

# Pupil premium strategy statement

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, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	DEVIZES SCHOOL
Number of pupils in school	835
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2025/2026 to 2028/2029
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	01.11.2026
Statement authorised by	David Cooper, Headteacher
Pupil premium lead	Dan Fiddament, Deputy Headteacher
Governor / Trustee lead	Mark Warne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,195
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£235,195

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make excellent progress, achieve high attainment across the curriculum and leave our school as [respectful, kind and cheerful](#) citizens, able to make a positive contribution to society. The WHF mission statement is to inspire every child to flourish through an inclusive, all-through education that nurtures opportunity, equity, and agency for life. This strategy is a key aspect of realising that vision.

The focus of our pupil premium strategy is to support disadvantaged students but also those classed as vulnerable in other ways (for example Young Carers and those with a social worker) to meet challenging targets and goals – both academically and personally. The core of this approach is high quality teaching with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and for students whose education has been worst affected, including non-disadvantaged students.

A second priority is supporting our most vulnerable students following the intense period of instability caused by the pandemic which has hugely affected their emotional health and well-being, as well as their ability to self-regulate their behaviour. This includes a driving ambition to reinvigorate expectations and motivation for disadvantaged students to attend school, behave in line with expectations and engage in activities to remove barriers to learning.

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 students excel. To ensure they are effective we will:

- ensure that barriers to learning faced by disadvantaged students are identified early and actions are targeted at the point of need
- ensure that teaching is of the highest quality and with equity as its overriding principle
- focus on supporting students to achieve the highest academic attainment and personal goals possible
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance:</b> Pupil Premium students and specifically those eligible for FSM have significantly lower levels of attendance than their peers and are much more likely to be classed as “Persistently Absent”. Recent attendance data suggests that attendance of disadvantaged students has been almost 9% lower than for non-disadvantaged students.</p> <p>Historically there was also an issue of disadvantaged students missing school due to issues with behaviour, which impacts the attendance of our most vulnerable students. These numbers are on the decline but area still a challenge that the school can improve in tackling.</p> <p><a href="https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf">https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf</a></p>
2	<p><b>Low levels of literacy:</b> student data indicates that significant numbers of students are below their chronological age for reading. In current Y8, this figure is 20% (29% for disadvantaged), in Y9 26% (35% for disadvantaged) of students are below and in Y10 this figure is 20% (47% for disadvantaged). Disadvantaged students more likely to be in the below chronological age category. In addition, staff voice has indicated that disadvantaged students lack skill and resilience in completing longer answer written tasks.</p>
3	<p><b>Trauma &amp; Mental Health:</b> our assessments, observations and student voice feedback plus referrals to counsellor and other student support mechanisms (outside agencies such as CAMHS etc.) are significantly higher for students who experience disadvantage. This manifests itself in anti-social behaviour, lower attendance and lower motivation levels to engage in challenging tasks/lack of resilience. We have increased the number of Mental Health First Aiders on site to support students and developed our emotional offer to include Drawing and Talking Therapists, Mental Health Support Team, School Nurse and external mentoring to support the wider needs of our students. We have a clear whole school focus on supporting Young Carers with their mental health and their access to learning opportunities.</p>
4	<p><b>Low levels of numeracy:</b> The numeracy skills of disadvantaged students are significantly below that of national standards. For example, in 2025 the GL assessment national ranking percentage of year 8 disadvantaged pupils were 9.4 points lower than their non-PP counterparts. (Mean SAS values)</p>
5	<p><b>Low aspirations and limited opportunities to develop Cultural Capital:</b> Our assessments (including pastoral student voice surveys), observations and discussions with students and families have identified that lack of opportunity during the pandemic (and particularly the periods of lockdown and school closure) have led to a legacy issue where there is a reduction in the ability of students and their families to engage in culturally stimulating activities which support the contextualization of in school learning. This contributes to low aspirations, inability to visualise prospects due to a lack of career guidance, and a reduction in students’ abilities to see themselves as Global Citizens and lifelong learners. These challenges particularly affect disadvantaged students, including their attainment.</p>

