuality rates when compared with their non-disadvantaged peers and higher level of lateness.  |
| 2                | <b>Low reading and literacy attainment on beginning Key Stage 3 (KS3)</b> The average reading and literacy age of incoming KS3 students is low, especially among those from disadvantaged backgrounds.  |
| 3                | <b>Raising aspirations</b><br>Less cultural capital and breadth of wider experience, potentially caused by less access to learning resources, enrichment and arts activities, trips and visits when compared to non-disadvantaged students.<br>On average, students identified as disadvantaged are more likely to come from family backgrounds who have had limited experience of higher education. Students from disadvantaged backgrounds often need additional support and guidance to make them aware of their options for them following Year 11. |
| 4                | <b>Emotional and pastoral support strategies</b><br>Increased stress, anxiety, and social, emotional and mental health issues evident from some of our students identified as disadvantaged. We have also found that our students identified as disadvantaged have become less socially confident and more liable to need further support with their emotional health.  |
| 5                | <b>Independent learning</b><br>Some students identified as disadvantaged find independent learning (passive classwork/home learning) and independence (self-regulation) more challenging than their peers because of confidence and resilience barrier.   |
| 6                | <b>Numeracy mastery</b><br>Internal and external (where available) assessment data indicates that maths attainment among students who are identified as disadvantaged is below that of non-disadvantaged students.  |

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| 7 | <p><b>Long term effects of lockdown</b></p> <p>After returning from the final lockdown in January 2021, many of our students found it difficult to re-engage with their learning. However, we found that our students identified as disadvantaged had often been affected more by lockdown.</p> |
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|   | Intended outcome   | Success criteria  |
|---|--|---|
| 1 | <p>To ensure that there is an equitable provision for curriculum and teaching for all students in order for disadvantaged students to make comparable progress to our other students.</p> <p>To engage students in their learning and foster an environment of intellectual rigour in the classroom for students regardless of background.</p> | <p>The quality of teaching is accessible, scaffolded, and consistent which enables all students to access the curriculum. All teachers are effectively incorporating the following in lessons:</p> <ul style="list-style-type: none"> <li>▪ Regular and effective checks for understanding</li> <li>▪ Responsive feedback following those checks for understanding</li> <li>▪ Regular retrieval practice and promotion of the best ways to revise/complete homework</li> <li>▪ Oracy</li> <li>▪ Deliberate practice</li> <li>▪ Chunking of tasks to minimise cognitive overload</li> <li>▪ Well sequenced content</li> <li>▪ Effective modelling</li> <li>▪ High levels of engagement observed in lessons</li> <li>▪ Percentage passing English and Maths GCSEs</li> <li>▪ Comparing those achieving 4+ in EBacc figures for disadvantaged students with non-disadvantaged students in our school and nationally</li> </ul> |
| 2 | <p>To encourage emotionally healthy, strong and positive behaviours in our students identified as disadvantaged.</p>   | <p>Positive impact from pastoral support strategies, seen in fewer behaviour sanctions and the number of sanctions being in line with non-disadvantaged peers.</p> <p>Positive impact from mental health support through student voice feedback</p> <p>Outcomes progress and engagement in learning.</p>  |

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| 3 | To improve reading ages of our students identified as disadvantaged   | There is no difference between the reading ages of the disadvantaged and vulnerable students and their peers. Students should have a reading age of, at least, their chronological age |
| 4 | To close the gap in independent learning completion between our students identified as disadvantaged and non-disadvantaged students                       | Reported quality and completion from class teachers<br>Detention numbers should be low for both disadvantaged and non-disadvantaged students   |
| 5 | To raise the levels of attendance and punctuality of our students identified as disadvantaged.  | There is no difference between disadvantaged students' attendance and their peers. Attendance should be above 95%  |
| 6 | Provide students with cultural capital experiences via assemblies, electives, our Extracurricular / Character Academy offer, visiting speakers and trips. | There is no difference between the proportion of vulnerable students participating in extracurricular opportunities compared to their peers  |
| 7 | To help our students identified as disadvantaged to gain places at appropriate post-16 placements.  | Percentage of pupils in Year 11 going on to appropriate post 16 placements.  |

