

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 2025-26, we have been allocated £259,275.01 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. The De Montfort School prides itself on providing the very highest standard of education for all 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:

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 The De Montfort 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	The De Montfort School
Number of students in school	849 (Year 6 – Year 11) 932 (Year 6 to Sixth Form)
Proportion (%) of pupil premium eligible students	25.86% (Year 6 – Year 11)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Anna Allen Headteacher
Pupil premium lead	Charlotte Ross Assistant Headteacher
Chair of Local Academy Board	Nicole Higginson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,275.01
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	£259,275.01

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 The De Montfort 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 [School Funding and Pupil Premium 2021 - The Sutton Trust](#). Education Endowment Foundation Teaching and Learning Toolkit, available [Teaching and Learning Toolkit | EEF](#).
- Our combined professional experience of what works best.
- Collaboration with other successful schools
- The work of key experts, for example Marc Rowland 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, 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	Issues relating to attendance 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	Low reading and literacy attainment on beginning Key Stage 3 (KS3) The average reading and literacy age of incoming KS3 students is low, especially among those from disadvantaged backgrounds.
3	Raising aspirations 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. On average, our students identified as disadvantaged are more likely to come from family backgrounds who have had limited experience of higher education. Consequently, going on to university-level study can be potentially seen as an unrealistic goal for their Post 18 education. Students from disadvantaged backgrounds often need additional support and guidance to make them aware of their options for them following Year 11 or Year 13.
4	Emotional and pastoral support strategies 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	Independent learning 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	Numeracy mastery 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.
7	Long term effects of lockdown 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.

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	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. To engage students in their learning and foster an environment of intellectual rigour in the classroom for students regardless of background.	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: ▪ Regular and effective checks for understanding ▪ Responsive feedback following those checks for understanding ▪ Regular retrieval practice and promotion of the best ways to revise/complete homework ▪ Oracy ▪ Deliberate practice ▪ Chunking of tasks to minimise cognitive overload ▪ Well sequenced content ▪ Effective modelling ▪ High levels of engagement observed in lessons ▪ Percentage passing English and Maths GCSEs ▪ Progress 8 score of the school ▪ Comparing those achieving 4+ in EBacc figures for disadvantaged students with non-disadvantaged students in our school and nationally
2	To encourage emotionally healthy, strong and positive behaviours in our students identified as disadvantaged.	Positive impact from pastoral support strategies, e.g. decreased behaviour sanctions Positive impact from mental health support through student voice feedback Outcomes progress and engagement in learning.
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	Reported quality and completion from class teachers

	students identified as disadvantaged and non-disadvantaged students.	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 Character Academy offer, visiting speakers and trips.	There is no difference between the proportion of vulnerable students participating in extra-curricular opportunities compared to their peers
7	To help our students identified as disadvantaged to gain places at top universities/colleges/apprenticeships.	Percentage of disadvantaged students applying to Russell Group universities in Year 13 Percentage of pupils in Year 11 going on to Sixth Form to do Level 3 qualifications

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: £110,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: - CPD to develop specific teaching and learning skills for all teachers in the classroom to ensure that all disadvantaged students are taught by an effective teacher. - All members of staff to take part in wider reading to develop their understanding of delivery of effective lessons and have the opportunity to discuss the issues through staff discussion groups. - SEND CPD providing	The EEF report 'Effective Professional Development' concluded that "research tells us that high quality teaching can narrow the disadvantage gap" and "supporting high quality teaching through PD is pivotal in improving children's outcomes". The report can be found here. OFSTED report (2024), 'Independent review of teachers professional development in schools' concluded that "high-quality professional development that improves teachers' knowledge, practice and confidence can have a positive impact on pupils'	All challenges

