Waseley Hills High School: Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Waseley Hills High School
Number of pupils in school	789
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/ 2026 to 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr T Preston, Principal
Pupil premium lead	Miss G Donovan, Assistant Principal
Governor / Trustee lead	Mr L Lynch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,275
Recovery premium funding allocation this academic year	£0
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	£233,275

Part A: Pupil premium strategy plan

Statement of intent

CRST Waseley Hills High School Disadvantaged and Vulnerable Strategy: *Making the difference for disadvantaged pupils*

At Waseley Hills High School, we are driven by a moral imperative to provide a meaningful and successful education for our disadvantaged pupils. We view all aspects of school life, from academic to personal development, through the lens of disadvantage and pride ourselves on maintaining consistently high standards in the core foundations of our students' experience of education. We strive for equity, aiming to 'level the playing field' to ensure no student's education is limited by disadvantage.

We aim to do this by routinely:

- Being experts on the students in front of us.
- Thoughtfully arranging seating plans to facilitate support, equity and talk.
- Directing our support and resource where it is needed most to prevent underachievement.
- Thinking carefully about the foundations of knowledge needed for all to access curriculum content.
- Providing students with clear feedback and guidance to improve.
- Supporting the wellbeing of our students.
- Remembering that every single interaction matters.

At Waseley Hills High School we are privileged to work in a growing and diversifying community where we celebrate and recognise our students' successes and strengths. We have built a curriculum which enriches their knowledge, attributes, skills, and experiences and we work to empower students to become independent, resilient, critical thinkers who can articulate their knowledge.

Our priority is to implement our vision through highly effective classroom teaching supplemented by bespoke interventions to support vulnerable learners' specific needs and the removal of barriers. We strive for effective teaching, day after day with a focus on oracy, reading and disciplinary literacy, delivered by teachers and support staff who know who their Pupil Premium students and ensure thoughtful seating arrangements are in place to support them.

To improve the outcomes of our disadvantaged learners, we prioritise assessment rather than assumption to diagnose specific factors impacting our pupil premium students. As part of our drive, all assessment, attendance, enrichment and Pass data is always broken down to include sub-groups of Pupil Premium to identify patterns of underachievement or concerns and to allow staff at all levels to intervene promptly.

Our pupils' emotional wellbeing is of the highest importance to us, and we acknowledge that wellbeing concerns disproportionately impact students at a disadvantage. Our intent is to support students in developing resilience and to mitigate as many factors as we can that hinder a child's academic and personal growth. Our investment in GL PASS assessments enables us to identify individuals and groups of students in need of support so we can disrupt emerging patterns which cause concern. Attendance is also integral to our wider Tier 3 strategies as we recognise that without good attendance, pupils will have less success in accessing the curriculum and miss out on opportunities to be active participants of the school community. We want our students to thrive in school, becoming young leaders, contributors to school events and to have meaningful educational experiences.

Challenges

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

Challenge number	Detail of challenge
1 (Tier 1)	**Academic progress** We recognise that consistent and high-quality teaching with staff proficient in adapting to meet the needs of individuals is paramount to the equitable progress of our disadvantaged students. Our focus is on effective **checking for understanding**, providing effective **feedback**, and extending and **adapting teaching** to meet the needs of all students and ensure progress. This is especially pertinent to the significant number of students with SEND needs who are also eligible for pupil premium.
2 (Tier 1)	**Communication and Language** Our observations suggest that many of our students (including those who are at a disadvantage but not exclusively) have lower levels of **oracy**. Not being able to confidently articulate themselves could also impact students' life chances, holding them back in interviews or their place of work.
3 (Tier 2)	**Reading** Our assessments indicate that some disadvantaged pupils have lower levels of **reading comprehension** than peers. This impacts their progress in all subjects and ability to access and understand the curriculum.
4 (Tier 3)	**Wellbeing** Our observations, discussions with students and assessments (such as PASS) indicate that students with **SEMH** difficulties experience a variety of social and emotional challenges that can have a big impact on their emotional wellbeing and ability to thrive in school. For some students, this impacts behaviour choices which also require support.
5 (Tier 3)	**Attendance and belonging** The **attendance** of our disadvantaged students is lower than that of their peers. This is a complex symptom of individual challenges that requires consideration of individual circumstances. Disproportionately, our students at a disadvantage are impacted by factors affecting attendance and require tailored interventions and processes to support individuals and families.

