

Pupil Premium Statement Carisbrooke College

2024-2027

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

It outlines our pupil premium strategy 3 year plan, how we intend to spend the funding in this first of three academic years and also reflects on outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	621
Proportion (%) of pupil premium eligible pupils	185 (29.8%)
Academic year/years that our current pupil premium strategy plan covers (this is a 3-year plan and an updated statement is published each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Natalie Sheppard
Pupil premium lead	Kirsty Jones
Governor / Trustee lead	Sarah Higgs

Funding overview

Detail	Amount
£177,983	£177,983
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£177,983

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Before completing this statement, we carefully diagnosed the challenges facing our students to accurately identify their needs, this included an analysis of our new intake of Year 7's.


We drew on evidence of effective practice in our decision making from the Education Endowment Foundation's [Guide to the pupil premium](#) and DfE's [Pupil Premium guidance for school leaders](#), which includes the 'menu of approaches' on activities to spend pupil premium on within the framework.

We reflected carefully on the evaluation of the previous strategy analysing the extent to which it met pupil need; that is the extent to which it successfully supported pupil progress and development. We then used the EEF [Schools Guide to Implementation](#) to plan this three year plan. .

Challenges

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

Challenge number	Detail of challenge
1	<p>Challenge: Attainment and Literacy Development of Disadvantaged Pupils in English</p> <p>The attainment of disadvantaged pupils in GCSE English is often lower than that of their peers. Diagnostic assessments conducted by teachers indicate that many disadvantaged pupils particularly struggle with vocabulary acquisition and reading comprehension (Source: Results 2025- Carisbrooke College)</p> <p>Analysis of KS2 SATs results in English reading and grammar, punctuation, and spelling (SPaG), alongside KS3 entry assessments using NGRT and teacher observations, reveal that disadvantaged pupils generally enter secondary education with lower literacy skills. These challenges include difficulties in comprehension, grammar, punctuation rules, and spelling. Furthermore, pupil feedback indicates a declining engagement with reading for pleasure, compounded by limited access to reading materials, especially fiction. Disadvantaged pupils are disproportionately affected by restricted reading opportunities at home and limited access to cultural experiences due to social isolation and transportation barriers. (Source: KS2 Results new Intake- Year 7 Carisbrooke College2025-2026)</p> <p>Teachers report that many pupils enter Year 7 with low reading stamina and a lack of interest in reading (Source: Teacher Reviews). Limited comprehension of tier two and tier three vocabulary adversely affects pupils’ understanding, written responses, working memory, confidence, and learning pace, which collectively restricts academic outcomes (Source: Exam Paper Analysis).</p> <p>Over the past three years, approximately two-thirds of incoming Year 7 pupils have met the expected standard in reading at KS2, while around 28% to 36% arrive below this threshold. The percentage of disadvantaged pupils performing below expected standards is within 5% of their peers (Source: KS2 Results New Intake - Year 7 Carisbrooke College 2025-2026). Initial NGRT assessments further indicate a wide range of reading ages among new Year 7 pupils, spanning from 5 years below chronological age to beyond 17 years.</p> <p>📄 KS2 Results New Intake - Year 7 Carisbrooke College 2025-2026 .</p> <p>📄 Results 2025 – Carisbrooke College</p>
2	<p>Challenge: Attainment and Numeracy Development of Disadvantaged Pupils in Maths</p> <p>The attainment of disadvantaged pupils in GCSE Maths is generally in line with their peers. Diagnostic assessments conducted by teachers highlight that many disadvantaged pupils particularly struggle with problem-solving skills and foundational numeracy (Source: KS2 Results new Intake- Year 7 Carisbrooke College 2025-2026)</p>