## 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
Improved attainment among disadvantaged students at the end of KS4, with a focus on increasing % of students achieving Grade 4 and Grade 5 in English and maths	By the end of our current plan in 2028/29, 55% or more of disadvantaged students will achieve Grade 4 or above in English and maths (41% in 2022, 32% in 2023, 46% in 2024 and 58% in 2025) and 30% will achieve Grade 5 in English and maths (26% in 2022, 14% in 2023, 25% in 2024 and 36% in 2025).
Improved progress among disadvantaged students across the curriculum at the end of KS4, with a focus on raising Progress 8 scores.	By the end of our current plan in 2028/29, 60% or more of disadvantaged students will achieve a P8 score of 0 or higher (41% in 2019, 46% in 2023, 47% in 2024 and 47% in 2025)
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance for all students being no less than 91%, and the attendance of students in receipt of FSM to be no less than 86%</li> <li>the percentage of all students who are persistently absent being at or below 21% and the figure among disadvantaged students to be no higher than 28%</li> </ul>
Improved reading comprehension among disadvantaged students in KS3 & KS4	<p>Reading comprehension tests demonstrate that no student is more than 1 year below chronological reading age.</p> <p>At KS4 - English results improve to positive Progress 8 values for disadvantaged students as a result of better literacy.</p> <p>All exam results improve as reading capability and ability to sustain written work for longer increases, particularly amongst male FSM students resulting in overall progress 8 score of 0 or higher for disadvantaged students.</p> <p>Teachers of students at all Key Stages should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>

## 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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>NGRT assessments in place for KS3 to monitor and encourage greater reading.</p> <p>Student expectation in KS3 of 15 minutes reading each day, this is monitored in weekly reading lesson, supported by Sparx reader online programme</p> <p>Reading programmes DISTAR/LEXIA for those students whose reading age is significantly below chronological age to support confidence and fluency</p> <p>Additional support for those who have reading ages below chronological age via V1th form reading buddies (Y7 and 8), numeracy support (Y9)</p> <p>Lesson routines include chanting of tier 3 vocabulary to develop the understanding of key subject terminology and oracy skills</p>	<p>When students are strategically and explicitly exposed to and expected to use the verbal and written Tier 2 and Tier 3 vocabulary, this has been shown to dramatically increase literacy skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Lower attaining students appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Small group reading interventions provide students with an opportunity to close gaps and access curriculum content more easily</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2, 5

<p>Introduction of “I say, You Say” across all classrooms to improve students’ oracy skills and confidence with tier 3 vocabulary</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Focus on disadvantaged and SEND students through appropriate deployment of TAs / HLTAs</p> <p>Additional support for those who are not on course to achieve grade 4+ in maths with numeracy support in Y9 with Vith form mentors</p>	<p>Research has shown that, specifically in maths, the use of mastery learning techniques has consolidated learning e.g. Numeracy NINJA for KS3 students now used each lesson, new SoW that has a spiral curriculum introduced. End of lesson routines for KS3 students include timetable chants.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>The use of digital technologies has been proven to support an individualised approach to learning maths e.g. Dr Frost as a digital tech in place and fully embedded with high level of student engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p>An adapted curriculum for students who are less confident to provide more consolidation on key building blocks for success with a more personalised and targeted approach to the use of TAs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 4</p>
<p>Step lab introduced and used regularly to provide teacher with feedback to develop teacher pedagogy and improve student engagement in all lessons</p> <p>WHF curriculum developed and introduced supported by ongoing CPD to develop subject expertise and pedagogy to improve student engagement and progress</p>	<p>Planning teaching using specific TLAC strategies (Do Now, Deliberate Practice, Right is Right, Silent Solo etc) as well as improved behaviour for learning through use of whole school expectations of FOCUS and STEPS.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Adaptation of a varied range of feedback types (in particular targeted use of verbal feedback) has been shown to have a positive impact on learner outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 11 after school program provides additional subject specialist support for exam preparation</p> <p>During exam periods Y11 students receive exam revision sessions directly before exams to support recall of key facts and improve examination technique</p> <p>Small group tuition and 1:1 mentoring – training, support and payment for these interventions (after school) using school staff and subject specialist tutors</p> <p>Y11 students receive additional support in Tutor time with subject specialists to receive additional English, maths and science support</p> <p>Approximately 50 Y11 students receive small group additional support for English and maths, (50% of these are PP students)</p> <p>Additional small group Y11 maths class created on X side to support disadvantaged progress</p> <p>Equity Champions support academic progress of Y11 pupil premium students with</p>	<p>After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Some studies have found more positive impacts from mentoring for students from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	1, 2, 4, 5