opportunities for staff to develop their understanding on how to support students with specific SEND needs. ▪ Specific literacy CPD including how to approach lessons by looking through the lens of a student with a low reading age. ▪ Pastoral CPD allow members of staff to develop their skills in promoting good behaviour for learning in the classroom. ▪ Specific pastoral support sessions on how to support specific students across the curriculum. ▪ Edukey training to enable staff to make best use of the programme, allowing them to know their students. ▪ Support through the vulnerable learner strategy and the identification of the students with the greatest level of need.	outcomes”. The report can be found here. The TALIS report (2018) states that “collaborative practice has a marked impact on teachers’ practices”. The report can be found here. EEF ‘Feedback’ research shows that these T&L strategies can have an impact of +6 months. The research summary can be found here.	
Literacy: ▪ Partial funding of the literacy coordinator to ensure that literacy development remains at the centre of the school development plan and oversee the implementation of the strategy. ▪ Ensure TDMS reading protocols are embedded in all lessons. ▪ Tutor reads are embedded across Years 6-10, twice a week, utilising exciting and challenging texts to support the development of reading skills for disadvantaged students.	The EEF report ‘Improving literacy in schools’ stated that “Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects”. The full report can be found here. EEF has shown that reading comprehension strategies can have an impact of +6 months. This evidence can be found here as the EEF highlights that assessment should be used to match students to appropriate types of intervention (inc. teacher	2, 3, 5 and 7

▪ Purchase of resources to support literacy development ▪ Continue to provide specific CPD literacy support for all staff to ensure that it becomes embedded in all lessons when appropriate. ▪ Promote the development of oracy skills in lessons across all curriculum subjects.	instruction) and to monitor the impact of interventions. The EEF has concluded that the average impact of oracy interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	
National College subscription	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. Development of these areas is essential for the support of disadvantaged students. EEF has shown that social and emotional strategies can have an impact of +4 months. This evidence can be found here.	1, 4 and 7
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
Numeracy: Numeracy training for teaching assistants for intervention in the hub. MAT maths lead partial funding for small group tuition.	Research conducted by the EEF shows that training teaching assistants can support the development of numeracy, 'particularly those students from disadvantaged backgrounds'. See the report summary here. An EEF comment paper notes that getting a 'good pass' in maths is imperative for students to be able to 'unlock future opportunities'. The comment can be found here.	5, 6 and 7

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

Budgeted cost: £83,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering of teacher led academic booster sessions focusing on the development of specific areas of student weakness.	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 here .	2, 5, 6 and 7
Funding for the provision of bespoke resources for targeted students for literacy interventions such as Lexia and 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 here. The EEF further found that oral interventions can have an impact of +6 months. The EEF evidence can be found here. The EEF report on improving literacy in schools can be found here. Further information on the Lexia programme can be found here Why Lexia? – LexiaUK. The EEF conducted a trial on and concluded that it “shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school”. They also concluded that it can have an impact of +3 months. The report can be found here.	2, 3 and 5
Supporting the delivery of specific interventions	Reading comprehension strategies can have a positive impact on pupils' ability	2, 3 and 5

for literacy by funding a salary contribution to the intervention lead.	to understand a text. EEF research shows that these strategies can have an impact of +6 months. EEF evidence can be found here. The EEF further found that oral interventions can have an impact of +6 months. The EEF evidence can be found here The EEF report on improving literacy in schools can be found here Further information on the Lexia programme can be found here Why Lexia? – LexiaUK The EEF conducted a trial on and concluded that it “shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school”. They also concluded that it can have an impact of +3 months The report can be found here.	
Funding for the provision of PIXL assessment and interventions through therapy sessions.	The EEF found that small group tuition can have an effect of +4 months. The EEF information can be found here .	2, 4 and 6
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 here.	3
Partial funding for the staffing of the EAL hub, to ensure that disadvantaged students with an EAL need are supported to develop their language skills allowing them greater access to the curriculum.	Specific support for EAL students will enable them to access the mainstream curriculum. The national college research on supporting EAL students stated that “The combination of learning English alongside a new curriculum and pedagogy are clear challenges for an EAL student. Both basic English communication skills and academic language must be secured to excel in	2, 4 and 5

	school". The National College report can be found here. 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 here. The EEF further found that oral interventions can have an impact of +6 months. The EEF evidence can be found here.	
Funding for the provision of a homework club at the end of the school day.	Research by the EEF shows that homework can have an impact of +5 months. The EEF research can be found here.	2, 4, 5, 6 and 7