	<p>Analysis of KS2 SATs maths scaled scores, alongside teacher observations and discussions with KS3 pupils, indicates that disadvantaged pupils typically enter secondary education with lower numeracy levels compared to their peers. This deficit adversely impacts their progress not only in Maths but across the curriculum.</p> <p>Over the last three years, the percentage of Year 7 pupils achieving the expected standard in Maths has fluctuated between 58% and 70%. Consequently, between 30% and 42% of pupils arrive below the expected standard. The achievement gap for disadvantaged pupils is notable, with attainment up to 8% lower than their peers. In the current Year 7 cohort, 131 pupils (70%) met the expected standard in Maths, while only 28 of 44 disadvantaged pupils (63.63%) reached this benchmark.</p> <p>This data underscores the need for targeted interventions and evidence-based strategies to close the attainment gap and improve numeracy outcomes for disadvantaged pupils.</p> <p> KS2 Results New Intake - Year 7 Carisbrooke College 2025-2026</p>
3	<p>Observations and assessment analyses indicate that many disadvantaged pupils lack effective metacognitive strategies when approaching challenging tasks. Specifically, pupils struggle with retrieving information from memory and organising their knowledge coherently to produce well-structured written responses. Additionally, pupils require further development in accurately reflecting on and evaluating their answers to improve their learning outcomes.</p> <p>These challenges are evident across the curriculum but are particularly pronounced in English, Science, and Humanities. Addressing these metacognitive skill gaps is vital to enable disadvantaged pupils to engage more deeply with complex content, enhance their academic resilience, and improve their overall attainment.</p>
4	<p>Challenge 4: Attendance and Persistent Absence Among Disadvantaged Pupils</p> <p>Although School attendance is in line with National Average, our attendance data shows that attendance rates for disadvantaged pupils have been approximately 5% lower than those of their non-disadvantaged peers (Source: Live Attendance Report). In the last academic year, 38% of disadvantaged pupils were classified as ‘persistently absent,’ compared to 25.3% of their peers.</p> <p>This persistent absenteeism is having a measurable negative impact on disadvantaged pupils’ academic progress and overall attainment. Reduced attendance limits access to high-quality teaching and learning opportunities, contributing to widening attainment gaps.</p> <p>Addressing the underlying causes of absence and improving attendance for disadvantaged pupils is critical to enhancing their educational outcomes, wellbeing, and long-term prospects. This aligns with statutory guidance emphasising the use of Pupil Premium funding to support attendance</p>

	<p>improvement, including tackling barriers such as mental health, family circumstances, and transport issues.</p> <p>(Source - Live attendance report)</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. Improved reading comprehension among disadvantaged pupils across KS3.	NGRT Reading comprehension tests demonstrate that the vast majority of students (90+%) of students are meeting age related expectations for reading by the end of KS3. There is also an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
2. Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4 in English.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 4 and at least 47% pass a GCSE English qualification (language and/or literature at grade 5 or above in line with national statistics of all pupils 2024 (FFT education data lab 2024)
3. Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4 in maths.	KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 4 and at least 47% pass GCSE maths at grade 5 or above in line with national statistics of all pupils 2024 (FFT education data lab 2024)
4. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher feedback, class observations and student feedback all suggest disadvantaged pupils are more able to plan, monitor and evaluate their own learning.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 20% inline with National Average (Source- Gov.uk) and the figure among disadvantaged pupils being no more than 5% higher than their peers.

Activity in this academic year

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: £170,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3</p>
<p>Develop high quality teaching and assessment across the full curriculum which responds to the needs of the pupils, including metacognitive strategies.</p> <p>We will plan, implement, monitor and sustain a high quality school Professional Development process based on the ECT and ITT framework for staff to enable them to revisit and develop continuously. to stay fresh, and to develop skills support all our students focusing on:</p> <ol style="list-style-type: none"> 1. pedagogy; latest research on how pupils learn, 2. teaching practice (scaffolding, modelling, questioning, dual coding) 3. adaptive teaching 4. assessment <p>This will involve regular and timely quality assistance processes to support teacher development.</p> <p>instructional coaching will be used to support teacher development of skills in a low stakes high impact model of continually developing teaching profiles.including diagnostic observation feedback to staff</p>	<p>evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment especially for socio-economically disadvantaged pupils. (The EEF Guide to the Pupil Premium)</p> <p>We are focusing on building teacher knowledge and pedagogical expertise, and the use of purposeful assessment. (EEF Effective Professional Development Guidance report)</p> <p>Teaching metacognitive strategies to help pupils become more independent learners. (Metacognition and self-regulation Teaching and Learning Toolkit EEF)</p>	<p>1, 2, 3</p>