<p>support sessions every two weeks.</p> <p>Y11 small maths group 11X4 created to support maths outcomes for disadvantaged students</p>		
<p>Targeted Literacy and Numeracy Summer School to support Y6 to Y7 transition</p>	<p>Summer schools that include an intensive teaching component such as using small group or one to one approach have higher impacts, on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	2, 4, 5
<p>Personalised curriculum for individual students with additional behavioural needs or external circumstances</p> <p>Funding of salaries for In3 staff (bespoke on-site alternative curriculum unit with a particular focus on EBSA students) to include 1:1 mentoring, small group teaching and therapeutic well-being exercises to support transition into mainstream community</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	ALL
<p>Training, revision guides, software, hardware and online programmes to support independent learning for students affected by self-isolation or other prolonged absences. (e.g. Satchel one, Tassomai, Sparx Maths Dr Language Gym and the</p>	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	ALL



<p>provision of laptops and other equipment as needed)</p> <p>Lunchtime and after school provision for students to support completion of home learning and independent study where access to IT may be an issue at home.</p> <p>All disadvantaged students in Y11 provided with core subject revision guides and additional meeting with parents to discuss their use</p>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance incentives based on embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance/support officers and Pastoral Leaders have been appointed and will receive regular training to improve attendance.</p> <p>Software to track attendance utilised (Excel tracker, Arbor and TCall) &amp; rewards initiatives to promote attendance</p>	<p>Research shows that to really sustain an improvement in attendance at an individual level, there needs to be support for targeted students. This allows schools to understand and address the specific issues that are blocking individual student attendance and intervene when they start to show signs of falling off track.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	1, 3, 5
<p>Targeted mentoring to support KS4 students to self-regulate behaviours and attitudes to learning via external and internal mentors</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	ALL

<p>Connect panel referrals (including Regrow, drawing and talking therapy, anger management, ELSA, mental health teams and access to mentors/alternative pathways) to arrange both in house and external services to support student wellbeing and to promote their increased participation and attendance.</p> <p>Use of a paid external School Counsellor.</p>	<p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>1, 3, 5</p>
<p>Careers and Widening Participation events supported by University Outreach and Careers advisor working with disadvantaged students.</p> <p>Dedicated careers advisor available for one-to-one appointments and wider career event planning.</p> <p>Careers focus of assemblies and tutor periods to raise aspiration and update students on local job market information.</p> <p>Career fairs for Year 11 students to improve connectivity between students and employers in the local area, including local colleges, armed forces and emergency services.</p> <p>Aspirational events and visits to build cultural capital for disadvantaged students, especially those who have not been able to access these during school closures and national lockdowns. PP students are eligible for 50% reductions on curriculum-based visits to increase participation.</p> <p>School's DofE programme designed develop resilience, engagement and responsibility. OSF funding to be used to gym, boxing and dance clubs. Cultural capital</p>	<p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 4, 5</p>