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
To improve the attainment of disadvantaged students across the curriculum by the end of KS4.	• Reduce the gap between disadvantaged and non-disadvantaged outcomes, especially across the core subjects of Maths, English and Science. • Increase the proportion of students at a disadvantage achieving strong pass grades in both English and Maths.
To improve the oracy skills of all students with a focus on those at a disadvantage.	• Lesson visits and student voice demonstrate meaningful participation of all students and structured opportunities to talk and develop knowledge through oracy. • The 'Turn and Talk' and 'Think Pair Share' Walkthru steps adopted by all teaching staff and used effectively. • 'Word Rich' embedded across all subject curriculum plans and actively utilised in lessons. • Read Debate Articulate' opportunity for discussion of reading material embedded within Culture time. • Staff to be trained in whole school oracy strategies for a consistent approach in supporting oral proficiency.
To improve adaptive teaching and SEND provision to benefit all students with SEND and particularly those in receipt of Pupil Premium.	• Improved outcomes for PP students with SEND. • Pupil passports outline specific needs of students and recommended strategies for adaptive teaching. • Pupil passports used routinely by teaching staff and updated regularly by SEND team. • Staff proficient in adaptive teaching and in-class strategies to support students. • Reduced behaviour incidents for pupils who are PP and SEND.

To improve reading proficiency and comprehension among disadvantaged learners.	- Improved average reading age of disadvantaged pupils. - Reduced gap between reading age and chronological age for disadvantaged pupils. - Disproportionate number of Pupil Premium students taking part in the IDL programme. - IDL programme data shows accelerated improvement in reading SAS scores for those taking part compared to their peers. - Reading data to be used by class teachers to support learners with accessing the curriculum 'Read Debate Articulate' opportunity for reading embedded within Culture time. - Class reading of novel embedded within 'Ready, Steady, Read' lessons with reading fluency and intonation modelled by teachers.
Improved wellbeing and feelings about school amongst disadvantaged students.	- PASS survey indication of increased positive feelings about school and self. - Measurable impact of interventions through PASS and pupil behaviour logs on ClassCharts. - Improved student voice and participation in school life.
To achieve and sustain improved personal development, emotional wellbeing and resilience.	- The 'Learning for Life' programme will be delivered consistently – a robust and detailed PSHCE and RSE Curriculum map with a clear focus on resilience and emotional wellbeing. All staff will understand the rationale and deliver this with confidence. - Heads of Year and Tutors are proficient in interpreting and using PASS data to intervene with students based on individual areas of need. - Regularly scheduled pastoral team meetings mean that common concerns amongst pupils are shared to ensure that the PSHCE/RSE Curriculum is adapted accordingly. - Visits to lessons (PSHCE/RSE and Curricular areas) will show the values embedded across the school - Improvements will be seen in Attitude to Learning (AtL) data and PASS data. - Opportunities to develop KASE (knowledge, attributes, skills and experience) throughout the

	curriculum and additional Team Building and enrichment activities are in place to develop confidence and resilience.
Improved learning behaviours of students at a disadvantage.	• Reduction in suspensions and admissions to refocus for those students at a disadvantage. • Reduction in the gap between behaviour incidents of disadvantaged and non-disadvantaged students. • Bespoke, targeted interventions are in place for those in need of support with emotional wellbeing, resilience and perceptions of self and school. • Behaviour incidents reduced and where they do occur, followed by supportive interventions to develop resilience and accountability.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained and improved high attendance demonstrated by: • The overall attendance rate for all pupils increasing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The percentage of all pupils who are persistently absent to have reduced. • Routine tracking and monitoring procedures are effective in highlighting students and families in need of support in relation to attendance. • Attendance is rewarded and celebrated; the importance of it is understood and valued by Pupil Premium students in particular.