<p>Subject specific professional development to support implementation of evidence based approaches to teaching and feedback.</p> <p>We will fund exam board training and provide teacher release time to develop curriculum development and to embed key elements of the training in subjects.</p>	<p>supporting continuous and sustained professional development is crucial to developing teacher practice.(EEF Effective Professional Development Guidance report)</p> <p>teaching aims to support all pupils to achieve deep understanding and competence in relevant topics, providing time for pupils to become proficient and competent, by breaking subject matter into blocks or units with predetermined objectives and specific outcomes. (EEF Mastery learning)</p>	<p>1, 2, 3</p>
<p>Sustaining and developing our reading culture, where reading is supported, encouraged, normalised and valued.</p> <p>We will fund the reading strategy to sustain a culture of reading across the school including access to and recommendations of a diverse range of contemporary texts relevant to pupils' social, emotional, and cultural lives.</p>	<p>Book reading makes a difference. It is positively associated with richer general knowledge, larger vocabularies, improved spelling, higher reading comprehension, and wider school achievement (Torppa et al, 2020).</p> <p>It is also associated with enhanced psychological wellbeing and better adjustment at the start of adolescence (Mak & Fancourt, 2020).</p> <p>Furthermore, fiction reading is linked to the development of the imagination, empathy and mindful awareness of other people's values and cultural practices (Simpson & Cremin, 2022).</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1</p>

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

Budgeted cost: **£6,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>small group tuition for pupils in need of additional literacy support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3</p>
<p>small group tuition for pupils in need of additional numeracy support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1,2,3</p>

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4</p>
<p>subject related activities delivered through extra-curricular clubs and cultural trips</p>	<p>As well as being valuable in itself, participation in activities and trips can have a positive impact on wellbeing and education outcomes, and reduce social and economic isolation when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> <p>Physical activity/ Teaching and Learning Toolkit / EEF</p>	<p>1, 3, 4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>



Total budgeted cost: £178,483

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains stubborn, the progress of disadvantaged pupils is continuing to rise year on year, particularly when set against national benchmarks.

Progress towards intended outcomes by the end of our current strategy plan (2024-2025)		
Intended outcome	Success criteria	Current position
1.Improved reading comprehension among disadvantaged pupils across KS3.	<p>NGRT Reading comprehension tests demonstrate that the vast majority of students (90+%) of students are meeting age related expectations for reading by the end of KS3.</p> <p>There is also an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p>	<p>There is a measurable improvement in comprehension skills among disadvantaged pupils, with a reduced attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>The school's reading culture, teaching and learning strategy, and Lexonik reading intervention have cumulatively accelerated reading comprehension and fluency for targeted pupils, while also benefiting the wider student body.</p> <p>Year 7 Progress: At the end of Year 7 (2024-25), 96 out of 121 students (79.3%) were making expected or better progress in reading. Furthermore, 94 out of 121 students (77.7%) met age-related expectations, exceeding the NGRT national average of 68% for KS3 reading skills.</p> <p>Intervention Impact: Students receiving additional interventions made strong progress, with average SAS scores increasing from 92.3 to 101.6 (a gain of 9.3 points). Notably, Student A (SLCD) improved reading age from 9:02 to 15:02, and Student B (PP, SLD) improved from 9:06 to 11:10.</p> <p>Student feedback indicates increased confidence and enjoyment in reading. Internal WRAT 5 reading tests showed an average of 24 months' progress within six weeks, corroborated by external NGRT results.</p> <p>Year 8 Progress: NGRT mean SAS scores rose from 101.3 to 107.7. 92 of 108 students (85.2%) made expected or better progress, with 82 students (75.9%) meeting age-related expectations, again above the national average of 68%.</p> <p>Students in additional interventions improved from an average SAS of 96.9 to 102.1. Student A (PP) notably improved reading age from 11:03 to 14:03. Feedback shows increased reading confidence and</p>