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

Budgeted cost: £65,214.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of the Resilience and Grit programme to develop the academic resilience and individual grit of disadvantaged students.	The Public Health England report 'Building children and young people's resilience in schools' found that "Resilience has an impact on health outcomes through effects on health behaviours, qualifications and skills, employment, mental wellbeing, and recovery from illness. Therefore, inequalities in resilience can reinforce or contribute to inequalities in health" and schools "have an opportunity to ensure that children and young people are supported and enabled to build resilience". The report detail can be found here. The EEF research shows that social and emotional learning can have an impact of +4 months. The EEF evidence can be found here.	All challenges
Delivery of the exam ready programme to	Supporting students in understanding the process of preparing for	2, 3, 4, 5, 6 and 7

develop the examination skills of the disadvantaged students.	examination will have an impact on their overall success. The EEF research shows that Metacognition and self-regulation development can have an impact of +6 months. The EEF evidence can be found here.	
Careers advisor, in school (partial funding) who meets with individual students and prioritises work with our disadvantaged students to support aspiration for next steps.	November 2021 Careers & Enterprise Company report 'Effective Careers Interventions for Disadvantaged Young People'. See the report here .	3
Provision of a pastoral support workers (Achievement Leader) (partial funding) to support and improve attendance (inc. house visits) and behaviour of disadvantaged students. In addition, the Achievement Leaders will provide support with mental health, wellbeing and safeguarding issues. Achievement leaders also support the development of strong parental communication.	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 here. The EEF research shows that parental engagement can have an impact of +4 months. EEF evidence can be found here.	1, 4 and 7
Partial funding for the provision of a dedicated Deputy 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 here. The EEF research shows that social and emotional learning can have an impact of +4 months. The EEF evidence can be found here.	1, 4 and 7
Partial funding for the school attendance	March 2022 EEF published that there was evidence to suggest that	1 and 7

officer to support and improve the attendance of the disadvantaged students.	personalised calls, texts and letters to parents/carers could increase attendance. The full report can be found here. The working together to improve attendance strategy details the importance of working with families to improve school attendance. The full report can be found here.	
Partial funding for a pastoral family liaison officer to support and improve the attendance of the disadvantaged students.	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 here. The working together to improve attendance strategy details the importance of working with families to improve school attendance. The full report can be found here.	1, 4 and 7
External school counsellor two days per week (via The Wellbeing Crew) to work with students to support anxiety, mental health and wellbeing.	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 here. EEF +4 months (social & emotional learning). The EEF evidence can be found here.	4 and 7
Funding for the provision of a breakfast club at the start of the school day – students can have a healthy breakfast socialise or do homework/reading.	EEF report 'Magic Breakfasts' stated that "where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club." The report can be found here.	4
Cultural Capital - funding to support students with participation in	The EEF has shown that arts participation can have an impact of +3 months, and physical activity +1 month. The EEF evidence can be found here.	All challenges.

enrichment activities inc. music lessons.		
Funding to allow disadvantaged students to access the wider curriculum offers including trips and visits to support the curriculum and expand their horizons.	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 here .	All challenges.
Subscription to The Elephant Group to drive student access to universities	The headteacher-led charity work with schools to reduce the barriers for students to the knowledge and skills they need to make decisions about their future. This is achieved through targeted activities and resources. Their impact report from 2023/24 can be found here .	3, 5 and 7
PowerBi analysis tool	PowerBi is an analysis tool that enables us to analyse attendance and behaviour data in real time and enable sharp focus on identifying impact and analysing trends. This will then allow leaders to scrutinise data and use this data to inform next steps and decisions.	2, 6 and 7
Contingency and hardship fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All challenges.
Funding to support students with transportation to school which has been a barrier to attendance.	Based on the school experience, students with travel issues often have attendance issues.	1
Provision of uniform and equipment to ensure these barriers to the curriculum are removed for all disadvantaged students.	Some students require support to allow them to access the curriculum.	All challenges.