Activity in this academic year
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £100,704.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in High Quality Teaching. Support the CRST Teaching & Learning cycle delivery, develop skilled teachers who adapt provision to ensure progress for all. • Internal CPD programme informed by observation of lessons, books and student voice focussed on adaptive teaching, teacher vigilance and checking for understanding. • Review of curriculum plans which build on prior learning and preview new learning, supporting learners to 'remember' more, 'demonstrating' their knowledge through applied learning. • Quality assurance: Learning walks, book looks to ensure adaptive teaching and addressing of misconceptions.	We must not accept that disadvantaged pupils are destined to underachieve. Socioeconomic disadvantage does not have to be an anchor on attainment. Inclusive teaching and learning can change lives, and every interaction matters. Marc Rowland (2021) Addressing Educational Disadvantage in Schools and Colleges: The Essex Way https://re-searchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schools-and-colleges-the-essex-way The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2, 5

	We will use Walkthrus as a medium to support with this CPD. https://walkthrus.co.uk/about	
Development and retention of high quality teaching staff through Instructional Coaching. • Instructional Coaching programme in place for both Teaching & Learning and Culture / Behaviour using Tom Sherrington and Oliver Caviglioli's 'Walkthrus' programme. All teaching staff actively using the 'Cold Call' and 'Think, Pair Share' Walkthru steps. • StepLab utilised to record and praise staff on coaching programme.	The EEF guidance report on Effective Professional Development outlines Instructional Coaching as one of the effective mechanisms of improving teacher proficiency. The instructional coaching model will help teachers to develop upon individual areas of strength and weakness, and to challenge ingrained habits. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf Instructional coaching is highlighted by the Ambition Institute as being the most effective way in which 'Teachers can move from their current performance towards target performance... This allows them to overcome existing ingrained habits and adopt new behaviours.' Steve Farndon (2019) https://www.ambition.org.uk/blog/what-instructional-coaching/ Sims (2018) states that Instructional Coaching is 'the best-evidenced form of professional development we have'. https://samsims.education/2019/02/19/247/ Walkthrus: https://walkthrus.co.uk/about StepLab:	1, 2, 5

	Steplab | Professional development that really works	
Providing regular and effective feedback, both formative and summative, to aid progress. • Investment in Walkthrus CPD programme with a whole school focus initially on 'Cold Call' to ensure instant checking for understanding and feedback. • Embedding of whole school feedback policy to ensure all students receive clear guidance on how to improve and develop within each subject.	EEF toolkit (2021) indicates that "feedback" strategies can generate +6 months. Teacher Feedback to Improve Pupil Learning | EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF David Didau's work on feedback vs marking and whole class/ individual feedback approaches. https://learningspy.co.uk/tag/whole-class-feedback/ https://learningspy.co.uk/leadership/less-marking-feedback-challenge-proposal/	1, 2
Quality Assurance process conducted by SLT, Subject Leaders, Lead Practitioners and through peer observation. • Transparent processes to provide constructive and developmental feedback. • Identification of best practice to be shared with the wider staff body, training needs and coaching opportunities in a supportive manner. • Instructional coaching for ECT and staff identified	DfE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Hattie (2016) proposed Collective Teacher Efficacy (the collective belief of teachers in their ability to positively affect students) as strongly correlated with student achievement.	1, 2, 3, 5

with specific development opportunities through QA.		
Building resilience as learners • Investment in student independence through explicit instruction in revision and self-study methods. • Use of modelling and scaffolding to improve KS4 outcomes.	Supporting Revision and the 'Seven-step Model' | EEF The EEF Metacognition and Self-regulated Learning guidance report offers a useful framework by which to support pupils to structure their exam preparation, and crucially, learn how to do so with increasing independence. This recommends explicitly teaching and modelling to students how to best revise using a recommended strategy. Metacognition and Self-regulated Learning | EEF	
Reading and Oracy strategy implementation • Investment in NGRT reading assessment and increased exposure to this data through ClassCharts. • 'Read, Debate, Articulate' programme in Culture time. • Investment in 'The Day' for access to relevant and engaging reading material. • Reading fluency (*Accuracy, Automacity and Prosody*) • Directed reading time through 'Ready, Steady, Read' lessons in which reading fluency, intonation and engagement is modelled.	Supporting fluent reading in the secondary classroom | EEF The EEF recommends modelling the fluency of reading and providing students with the opportunity to rehearse and practice reading the same passage aloud. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral language interventions is approximately an additional six months' progress over the course of	2, 3