		<p>enjoyment.</p> <p>Year 9 Progress: NGRT mean SAS scores increased from 102.2 to 106.8. 92 of 104 students (88.5%) made expected or better progress, with 83 students (79.8%) meeting age-related expectations, surpassing the national average.</p> <p>Ongoing Challenges and Next Steps: Despite positive progress, literacy challenges remain. Reading ages and enjoyment levels vary, highlighting the need to continue strengthening and embedding the reading strategy.</p> <p>The focus will be on expanding pupils' horizons and fostering a deeper appreciation of reading's pleasures and benefits.</p> <p>The incoming Year 7 SAT profile indicates a continued need for accelerated literacy development, particularly in reading fluency and comprehension. Disadvantaged pupils show the lowest attainment on entry: in 2025, 71 of 131 Year 7 students (54.2%) achieved expected combined standards, with only 21 of 44 (47.7%) disadvantaged pupils meeting this benchmark</p> <p>Sources:  NGRT reading analysis- progress and next ste...  KS2 Results New Intake - Year 7 Carisbrooke ...</p>
<p>2.Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4 in English.</p>	<p>KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 4 and at least 47% pass a GCSE English qualification (language and/or literature at grade 5 or above in line with national statistics of all pupils 2024 (FFT education data lab 2024)</p>	<p>The Arc Mastery curriculum has been adapted to accelerate the development of skills and knowledge among students. This curriculum supports teachers in focusing on incremental progress through carefully planned lesson resources and assessments, which are mapped to highlight student development and areas of need.</p> <p>Targeted group tuition is provided for Year 11 pupils requiring additional support in English, Maths, and other GCSE subjects. This tuition supplements regular lessons and is adapted throughout the academic year based on trial exam results to address learning gaps and improve outcomes.</p> <p>To enhance learning culture and build competence in core literacy and numeracy skills, independent revision tools such as Bedrock Literacy have been implemented for Key Stage 3 students, laying a stronger foundation for KS4 success.</p> <p>Performance Data: In 2023/24, the average Attainment 8 score in English for all students was 3.98 points, with disadvantaged pupils averaging 2.94 points.</p>

		<p>In 2024/25, the average Attainment 8 score improved to 4.03 points for all students, reflecting a positive increase of over 5%.</p> <p>The percentage of students achieving grade 5 or above in English was 40.8% in 2023/24 (25% for disadvantaged pupils). For 2024/25, the overall percentage rose to 41.5%, (28.6% for disadvantaged achieving 5+)</p> <p>Ongoing Challenges and Next Steps While progress to date is encouraging, continued targeted support for Year 11 pupils through additional sessions remains a priority to ensure all pupils, particularly disadvantaged learners, can reach their full potential.</p> <p>There is an ongoing need for professional development focused on enhancing teacher expertise and resources to better meet pupil needs and improve English outcomes. The Arc Mastery Programme of Study, along with its scheme of work and lesson resources, is now fully implemented to support this development.</p>
<p>3.Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4 in maths</p>	<p>KS4 performance measures in 2026/27 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 4 and at least 47% pass GCSE maths at grade 5 or above in line with national statistics of all pupils 2024 (FFT education data lab 2024)</p>	<p>In 2023/24, the average Attainment 8 score for Maths was 4.16 points for all students, with disadvantaged pupils achieving an average of 2.66 points. In 2024/25, the overall average Attainment 8 score increased to 4.39 points. Confirmation of progress for disadvantaged pupils is awaited.</p> <p>The proportion of students achieving grade 5 or above in Maths rose from 33.3% in 2023/24 to 45.8% in 2024/25. Data for disadvantaged pupils achieving this benchmark is pending.</p> <p>Taking into account pupils' prior attainment and starting points, this reduction in the attainment gap indicates significant improvement. The performance of disadvantaged pupils is increasingly aligned with national expectations, reflecting the positive impact of targeted interventions and strategies.</p> <p>Ongoing Challenges and Next Steps While the progress is encouraging, the school continues to prioritise core subjects of Maths and English as these are critical for widening opportunities for disadvantaged pupils academically and in their future pathways.</p> <p>Sustained focus on targeted interventions and professional development will be essential to maintain and accelerate progress in outcomes for</p>

		disadvantaged pupils.
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IDSR-Attainment Summary Table (Including Disadvantaged) All Pupils & Disadvantaged Pupils – 2025 Results

Measure	Group	Year	School	National	National (Non-Disadvantaged)	Gap	Banding
Overall Attainment 8	All pupils	2025	41.3	45.9	–	–	Close to average (sig–)
	Disadvantaged	2025	35.3	34.9	50.3	–15.0	Close to average (non-sig)
English & Maths Grade 4+	All pupils	2025	53.4%	64.5%	–	–	Below (sig–)
	Disadvantaged	2025	28.6%	43.5%	72.7%	–44.1	Below (non-sig)
English & Maths Grade 5+	All pupils	2025	30.2%	45.2%	–	–	Below (sig–)
	Disadvantaged	2025	28.6%	25.6%	52.8%	–24.3	Close to average (non-sig)