Total budgeted cost: £259,275.01

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 students in the **2024 to 2025** academic year as part of our three-year strategy.

Intended Outcome 1: Improve the literacy skills of all students and in particular our disadvantaged students. This includes reading ages, writing stamina and oracy skills.				
Success criteria	Analysis of evidence available and impact			
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. Students will have a high level of writing stamina and strong oracy skills	<u>2024 Summary</u>			
	Year	Disadvantaged reading age	Non-disadvantaged reading age	Chronological age
				Difference to chronological age for disadvantaged students *Mid range
	6	10.08	11.08	10-11
	7	11.08	12.02	11-12
	8	12.06	13.04	12-13
	9	12.05	13.05	13-14
	10	12.10	13.08	14-15
	11	13.08	14.02	15-16

2025 Summary

Year	Disadvantaged reading age	Non-disadvantaged reading age	Chronological age	Difference to chronological age for disadvantaged students *Mid range
6	10.03	10.09	10-11	3 months
7	11.00	12.00	11-12	6 months
8	11.06	11.11	12-13	1 year
9	12.10	13.07	13-14	8 months
10	13.04	14.02	14-15	1 year & 2 months

Literacy remains a focus and the objectives at the end of the plan is that all students, including disadvantaged have a reading age that meets their chronological age. Literacy considerations are a central part of planning all lessons and the introduction of sparx reader has increased access to literacy develop for all students, including the provision of individually adjusted homework. Individual interventions have continued, and the literacy lead plans these interventions according to need, monitoring the outcomes.

The average reading age of students in Year 6 & 7 has reduced slightly compared to the end of the previous year. However, the results still fall into the chronological age. The average reading age for Year 8 students has reduced compared to the previous year, however, the gap between disadvantaged and non-disadvantaged students, previously at 10 months has been reduced to 5 months.

There has been improvement of the reading age of the students in Year 9 and 10. Although they are still below their chronological age, disadvantaged students in Year 9 have a gap of 8 months, this compares to 1 year and 1 month for Year 9 students the previous year. Year 10 students, have a gap of 1 year and 2 months, an improvement when compared to cohort the previous year.

Literacy needs to remain a focus for the next years plan, if we are to achieve our 2027 target.

Intended Outcome 2: Improve the attainment of all students and in particular our disadvantaged students in reading and maths by the end of KS2, maintaining the improvements in writing

Success criteria

Analysis of evidence available and impact

By 2026/27, assessments at the end of KS2 demonstrate that all students and in particular disadvantaged students are assessed as meeting or exceeding the expected standard in reading, writing and maths.

2024 Results	Disadvantaged	Non- disadvantaged	Gap
Reading	72.7	73.6	-0.9
Writing	84.8	83.0	+1.8
Maths	78.8	84.9	-6.1
Combined	63.6	71.7	-8.1

2025 Results	Disadvantaged	Non- disadvantaged	Gap
Reading	46.2	76.8	30.3
Writing	56.4	89.0	32.6
Maths	43.6	75.6	32
Combined	38.5	67.1	28.6

There has been a reduction in the number of disadvantaged students achieving the expected standards at KS2 compared to a slight increase in the number of non-disadvantaged students. Although the overall score has decreased the average standard score for both reading and maths is over 100. There were a number of disadvantaged students with a score slightly below the expected standard. Interventions have focused on

skill development and improving gaps in knowledge, this has had an impact and needs to continue next year to improve the outcomes for the disadvantaged students at KS2.

Intended Outcome 3: Improve overall attainment and progress of all students and in particular our disadvantaged students in maths and English at GCSE.

Success criteria

Analysis of evidence available and impact

By the end of our current plan in 2026/27:

- KS4 outcomes show that the A8 figure for disadvantaged students in English and maths is 5 or above.
- All disadvantaged students achieve 9-4 in both English and maths
- The number of disadvantaged students achieving 9-5 in both English and maths is above 40% (17.1% in 2024).