<p>drop down day to be given priority.</p> <p>Year 7 event for students to settle into new groups and develop stronger bonds with staff. Giving students the opportunity for outdoor activities, and team building.</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: £235,195**

# 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 2022 to 2023 academic year.

1. Attendance 2024-25 (compared to 23-24 in brackets)	
Overall att- 90.1% (up 1.4%)	Overall PA- 24.3% (down 4.7%)
PP att- 81.2% (up 1.9%)	PP PA- 40.25% (down 12.35%)
Non-PP att- 92.8% (up 1.8%)	Non-PP PA- 21.8% (down 4.85%)
<p>Our attendance in 2024-25 saw the first year of real improvements since before the pandemic. With a focus on attendance like never before, the school in particular bucked all trends at the end of the academic year through incentives that kept attendance high in July. Our PP attendance also improved at a quicker rate than non-PP/overall figures, suggesting that our move beyond our highly systemised response to absence towards a bespoke, student-led approach &amp; our strategies around school culture &amp; a sense of belonging have had some impact on school attendance. There was still a minority of students, many of them pupil-premium, who were either refusing to attend school or in receipt of mental health support that affected their attendance.</p> <p>However, the scale of the job in improving PP attendance remains. The school is placed in the final decile for PP attendance nationally, with a high percentage of our PP students classed as persistently absent from school. In our region we are placed 25<sup>th</sup> out of 27 schools, whereas when overall PA is studied, we are 4<sup>th</sup> out of 27 locally and in the top 30% nationally. Whilst we have narrowed the gap and seen accelerated improvements in PP attendance, we have a long way to go.</p> <p>The number of reduced timetables for students was cut back significantly over the academic year (by over 80%). This did see some attendance improvements but also some challenges with non-engaging individuals who were often in receipt of pupil premium.</p> <p>In line with the national picture, the school continues to tackle the challenges of post-pandemic attendance in 2025-26, in line with the latest statutory guidance. Our Trust’s attendance process clearly lays out how poor attendance is highlighted, and how both parents and external agencies are invited to work with the school to improve this.</p> <p>When attendance data is studied each week, disadvantaged students are the first group to be analysed, looking weekly at any concerning drops in attendance and progress in terms of intervention. Our attendance intervention programme had a much higher success rate with students who reached stage 3, than at stage 1, leading us to make sure that in 2025-26 we move through the stages more swiftly to provide effective support for families, which included adding the ability to bypass stage 1 if a student had been stage 3 or higher the previous academic year.</p> <p>Our whole school intervention referral process known as ‘Connect’ directs all forms of pastoral interventions across the school, with a particular focus on students who are struggling to access or thrive in school. Each weekly Connect panel considers referrals from the pastoral teams, identifying relevant</p>	

barriers to engagement- there is a particular focus here on disadvantaged students. We also use our 'In3' centre to provide a 6–9-week intervention programme to help students succeed in mainstream, with its primary focus on students exhibiting 'emotional school-based avoidance' (EBSA), and most of these students have also been disadvantaged. This centre has offered therapeutic support and a reintegration programme that has successfully reintegrated students into the mainstream.

Our targets to both reduce whole school absence and narrow gaps between disadvantaged and non-disadvantaged students are rooted in the reality of the situation schools face in 2025-26, whilst aspiring to see significant improvements by the end of 2027.

## 2. Low levels of literacy

We continue to work with our DISTAR corrective reading programme and LEXIA. Students are taught in small groups 3 times per week to embed phonic awareness and understanding. As it is so regular, we have seen a good level of progress. Once they have achieved the required level, they then return to normal lessons to utilise their skills. We liaise closely with parents to inform them of progress and engagement so this can be discussed at home to support further development. ST3 also provides small group interventions to support individual literacy and development and to prepare students for the mainstream curriculum. These are timetabled sessions and replace an option subject. This is for Years 9-11.