• Responsibility for strategic leadership of reading overseen by Assistant Principal and applied by skilled Middle Leader. • Increased staff understanding of and engagement with NGRT reading proficiency data through CPD and exposure.	a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language: EEF Oral Language Interventions https://theday.co.uk/ Oracy commission report G Barton https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf	

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

Budgeted cost: 57,580.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support students with reading levels below age related expectations. • The use of IDL to improve reading skills at KS3. • Prioritising intervention support for those eligible for PP and our lowest 20% of readers • HLTA and AA support to implement IDL and personalised	Research has identified remedial, and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	3

	vocabulary interventions. • The use of NGRT to identify any underlying barriers and to provide staff with information necessary to adapt their curriculum content to ensure accessibility for all.	Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	
Subject Specific Academic Support Academic Mentoring and one to one tuition delivered by senior leaders and subject teachers. This will target PP students and include a triangulated focus on attendance, behaviour, SEMH and academic outcomes. Conduct small group targeted academic support intervention sessions. These will be conducted by class teachers who have a strong knowledge of student needs.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) EEF toolkit indicates that "one-to-one" tuition can generate +5 months And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF EEF Tool Kit (2021) indicates that small group tuition has a +4 months benefit and 1:1 tuition can have a benefit of 5+ months.	1
In class support Maximise the use of Achievement Assistants in lessons and within targeted interventions. Investment in growing the SEND team.	Given that SEN pupils and low-attaining pupils are disproportionately in receipt of Free School Meals, TAs work with our most vulnerable pupils. Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. Making Best Use of Teaching Assistants	1, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: **64, 989.88**

Activity	Evidence that supports this approach	Challenge number(s) addressed
De-escalation and Trauma Informed CPD • Investment in staff professional development in relation to effective de-escalation strategies to support students in social and emotional interactions and the management of SEMH. • Embedding of the school policy of 'Remind, Reflect, Reroute, Re-build' to fortify strong relationships and resilience for all students. • Investment in trauma informed	Improving Behaviour in Schools | EEF Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying, and aggression, leading to improved classroom climate, attendance, and attainment. Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time. Teachers should encourage pupils to be self-reflective of their own behaviours. Trauma informed practice - NHS Safeguarding The NHS states that there is now strong and growing evidence of a link between trauma and mental health. There is also emerging evidence that trauma-informed systems are effective and can benefit staff and trauma survivors.	4, 5

Engagement with external specialist family support to work with more vulnerable children and disadvantaged families to support their social, emotional wellbeing and developing a positive engagement in learning. Engagement with external counselling services. Investment in SEMH focused programmes such as: - Girls On Board - Boxing mentorship - Individual counselling - SWO Intervention groups to address specific target groups identified in PASS data.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social, emotional learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment: Social and Emotional Learning EEF	
Improve Wellbeing Investment in and use of PASS survey to identify barriers to learning and: • Track emotional wellbeing of students • Understand attitudes towards school and learning and intervene immediately • Identify and address attitudes towards attendance • Provide training on analysis of data so that pastoral leads, teachers and support staff can intervene with the	The use of the PASS survey data and internally gathered data on attendance, behaviours and engagement in enrichment is supported by the EEF's guide 'Putting Evidence to Work: A Guide for Implementation' (Sharples, Albers and Fraser 2018). This highlights the importance of building teams such as 'data teams' to improve leadership capacity and deliver school improvement. Rowland (2022) for the Unity Research School: Secure a school-wide understanding of how disadvantage impacts on pupils' learning and broader experiences in school. https://re-searchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom	4, 5

most vulnerable learners • Investment in external agencies to support wellbeing e.g. WEST counselling, Touchstones Bereavement support, Boxing mentorship.	When the Adults Change, Everything Changes. P. Dix (2017) https://whentheadultschange.com/	
The recruitment and retention of staff to support the promotion of positive mental health and wellbeing: - Mental Health lead with masters qualification - Mental health First Aid qualified teacher - Student Welfare Officers (non-teaching). - Education Welfare Officer - Enhanced Provision Lead	Public Health England cite research that indicates: - Pupils with better health and wellbeing are likely to achieve better academically. - Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. - The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf Wider literature e.g. Colman (2021) indicates that students at a socioeconomic disadvantage have been significantly and disproportionately affected by the pandemic.	4, 5
Improve Attendance • Embed principles of good practice set out in DfE's	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels: Rapid Evidence Assessment on Attendance and Interventions for School-Aged Pupils	5