Results trend analysis	2022- 2023			2023- 2024			2024- 2025		
	A8	En & Ma 4+	En & Ma 5+	A8	En & Ma 4+	En & Ma 5+	A8	En & Ma 4+	En & Ma 5+
All results	3.56	43.10%	19.00%	3.84	49%	25%	4.13	52.5	29.7
PP results	2.8	26.00%	11.10%	2.57	28.13%	12.50%	3.53	28.6%	28.6%
National	46.2	65%	45%	48.8			45.9	64.5%	45.2%

<p>4.Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher feedback, class observations and student feedback all suggest disadvantaged pupils are more able to plan, monitor and evaluate their own learning.</p>	<p>Following a comprehensive needs analysis, we designed a two-year continuous improvement model incorporating a high-quality professional development programme aligned with the HISP Early Career Teachers (ECT) and Initial Teacher Training (ITT) frameworks.</p> <p>This programme revisits prior learning and supports ongoing skill development to meet the needs of all pupils.The focus is on embedding the SCRAM pedagogical model; Scaffolding, Challenge, Retrieval, Adaptive Teaching, and Modelling. Each professional development session is followed by curriculum lead implementation meetings, enabling staff to</p>
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identify subject-specific needs, plan targeted actions, and improve teaching practice.

A Teaching, Learning, and Assessment Guidance document has been developed and is being populated with exemplars of effective practice for staff induction and ongoing reference.

Monitoring through drop-ins, observations, and HISP moderation confirms that professional development strategies are being applied in classrooms, leading to observable improvements in teaching quality and student engagement. Evidence from learning walks and subject monitoring supports this positive trend.

To promote sharing of effective practice, strong teaching examples are highlighted during professional development sessions. Feedback from both teachers and pupils has been positive, informing the tailoring of future training to better address pupil needs and accelerate progress.

Specific examples include presentations on retrieval practice and adaptive teaching strategies, with around 90% of staff committing to adapt their approaches. These strategies have contributed to stronger schema building and improved memory retention among pupils. Instructional coaching is used to support teacher development in a low-stakes, high-impact model, including peer observations. Teacher profiles indicate overall improvement in teaching quality, particularly in retrieval practice and adaptive teaching, though consistency across all subjects remains a development area.

We will continue to strengthen teacher knowledge and pedagogical expertise, with a particular focus on purposeful assessment and teaching metacognitive strategies to foster pupil independence.

Monitoring and assessment accuracy at KS3 and KS4 will be tightened, with consistent application of assessments across subjects

		<p>embedded in the two-year professional development plan.</p> <p>External training will continue to focus on subject-specific professional development, exam board training, and curriculum development, particularly targeting subjects with negative attainment gaps.</p> <p>National Professional Qualifications (NPQs) and ITT programmes will support succession planning, teacher retention, and ongoing skill development to maintain a high-quality teaching workforce.</p> <p>Additional training opportunities related to the Disadvantaged Strategy will be offered, with a focus on subject-specific needs such as Computer Science and French.</p> <p>Senior Leadership Team (SLT) will coordinate the distribution of leadership responsibilities to support whole-school development and sustain improvement momentum.</p> <p>☰ Teaching, Learning, and Assessment Guid...</p> <p>Teaching and Learning Subject Monitoring</p> <p>. P>D retrieval practice examples shared back with staff.</p> <p>simon roux retrieval practice in action presentation by teacher to staff</p> <p>ERA and TWE showcased their adaptive teaching ideas.</p> <p>. Adaptive teaching understanding the needs of learners</p> <p>✚ Yr 11 Accuracy of Prediction task- Predict...</p> <p>Curriculum Qof E reviews.</p> <p>✚ Assessment implementation Plan May 2025</p> <p>✚ Applications for Subject Based Profession...</p> <p>✕ Copy of NPQ_MA qualifications.xlsx</p>
<p>5.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p>	<p>Attendance over the past three years shows a broadly improving picture for the school, with the</p>