Sparx Reader to be introduced to provide more effective support for reading and monitoring of support required to develop reading fluency amongst all disadvantaged students

Outcomes in 2025 were higher than the targets for disadvantaged students and saw a significant closing of the gap between disadvantaged students and all students in Basic measures both at 4+ and 5+

## 3. Trauma and mental health

There are a wide range of interventions in school, including Forest School, School Counsellor and Drawing and Talking Therapy being offered to support our students. We have also trained more staff members to be Mental Health First Aiders to support students. These students are signposted to be directed to the right provision through the school's internal Connect referral process to ensure swift responses to the needs of our individual students. We also signpost and refer our young people to external agencies e.g. Mental Health Support Team and CAMHS where necessary and contribute to meetings to support them and their families. We also have staff trained in emotional school-based avoidance who work closely with all stakeholders to promote consistent attendance and engagement. The work of our In3 reintegration centre also supports this area of need in our school and supports students with their return to the classroom. We also take part in the School Nursing Service's mental health screening to identify where early intervention is needed so interventions can be actioned.

## 4. Low levels of numeracy

We have a dedicated Maths tutor, along with several other Maths intervention sessions, with year 11PP students making up over 40% of our intervention cohort. The KS3 maths curriculum has added levels of detail, in order to help all learners make progress. There are clear links to National Curriculum descriptors, clear statements of success criteria, and most importantly, clear reference to pre-requisite knowledge, which allows teachers to adapt their lessons to the needs of their learners. Do Now activities always contain an element of basic fluency knowledge that every pupil needs to master. Likewise, basic skills like timetables form part of chanting at the end of lessons. The You Do phase of lessons will contain fluency style questions, allowing pupils to practice skills and knowledge, before applying their knowledge to reasoning and problem solving questions. Teachers use assessment data (SATS, GL assessments), to identify learners with low levels of numeracy and identify areas of the curriculum which require additional focus

## 5. Low aspirations and limited opportunities to develop cultural capital

Our careers advisor prioritises PP students for 1:1 career advice and support. Annual careers visit for Y7 students to a local university targets PP students with low aspirations.

All curriculum-based visits are now 50% subsidised to all PP students to increase engagement and opportunities for exposure to cultural capital (including visits to the theatre, STEM experience days and field trips). Trips such as the KS4 trip to the Portsmouth Royal Navy base (September 2024) and Y8 F1 Williams visit (October 2024) had 100% PP attendance. Trips in 2024-2025 have seen an average attendance by PP students of 83%. Increased range of activities accessible to PP students through the co-curricular program including a wide range of sporting clubs and fixtures, music clubs, debate clubs, creative writing, the Crammer Café, Dungeons and Dragons and homework clubs after school. Attendance of disadvantaged students to extracurricular activities is in line with all students. All disadvantaged students in year 7-10 will engage in at least one cultural enrichment experience during the academic year. Senior Leaders meet with targeted PP students in Y11 for mentoring focussing on securing aspiration destinations for PP students for their post-16 journey.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*We use the SPG for the 35 students who are eligible to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. A member of staff is available to meet with SPP students and support with both academic and pastoral matter as required.*

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Encouraging attendance at high quality extra-curricular activities (e.g. Duke of Edinburgh) and after-school clubs (including homework club) and positively promoting this to disadvantaged students to enable them to attend. This will focus on building life skills such as confidence, resilience, and developing social skills.
- Ensuring disadvantaged and vulnerable students and their parents understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of student anxiety.
- Providing high quality revision sessions and learning opportunities outside of the school day including during school holidays to support those anxious or struggling to cope with exam-based pressures.
- Parent revision sessions to help them better support their children to work at home
- STOP Parenting classes for invited parents to support them with managing their children's behaviours at home

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, lesson drop ins, student pursuits, work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and work closely with the other schools in our MAT to share and learn from other successful approaches.

We read several books and reports including "Addressing Educational Disadvantage in schools and Colleges – The Essex Way" (edited by Marc Rowland) and "Making kids cleverer" (by David Didau) about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.