2024	Disadvantaged	Non- disadvantaged	Gap
Total Attainment 8	32.24	43.20	-10.96
P8 Score	-0.08	0.22	-0.30
Students achieving 5 Standard Passes inc EM	34.30	54.30	-20.00
Students achieving 5 Strong Passes inc EM	17.10	32.60	-15.50

2025	Disadvantaged	Non- disadvantaged	Gap
Total Attainment 8	31.27	41.39	-10.12
P8 Score			
Students achieving 5 Standard Passes inc EM	21	47	-26
Students achieving 5 Strong Passes inc EM	12	26	-14

There is a slight improvement in the gap between disadvantaged and non-disadvantaged students in the total attainment 8 (0.84). The gap for 5 standards passes (including English and maths) has widened by 6. The number of students achieving at 4 or above in English is 32.4% and in maths 44.1%. The gap between

students achieving 5 strong passes (including English and maths) has decreased by 1.5. The number of students achieving at 5 or above in English is 23.5% and in maths 17.6%.

Disadvantaged students achieving 9-4 in both English and maths was 32.4% and 9-5 was 14.7%. For non-disadvantaged students, these figures were 52.3% and 25% respectively.

Intended Outcome 4: Higher attendance for all our disadvantaged students.

Success criteria

Analysis of evidence available and impact

By the end of our current plan in 2026/27:

- 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.
- The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% lower than their peers.

2024	Disadvantaged	Non- disadvantaged	Gap
Overall attendance (5 terms)	86.9%	93.0%	-6.1%
Persistent absenteeism (5 terms)	42.6%	20.4%	+22.2%

2025	Disadvantaged	Non- disadvantaged	Gap
Overall attendance (5 terms)	86.9%	93.6%	-6.7%
Persistent absenteeism (5 terms)	42.3%	18.7%	+23.6%

Targeted attendance interventions have been used to maintain the attendance of the disadvantaged students at the same level as the previous year. There had been a slight reduction in the number of students in persistent absent status. However, this is significantly higher than their non-disadvantaged peers and the attendance gap has increased. Pastoral leaders continue to work with individual students as

	does the family support worker. Although there are some notable individual successes, this has yet to result in an improvement for the group overall.											
Intended Outcome 5: Increase the number of students accessing extracurricular clubs and enrichment activities, including curriculum trips during the school day. Broaden the horizons and opportunities for disadvantaged students by providing access to careers opportunities and engagement with employers and university visits												
Success criteria		Analysis of evidence available and impact										
By the end of our current plan in 2026/27 ▪ The % of disadvantaged students accessing extra-curricular clubs will be in line with their non-disadvantaged peers. ▪ The % of disadvantaged students accessing curriculum engagement activities, university visits and employer engagements in in line with their non-disadvantaged peers		<table><tr><td>2025</td><td>Disadvantaged</td><td>Non- disadvantaged</td></tr><tr><td>Overall engagement</td><td>96.5%</td><td>98.4%</td></tr><tr><td>Elevate engagement</td><td>96.1%</td><td>98.3%</td></tr></table> The focus on enrichment within the school has expanded the opportunities for all students, including the most disadvantaged. Although there is a small gap, the improvement in the engagement for disadvantaged students is significant. Overall, 96.5% of disadvantaged students have engaged with the extracurricular programme at some stage this year, compared to 98.4% for non-disadvantaged students. 96.1% have accessed a curriculum engagement activity, the gap to their non-disadvantaged peers in this category is lower. Funding to ensure that all students have the opportunity to take part in these activities as well as increasing the variety of opportunities on offer has had an impact.		2025	Disadvantaged	Non- disadvantaged	Overall engagement	96.5%	98.4%	Elevate engagement	96.1%	98.3%
2025	Disadvantaged	Non- disadvantaged										
Overall engagement	96.5%	98.4%										
Elevate engagement	96.1%	98.3%										