Improving School Attendance advice. • The oversight of attendance to sit with Vice Principal in close collaboration with Trust colleagues in aligning role. • Investment in the ongoing development of a school-based Education Welfare Officer and Attendance Lead. • Investment in Enhanced Provision Lead and 'The Bridge' provision for students re-building their attendance. • Use of the school MIS system to generate attendance tracking and intervention and to reward attendance. • The use of a 'waved' approach to attendance with contact made with families at each tier. • CPD for staff in their role as Heads of Year and form tutors.	NFER: On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. Disadvantaged pupils are not a homogenous group. The complexity of their backgrounds needs to be considered. https://files.eric.ed.gov/fulltext/ED594391.pdf	

Increase sense of belonging at school Provision of an Enrichment Calendar with targeted extra-curricular opportunities. - Implementation of an enrichment timetable. - Trust wide tracking system. - Dedicated leader of enrichment and personal development. - Investment in external sports clubs provider to supplement in-school offer. - Regular monitoring to ensure disproportionate offer to disadvantaged students. - Targeted opportunities for student leadership with PP students being invited to participate in roles that enable them to play an integral part in the school community. - Supplementing trips and visits.	Marc Rowland- Addressing disadvantage through school culture. Socioeconomic disadvantage can lead students to feel that they are 'on the margins of discussions'. https://www.schoolspartnershipprogramme.com/latest-news/addressing-disadvantage-school-culture Rowland et al for the Research School Network, indicate that meaningful participation in school life (inside and outside the classroom) leads to meaningful success. https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-from-strategy-to-the-classroom Billesley Research School: https://researchschool.org.uk/billesley/news/disadvantage-unravelling-the-label-and-its-impact-on-education	4, 5

Contingency fund for acute issues. Provision of a 'Healthy Breakfast Club' in the café each morning before school. 'Poverty Proofing' our curriculum and enrichment offer. Planned activities: - Subsidising trips including sporting, theatre, geographical and historical sites. - Funding peripatetic music lessons. - Funding GCSE PE equipment and uniform.	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 such as those arising due to cost of living challenges.	4, 5

Total budgeted cost: £233,275

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 the 2024 to 2025 academic year.

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

Outcomes

KS4 outcomes (detailed below) show that whilst the drive to improve outcomes for our disadvantaged students is showing impact, there remains much work to do in reducing the progress and attainment gap.

In 2025, we have focussed on attainment figures due to the impact of the pandemic on reliable progress measures.

- Attainment 8 has increased slightly for PP students from 30.85 in 2024 to 31.01 in 2025.

- In 2025, the PP gap narrowed from 15.5 to 13.2 A8. We, of course, strive to continue to reduce the gap in attainment for our pupil premium students, but are pleased to see the emerging impact of our efforts to serve social justice.

- Attainment is below national levels (2024, 34.6 nationally) for most disadvantaged students (average 31.01), and the gap between PP and non-PP students is wider than the national average.

- The PP attainment gap in English has narrowed in both Literature and Language. This is more pleasing in English Language (2024 APS gap 1.5 down to 0.97 in Language and 1.53 down to 1.42 in Literature). The average grade for PP students has also increased in English Language from 3+ in 2024 to 4 in 2025. English outcomes for PP students still display a notable gap, with non-PP outperforming by approximately one grade. Whilst residuals in English Language and Literature are positive overall, they are negative for those eligible for PP, indicating a need to direct the skills of this team in identifying students of focus at different grade boundaries to those at a disadvantage.

- The PP gap in Maths has narrowed from an APS gap of 1.74 to 1.35. However, with Maths outcomes over a grade lower for PP students when compared to their non-PP peers, directing resources towards those at a disadvantage remains a focus.