	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 20% inline with National Average (Source-Gov.uk) and the figure among disadvantaged pupils being no more than 5% higher than their peers. 	<p>most recent in-year data (to 28/10/2025) indicating further strengthening.</p> <p>For all pupils, attendance has risen from 91.0% in 2022–23 to 92.3% in the current year, moving the school slightly above the national average of 90.9%. This represents steady improvement despite the school’s High-SEN context, which can present additional attendance challenges.</p> <p>Attendance for pupils eligible for the pupil premium (PP) has also improved over time, rising from 87.6% (2022–23) to 89.53% (2024/25 to date), closing the gap with national figures and reducing the gap between PP and non-PP pupils internally.</p> <p>Non-PP attendance has remained strong across all three years, consistently above 92%, and currently stands at 93.54%, demonstrating sustained positive engagement from this group.</p> <p>Persistent absence (PA) shows a downward trend. For all pupils, PA has reduced from 25.3% to 22.9%, moving closer to the national average of 27.1%. PA for PP pupils has also fallen significantly from 38.0% to 33.2% indicating that targeted interventions are beginning to have impact, although rates remain higher than for non-PP pupils.</p> <p>When combined with the IDSR data, the school’s attendance profile is described as close to national, with SEN attendance notably above national at 89.2% compared with 87.1% nationally. Trend analysis in the IDSR is marked as “not available,” but the school’s own 3-year trend clearly indicates sustained improvement across key pupil groups, particularly PP and SEN.</p> <p>Ongoing Challenges and Next Steps</p> <p>While attendance rates have shown improvement, national school attendance remains below pre-pandemic levels, and the</p>
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		<p>attendance gap for disadvantaged pupils persists.</p> <p>Further targeted interventions are required to sustain and accelerate attendance improvements for all pupils, especially disadvantaged groups.</p> <p>Attendance remains a key priority in the school improvement plan, with ongoing monitoring, family engagement, and support strategies to reduce persistent absence and close the attendance gap.</p>
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IDSR School Attendance Trend (3 Years + Current Year)

Group	2022–23	2023–24	2024–25	28/10/2025	National Ave 2024-25	National distribution banding	School context
All Pupils	91.0%	92.8%	92.0%	92.3%	92.3%	Close to average	High – SEN
PP	87.6%	89.02%	88.8%	89.53%	88.2%	Close to average	High – SEN
Non-PP	92.6%	93.62%	93.5%	93.54%	—		
All PA	25.2%	25.5%	25.3%	22.9%	27.10%		
PP PA	37.8%	32.5%	38.0%	33.2%	—		

Part B: Review of outcomes for 2024/25 academic year

Overall Outcomes

Good progress Average progress Minimal progress

While recognising the ongoing uneven impact of the pandemic on school performance and the need for caution when comparing data across years, we have seen steady improvement over the past three years in Progress 8 (P8), KS3 reading progress, and overall attendance among disadvantaged pupils. These positive trends indicate that targeted strategies and interventions are beginning to close attainment and engagement gaps.

Teaching

Good progress Average progress Minimal progress

1. High Levels of Progress in Literacy for Year 7

Our focus on strengthening literacy, particularly reading comprehension and engagement for vulnerable pupils, has yielded strong results. By the end of Year 7, 73% of students met age-related reading expectations, exceeding the national average for Key Stage 3 (68%). Despite this success, some variability in reading ages and enjoyment remains. We will continue to diversify reading materials and embed a culture of reading to support pupils with lower starting points.

2. Sustained Literacy Progress for Years 8 and 9

By the end of Year 8, 75.9% of pupils met age-related reading expectations, rising to 79.8% by Year 9, both above the KS3 national average. These gains prepare students for the increasing complexity of Key Stage 4 content. Ongoing professional development will focus on equipping teachers to sustain and deepen literacy skills across the curriculum.

Good progress Average progress Minimal progress

3. Progress for Years 10 and 11 Pupils

The Progress 8 gap for disadvantaged pupils has narrowed from -0.74 to -0.55 over three years, demonstrating significant improvement. However, further targeted support is required to ensure all pupils fully access the GCSE curriculum and meet national expectations. Next steps include more precise intervention to close specific gaps as pupils approach exams.

Targeted Academic Support

Good progress Average progress Minimal progress

4. Improved Reading Ages for Pupils with Lower Phonics and Comprehension Skills

Targeted interventions have led to an average reading age increase of 24 months among pupils with low phonics and comprehension skills, with notable gains for Pupil Premium students. Despite these advances, low reading ages on entry to Year 7 remain a challenge. We will expand and sustain intervention programmes into 2025-26 to support those most in need.