## Activity in this academic year 2025/2026

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

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

**Budgeted cost: £21,000**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>CPD:</b><br>All staff to take part in quality, researched-based, well planned and delivered, CPD to develop teacher skills to ensure that all disadvantaged students are taught by an effective teacher. | Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that | All challenge areas           |

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| <p>In addition to teaching development, CPD will also be delivered in the following areas:</p> <ul style="list-style-type: none"> <li>▪ Specific SEND support to support the most vulnerable learners</li> <li>▪ Literacy and reading development to ensure that staff can implement the literacy strategy</li> <li>▪ Pastoral support so that members of staff have the skills to support all learners</li> <li>▪ Sharing of pastoral knowledge to support staff in knowing their students</li> <li>▪ Edukey training to support staff in knowing their students</li> </ul> | <p>good teachers are especially important for pupils from disadvantaged backgrounds. (DFE guidance)</p> <p>EEF 'Feedback' research shows that these T&amp;L strategies can have an impact of +6 months. See <a href="#">here</a>.</p> <p>EEF "research tells us that high quality teaching can narrow the disadvantage gap". Supporting high quality teaching through PD "is pivotal in improving children's outcomes" see EEF Effective Professional Development <a href="#">here</a>.</p> |                            |
| <p>Support for quality professional development opportunities for all members of staff to make sure that well qualified and supported practitioners are teaching disadvantaged students across the school</p>  | <p>'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is a key ingredient of a successful school and should rightly be the top-priority for Pupil Premium spending.' (EEF)</p> <p>See EEF Effective Professional Development <a href="#">here</a>.</p>  | <p>All challenge areas</p> |
| <p>Instructional coaching. Time to support middle leaders to develop teaching practice, increasing the progress of disadvantaged students.</p>   | <p>The difference in effectiveness between teachers with instructional coaches and those without is equivalent to the difference between novice teachers and teachers with five to 10 years of experience. (<a href="#">Brief-#20 draft-layout EdResearch for Recovery</a>)</p>   | <p>All challenge areas</p> |



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|  | <p>See EEF Effective Professional Development <a href="#">here</a>.</p> <p>Instructional Coaching supports teachers to avoid habit ossification and develop their practice:</p> <p><a href="#">Habit formation limits growth in teacher effectiveness: A review of converging evidence from neuroscience and social science - Hobbiss - 2021 - Review of Education - Wiley Online Library</a></p> |                |
| <p>Partial funding of the literacy strategy which includes the provision of a literacy lead, to implement the strategy across the school to ensure that:</p> <ul style="list-style-type: none"> <li>▪ reading protocols are embedded in lessons</li> <li>▪ the tutor read programme in in place</li> </ul> | <p>EEF has shown that reading comprehension strategies can have an impact of +6 months. This evidence can be found <a href="#">here</a></p>   | 2 and 3        |
| National College subscription  | <p>To ensure that staff are fully trained and are knowledgeable about the challenges and barriers facing our students. Training includes supporting students with mental health, online safety, prevention of bullying or SEND awareness</p>  | All challenges |
| <p>Contribution to allow the Head of Department to attend Maths Hub CPD supporting the development of Teaching and Learning and curriculum in maths, supporting the progress of disadvantaged students.</p>  | <p>‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is a key ingredient of a successful school and should rightly be the top-priority for Pupil Premium spending.’ (EEF)</p> <p>See EEF Effective Professional Development <a href="#">here</a>.</p>  | 6              |