Leadership

Consistency of the leadership team through staff retention and re-structuring of leadership responsibilities has ensured that there is a long-term strategy for raising attainment and progress of all students. Leaders overseeing KS4 and KS5 outcomes work together to focus on the prioritisation of students at a disadvantage in teaching and learning, feedback and homework strategies. The leadership team has focused on prioritising an aspirational culture within school along with a focus on 'academic rigour and

resilience'. A centralised CPD approach has been effective in supporting teachers to plan lessons rooted in knowledge, to help students know and remember more, whilst ensuring they are given opportunities to demonstrate application of this knowledge. The structured lesson approach has helped to ensure consistency across the school and has also supported the development of calm learning classrooms. Moving forwards, subject leads will now be given more autonomy to embed strategies for equity in teaching and learning specific to their subject areas.

Behaviour

Positively, the number of disadvantaged students receiving repeat suspensions declined over the past 12 months, however, positive behaviour remains a challenge for a number of students. Interventions such as mentoring and formal student welfare support have had impact in supporting students in improving behaviour. Whilst the gap is narrowing, suspensions remain higher for those eligible for pupil premium.

The implementation of Class Charts to facilitate the logging of both positive and negative behaviours has significantly increased student and parent engagement and accountability for behaviour choices. This has also enabled an excellent development of the rewards process and enabled staff to more effectively provide praise which has positively impacted behaviour. The introduction of a restorative approach for handling issues within lessons has increased student reflection and accountability, leading to a reduction in re-routes from lessons.

Reading

Throughout 2024-25, our Reading Lead effectively oversaw the assessment, intervention, tracking and monitoring of reading progress.

'Ready, steady, read' lessons and Culture time 'Read, Debate, Articulate' programmes are now well embedded and enable students to enjoy reading and developing their oracy. They also ensure that students have reading modelled to them by staff to demonstrate intonation and pace, as well as ensure engagement. These strategies aim to develop the reading proficiency of all pupils but particularly those at a disadvantage.

Following the NGRT test in the Autumn term, and the retest in spring, students with a SAS of 89 or below (as a priority) were targeted for reading interventions during the summer term. A further identification of students from SAS 90+ was made based on demographic and attendance. These interventions included IDL, BSP, shared reading or/and paired reading. Interventions were targeted in collaboration with SENDco, ensuring a best-fit approach that was tailored to the need of the student.

Reading interventions disproportionately focused on PP students therefore remains a priority.

In 2024-25, we continued to see significant improvement through interventions BRSP and IDL, with our Pupil Premium average SAS score improving from 98.3 in Autumn term, to 99.3 in the Summer. Whilst still below the overall average of 104.9, this improvement is pleasing. Disadvantaged participants in the lowest 20% of reading scores showing an average increase in SAS score from 80.7 to 83.3 in round 1 of

IDL interventions, and 83.07 to 86 in round 2 of IDL interventions. This is therefore an intervention that will continue in the 2025- 26 academic year.

Attendance

Our work on attendance was strengthened in 2024-25 with the further embedding of our waved approach, bespoke, year group specific rewards and the inclusion of tutors and Heads of Year working alongside the attendance team to sensitively challenge absence and support attendance, with our Vice Principal overseeing the strategic vision for attendance. The development of attendance roles at all levels of responsibility means wider accountability and support for students.

In 2024, the average whole school attendance was higher than the average attendance for PP students, this gap is widening and therefore remains a priority and through the introduction of further one-to-one interventions, increased family communication and the development of pastoral support from tutors and heads of year, we will strive relentlessly to address this.

Emotional Wellbeing

PASS survey data was collected in the 2024-25 period and is now an integral part of identifying students for intervention. Our Lead Student Welfare Officer oversees the analysis of this data and identifies students for appropriate interventions with a focus on those eligible for Pupil Premium.

The data gathered in September 2025 indicated a significant improvement in student feelings about school. Whilst this is pleasing, it is evident that there was a gap in the attitudes of Pupil Premium students and their peers towards school and self. PP students also scored lower in perceived learning capability, confidence and self-regard as a learner.

To address these gaps in pupil attitudes towards school and self, in the 2024-25 academic year we introduced more training for pastoral teams, invested in targeted interventions and tailored our assemblies and interventions to meet the specific needs of student groups.

Externally provided programmes

Programme	Provider
GL Assessment suite (NGRT, CAT4, PASS)	GL Assessment suite (NGRT, CAT4, PASS)
Reading Intervention Programme	IDL
Family Support Worker	Malachi
Staff Training in Supporting Girls at School	Girls on Board
Trauma Informed Training	Trauma Informed Schools UK