Wider Strategies

Good progress Average progress Minimal progress

5. Attendance Rates for Pupils Below 95% Attendance

Attendance for Pupil Premium pupils has improved slightly but remains below pre-pandemic benchmarks. Overall absence rates align with national averages. Persistent absence, particularly among disadvantaged pupils, continues to present a challenge. The Family Liaison Officer's engagement with families has supported improvements, but further work is needed to strengthen attendance and reduce barriers. Attendance remains a key priority for ongoing school improvement

Externally provided programmes

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>We currently have two pupils eligible for the Service Pupil Premium. While we do not allocate specific funding exclusively for these pupils, they benefit fully from our whole-school approach to supporting disadvantaged and vulnerable learners. Their attendance and progress are closely monitored and consistently demonstrate strong outcomes, reflecting the effectiveness of our inclusive strategies.</p>

Updated Objectives and Actions- 2025-26

Objective 1: Improve literacy and numeracy attainment for disadvantaged pupils at KS3 to ensure readiness for KS4 curriculum demands.

- Actions:
 - Implement targeted reading and maths interventions informed by diagnostic assessments, including use of Lexonik, Sparx Maths, and Bedrock Literacy programmes.
 - Deliver ongoing professional development for staff focused on evidence-based teaching strategies in literacy and maths, including systematic phonics, vocabulary development, and mastery approaches.
 - Use formative and summative assessments, including NGRT and internal tracking, to monitor pupil progress and adapt interventions promptly.
 - Collaborate with English and Maths Hubs and engage with local Maths Hub CPD opportunities to enhance curriculum delivery and teacher expertise.
 - Promote a culture of reading for pleasure and mathematical reasoning through enriched curriculum and extracurricular activities.
- Success Measures:
 - Increase the percentage of disadvantaged pupils meeting KS3 age-related expectations in reading and maths by at least 5% each academic year.
 - Narrow the attainment gap in literacy and numeracy between disadvantaged and non-disadvantaged pupils by at least 3% annually.

Objective 2: Raise attainment and close the progress gap for disadvantaged pupils at KS4 in English and Maths.

- Actions:
 - Maintain and expand targeted group tuition and intervention sessions in English and Maths, especially for pupils below expected standards or predicted to underperform.
 - Use data-driven approaches to identify specific learning gaps and tailor teaching and revision sessions accordingly.
 - Embed mastery and systematic teaching approaches in Maths, ensuring pupils 'keep up, not catch up', with a focus on procedural fluency and conceptual understanding.
 - Strengthen metacognitive and self-regulatory skills through the SCRAM model and instructional coaching to support independent learning and exam readiness.
 - Engage parents and carers through workshops and communication to support home learning and attendance.
- Success Measures:
 - Achieve an average Attainment 8 score of at least 4 for disadvantaged pupils in 2026/27.
 - At least 47% of disadvantaged pupils achieve a grade 5 or above in GCSE English and Maths by 2026/27.
 - Reduce the Progress 8 gap for disadvantaged pupils by at least 0.1 annually until it aligns with national averages.

Objective 3: Improve attendance and reduce persistent absence among disadvantaged pupils to enhance engagement and attainment.

- Actions:
 - Implement targeted attendance support plans, including early identification of at-risk pupils and tailored family engagement led by the Family Liaison Officer.
 - Use the DfE's *Working Together to Improve School Attendance* guidance and EEF attendance toolkit to inform strategies.
 - Provide pastoral and wellbeing support to address underlying barriers to attendance, including mental health and transport issues.
 - Monitor attendance data rigorously and report progress regularly to leadership and governors.
 - Promote a positive school culture that values attendance through assemblies, rewards, and pupil voice initiatives.
- Success Measures:
 - Reduce the attendance gap between disadvantaged and non-disadvantaged pupils by at least 3% by 2026/27.
 - Decrease the percentage of persistently absent disadvantaged pupils to no more than 5% above their peers and below 20% overall.

Objective 4: Develop high-quality teaching and assessment practises that embed metacognitive strategies and support disadvantaged pupils' progress across all subjects.