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| Partial funding for a lead teacher responsible for the pupil premium strategy | To ensure that the strategy for improvement of the outcomes for disadvantaged students is successful a leader with oversight for this area is required. | All challenges |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £49,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Partial funding of staff time to support selected students to access Sparx reader during tutor time to develop the literacy skills of the disadvantaged students. | EEF has shown that reading comprehension strategies can have an impact of +6 months. This evidence can be found <a href="#">here</a>   | 2                             |
| Funding for the delivery of small class support for disadvantaged students focusing on the development of specific student needs                                  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition has been shown by the EEF to have an impact of +4 months. The EEF evidence can be found <a href="#">here</a> . | 2 6                           |
| Partial funding for the provision of Sparx reader across the school   | Evidence consistently shows the impact that reading comprehension strategies   | 2                             |

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| to support literacy skills essential for accessing the curriculum  | can have (7+months – EEF: <a href="#">Reading comprehension strategies   EEF</a> )   |                |
| Partial funding for the provision of Sparx maths across the school to support numeracy essential for accessing the curriculum                                  | Nationally, in 2022/23, only 25% of disadvantaged pupils achieved a grade 5 or above in GCSE Maths, compared to 52% of their peers.<br>Targeted numeracy support helps pupils feel more capable and motivated.<br>Structured interventions rebuild confidence and foster a growth mindset.   | 6              |
| Partial funding for the delivery of self regulation support such as Talk for Teenagers Zones of Regulation   | EEF research has shown that social and emotional learning can have an impact of +3 months.<br>The research can be found <a href="#">here</a>   | 4              |
| Partial funding for the delivery of specific literacy interventions including Direct Instruction & Read Write Inc Fresh Start                                  | Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. EEF research shows that these strategies can have an impact of +6 months. EEF evidence can be found <a href="#">here</a> .<br>The EEF report on improving literacy in schools can be found <a href="#">here</a> .   | 2              |
| Partial funding for a homework club at the end of the school day.  | Research by the EEF shows that homework can have an impact of +5 months.<br>The EEF research can be found <a href="#">here</a> .   | 5              |
| Funding for the provision of specific week-long course of PET-Xi style for KS4.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support specific student needs. The EEF found that small group tuition can have an effect of +4 months. The EEF information can be found <a href="#">here</a> .  | 2 3 5 6        |
| Partial funding of the EduKey system to provide detailed information to members of staff allowing them to make adjustments the support for students in lessons | Edukey provides staff with timely, detailed and accessible information about pupil's needs, barriers and recommended strategies. This enables staff to make evidence-informed adjustments within lessons supporting the EEF position that every teacher should be equipped to deliver high-quality instruction that meets the needs of disadvantaged learners. | All challenges |

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

Budgeted cost: £57,665

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Partial funding of the attendance officer to track and monitor the attendance of disadvantaged students  | <p>March 2022 EEF published that there was evidence to suggest that personalised calls, texts and letters to parents/carers could increase attendance. The full report can be found <a href="#">here</a>.</p> <p>The working together to improve attendance strategy details the importance of working with families to improve school attendance. The full report can be found <a href="#">here</a>.</p> | 1                             |
| Partial funding of the Character academy activities and extra-curricular activities to ensure that disadvantaged students are able to fully engage in the enrichment activities of the school. As a rural school, this funding includes transport at the end of school as this is a barrier for some students. | <p>The EEF has shown that arts participation can have an impact of +3 months, and physical activity +2 months. The EEF evidence can be found <a href="#">here</a>.</p> <p>Although EEF shows an unclear <a href="#">impact</a> of aspiration interventions, we believe that support to raise aspiration and self-esteem will help students to aim high and achieve better outcomes.</p>                   | 3                             |
| Partial funding of the pastoral team including the Assistant Head of Year to support the disadvantaged students  | <p>The National foundation for education research found that raising the attendance of disadvantaged students was a priority in raising the attainment and progress of the disadvantaged students. The report can be found <a href="#">here</a>.</p> <p>The EEF research shows that parental engagement can have an impact of +4 months. EEF evidence can be found <a href="#">here</a>.</p>              | 4                             |
| Contribution to curriculum linked trips or trips designed to enrich cultural capital trips.  | <p>The Onword report, 2022, 'Beyond School' concluded that "An enriching education is vital to social mobility. It aids academic progress but also helps to build the cultural capital that is fundamental in later life". The report can be found <a href="#">here</a>.</p>  | 3                             |

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| Partial funding of the Family Support Worker to support the attendance of the disadvantaged students                                       | <p>The National Foundation for Education research found that raising the attendance of disadvantaged students was a priority in raising the attainment and progress of the disadvantaged students. The report can be found <a href="#">here</a>.</p> <p>The working together to improve attendance strategy details the importance of working with families to improve school attendance, the report can be found <a href="#">here</a></p> <p>March 2022 EEF published that there was evidence to suggest that personalised calls, texts and letters to parents/carers could increase attendance. The full report can be found <a href="#">here</a>.</p> <p>In order to support attendance and in particular our disadvantaged students at risk of being persistently or severely absent, we have appointed a Community Liaison Officer who goes into the community to support families and students to re-engage with education. EEF research shows that positive parental engagement with schools can have a positive impact on average of 4 months additional progress.</p> | 1              |
| Provision of uniform and equipment to ensure these barriers to the curriculum are removed for all disadvantaged students.                  | Ensuring pupils have the necessary clothing and equipment reduces stigma, supports positive behaviour and attendance, and improves pupil's sense of belonging – all factors identified by the EEF as influential on academic engagement and long-term attainment.  | All challenges |
| Partial funding of the careers guidance for disadvantaged students to support in the raising of aspirations for the disadvantaged students | November 2021 Careers & Enterprise Company report 'Effective Careers Interventions for Disadvantaged Young People'. See the report <a href="#">here</a> .  | 3              |

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| Provision of revision materials and revision guides for the disadvantaged students in Year 10 & 11.   | The EEF highlights that targeted academic support, including revision materials and structured interventions like one-to-one or small group tuition, can add up to +4 to +7 months of progress for disadvantaged pupils  | 5   |
| Partial funding of rewards across the school. Consistent application of rewards procedures for disadvantaged students has shown to improve engagement at school | This promotes a positive and inclusive school culture where students are more likely to feel valued, be happier at school and therefore more likely to attend and engage.<br><a href="#">2. Build a culture of community and belonging for pupils   EEF</a>  | 1   |
| Partial funding for a mentor for the disadvantaged students in Year 11 to support them during the final stages of the GCSE course                               | EEF recognises that small group and one-to-one support is effective when they are well structured, carefully targeted and linked to academic goals.  | 1 3 |
| Additional support for Year 9 students during the options process to ensure that the disadvantaged students are making aspirational choices for the future      | Students who are enrolled on the most appropriate courses are more likely to feel valued, be happier at school and therefore more likely to attend and engage. <a href="#">2. Build a culture of community and belonging for pupils   EEF</a><br>November 2021 Careers & Enterprise Company report 'Effective Careers Interventions for Disadvantaged Young People'. See the report <a href="#">here</a> . | 3   |
| Partial funding for the provision of a dedicated Operational DSL to support safeguarding systems in the school  | DFE guidance 'Mental health and behaviour in schools' identifies that schools have a central role in supporting mental health issues in school. Report can be found <a href="#">here</a><br>EEF +4 months (social & emotional learning). The EEF evidence can be found <a href="#">here</a>  | 4   |

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| Contingency and hardship fund. | Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 4 |
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**Total budgeted cost:** £127,665