- Actions:
 - Deliver continuous professional development focused on the SCRAM pedagogical model (Scaffolding, Challenge, Retrieval, Adaptive Teaching, Modelling).
 - Use instructional coaching and peer observations to embed effective teaching strategies, with a focus on retrieval practice and adaptive teaching.
 - Ensure consistent application of purposeful assessment and timely feedback to inform teaching and learning.
 - Share best practice widely and use pupil and staff feedback to refine professional development.
 - Incorporate metacognitive skill teaching explicitly into curriculum planning and classroom practice.
- Success Measures:
 - Demonstrate improved teacher effectiveness in lesson observations and learning walks, with at least 80% of staff applying SCRAM strategies effectively by end of 2025/26.
 - Evidence from pupil feedback and assessment outcomes shows increased pupil independence and progress, particularly for disadvantaged pupils

Pupil Premium Strategy Action Plan (2025-26)

Objective	Actions	Success Criteria	Lead	Time scale	Monitoring & Evaluation
1. Strengthen evaluation framework to track impact on disadvantaged pupils' outcomes	<ul style="list-style-type: none"> - Develop a clear evaluation framework linking short-, medium-, and long-term outcomes for each intervention. - Incorporate qualitative data (pupil voice, parent feedback) alongside quantitative data. - Schedule termly review meetings to assess progress and adapt strategy as needed. 	<ul style="list-style-type: none"> - Evaluation framework documented and shared with staff and governors by end of HT2. - Termly reports show evidence of narrowing attainment and attendance gaps. - Stakeholder feedback incorporated systematically. 	Pupil Premium Lead (KJ) SLT, Governors	HT1-HT6	Termly progress reports; Governor meetings; Staff feedback surveys
2. Enhance curriculum coherence and integration of targeted interventions	<ul style="list-style-type: none"> - Map all Pupil Premium interventions against curriculum to ensure no loss of core content. - Train staff on integrating metacognitive strategies into curriculum planning. - Facilitate cross-curricular collaboration to embed metacognition and scaffolded learning. 	<ul style="list-style-type: none"> - All targeted support sessions aligned with curriculum by HT3. - 80% of staff demonstrate integration of metacognitive strategies in lesson observations by HT5. - Improved pupil engagement and progress in learning walks and assessments. 	Curriculum Leaders, Teaching & Learning Lead	HT1-HT5	Lesson observations; Learning walks; Pupil progress data; Staff CPD feedback
3. Broaden stakeholder engagement in strategy development and review	<ul style="list-style-type: none"> - Formalise consultation process with governors, parents, pupils, and staff annually. - Share Pupil Premium strategy updates and impact reports via newsletters and website. 	<ul style="list-style-type: none"> - At least one formal consultation event per year by HT4. - Increased awareness of Pupil Premium strategy among stakeholders (measured via surveys). 	Pupil Premium Lead, Parent Liaison, Governors	HT1-HT6	Stakeholder survey results; Meeting minutes; Website analytics

<p>4. Ensure consistency and pace in professional development for staff</p>	<ul style="list-style-type: none"> - Provide targeted training for curriculum leaders on SMART action planning and implementation. - Monitor and support staff application of SCRAM model through regular drop-ins and feedback. 	<ul style="list-style-type: none"> - 90% of curriculum leaders deliver SMART implementation sessions by HT4. - Increase in coaching sessions delivered, with positive feedback from coachees. - 80% of staff effectively applying SCRAM strategies by HT6. 	<p>CPD Lead, Curriculum Leaders, SLT</p>	<p>HT1-HT6</p>	<p>CPD attendance and feedback; Coaching logs; Lesson observation reports</p>
<p>5. Intensify targeted attendance interventions for disadvantaged pupils</p>	<ul style="list-style-type: none"> - Analyse attendance data to identify specific barriers and pupil groups. - Develop personalised attendance plans with families, involving multi-agency support where appropriate. - Increase awareness and reward systems promoting attendance through assemblies and pupil voice. - Explore transport solutions or mental health support options. 	<ul style="list-style-type: none"> - Reduce persistent absence among disadvantaged pupils by 5% by end of HT6. - Attendance gap between disadvantaged and non-disadvantaged pupils reduces by 3%. - Positive feedback from families and pupils on support received. 	<p>Attendance Officer, Family Liaison Officer, Pastoral Team</p>	<p>HT1-HT6</p>	<p>Attendance reports; Case studies; Feedback surveys; Multi-agency meeting records</p>