## Review of 2024-2027 plan.

| Outcome  | Progress  |
|--|---|
| <p>Higher attendance for all our disadvantaged students.</p> <p>By 2026/27:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all students being no more than 3%, with no significant attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% greater than their peers.</li> <li>KS4 attendance is in line with National and in line with KS3.</li> </ul> | <p>The school has made notable progress in improving attendance since the 2023/24 academic year. The attendance gap between Pupil Premium and non-Pupil Premium students has narrowed, with disadvantaged pupils' attendance now above the national average for FSM-eligible students, despite remaining 6% lower than their peers in school. Persistent absence has reduced by 15% compared to the previous year, although disadvantaged pupils continue to be disproportionately represented in this group. Pastoral interventions have been implemented to support those facing the greatest barriers to attendance, though for some students external factors remain beyond the school's control.</p> <p>Moving forward, reducing the gap between Key Stage 3 and Key Stage 4 attendance remains a priority. By 2026/27, the school aims to achieve an overall absence rate of no more than 3%, ensure no significant attendance gap between disadvantaged and non-disadvantaged pupils, and maintain KS4 attendance in line with both national benchmarks and KS3 levels.</p> <p>While the national attendance of FSM eligible pupils was above national, the gap between Key Stage 3 and 4 remains and this is a priority for this academic year.</p> |
| <p>By 2026/27 behaviour data demonstrates:</p> <ul style="list-style-type: none"> <li>No difference in the average number of detentions issued to disadvantaged students, compared to their non-disadvantaged peers</li> <li>The FTE rate reduced to less than 5% for disadvantaged students.</li> </ul>   | <p>Behavioural outcomes have shown improvement, with a significant reduction in the total number of behaviour points issued across the school. However, disadvantaged pupils remain disproportionately represented, accounting for 33% of all B3 sanctions. Fixed-term exclusions (FTEs) affected 16% of Pupil Premium students, again higher than their peers. The pastoral team has prioritised targeted support for this group to address underlying issues.</p>   |



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| <p>▪The number of achievement points for disadvantaged students is in line with their peers and is above a ratio of 5:1 or more when comparing achievement to behaviour points.</p>  | <p>On a positive note, disadvantaged pupils received 22% of all achievement points, slightly above their 19% representation in the school population. In total, 15,000 achievement points were awarded compared to 5,897 negative points. While the target 5:1 achievement-to-behaviour ratio has not yet been met, progress is evident and remains a key focus.</p> <p>By 2026/27, the school aims to eliminate disparities in detentions, reduce the FTE rate for disadvantaged pupils to below 5%, and ensure achievement points are consistently above a 5:1 ratio when compared to behaviour points.</p>     |
| <p>Improve the reading ages of all students and in particular, our disadvantaged students. By 2026/27 the reading ages of all students and in particular disadvantaged students show that their reading age is in line or better than that of their chronological age.</p>                         | <p>Literacy development has been a whole-school priority during 2023/24, with tailored interventions such as <i>Read Write Inc Fresh Start</i> and the introduction of <i>Direct Instruction</i>. These programmes have supported disadvantaged pupils in particular, with the long-term goal of ensuring that by 2026/27, all students' reading ages — and especially those of disadvantaged pupils — are in line with or exceed their chronological age. At the end of 2024 2025 academic year, the average gap in reading age between pupil premium students and non pupil premium students was 11 months.</p> |
| <p>Improve overall attainment and progress of all students and in particular our disadvantaged students in maths and English at GCSE. By the end of our current plan in 2026/27:</p> <p>▪ KS4 outcomes show that the A8 figure for disadvantaged students in English and maths is 10 or above.</p> | <p>Current KS4 outcomes highlight areas requiring significant improvement. The small numbers of pupils in the cohort was a factor as were the particular barriers this particular cohort experienced. In the most recent cohort, 12.5% of students achieved Grade 5 or above in both English and maths, while 44% achieved Grade 4 or above. Progress 8 data is unavailable for this cohort due to the absence of SATs during the Covid-19 disruption.</p>  |

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| <ul style="list-style-type: none"><li>▪ The number of disadvantaged students achieving 9-4 in both English and maths is above 75%.</li><li>▪ The number of disadvantaged students achieving 9-5 in both English and maths is above 60%.</li><li>▪ KS4 outcomes show that the P8 figure for disadvantaged students in English and maths is in line with their non-disadvantaged peers.</li></ul> |  |
|---|--|