

1. School Overview and Funding Update

Detail	Data
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028 (Updated to a 3-year strategy, reviewed annually)
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Pupil premium funding allocation this academic year	£864,780

2. Summary of Challenges (2025-2026 Focus)

Based on the Headteacher's reports, the following new challenges need to be explicitly addressed in the 2025-2026 strategy:

- **Attendance:** Remains a significant post-COVID challenge, impacting learning consistency for disadvantaged pupils.
- **Mid-Phase Admissions (MPA) & EAL:** A high and continuous influx of students with no or very little English (reported 64 MPA in Sept 2025, 18 in Oct 2025, including approx. 12 students with no English). This requires intense, immediate language and curriculum access support.
- **Behaviour and Culture:** The behaviour of many MPA students is noted as a concern, requiring significant pastoral and behavioural resources, which detracts from core learning time.
- **Literacy and Numeracy Gaps:** The **absence of Progress 8 data** means the school must rely solely on attainment data, which is heavily influenced by lower prior attainment for disadvantaged pupils, widening the attainment gap.

Part B: Review of Outcomes for Disadvantaged Pupils (2024-2025)

Data Analysis for 2024-2025 Outcomes

Performance Measure	All Pupils	Disadvantaged (PPG)	Non-Disadvantaged (Non-PPG)	Disadvantage Gap
Attainment 8 Score	43.68	39.81	47.92	-8.11
Strong Pass (E/M 5+) %	48.15%	36.31%	58.78%	-22.47 ppt
Standard Pass (E/M 4+) %	62.96%	53.55%	71.01%	-17.46 ppt

Review of Impact

Previous 2024-2025 Priority	Target/Goal	2024-2025 Outcome Evidence	Evaluation of Impact
1. Improve Attainment (Focus on KS4 E/M 5+)	Narrow the A8 gap to National Average (-0.2). Achieve E/M 5+ gap of under -10 ppt.	Attainment 8 Gap: -8.11. E/M 5+ Gap: -22.47 percentage points.	Limited Success. While the school's overall A8 is 43.68, the large A8 gap (-8.11) and a significant E/M 5+ gap (-22.47 ppt) show that the attainment of Disadvantaged pupils remains severely lagging behind their peers. The absence of Progress 8 data also obscures the true impact of the school's teaching.
2. Improve Attendance	Reduce Persistent Absenteeism (PA) gap.	Headteacher's Report cites ' poor attendance ' post-COVID as a major challenge impacting results. (Specific PA	Ongoing Challenge. Despite intervention, attendance remains a critical issue that compromises the effectiveness of all other academic strategies. This must be intensified.

Previous 2024-2025 Priority	Target/Goal	2024-2025 Outcome Evidence	Evaluation of Impact
		gap data not available in provided files).	
3. Curriculum & QFT (Embedding Knowledge)	Ensure systematic planning of Do Nows, purposeful practice, and Year 2 of Formative Assessment Programme.	Headteacher's Report outlines these initiatives as ongoing development for 2025-2026. Learning Walk data suggests a high level of implementation.	Positive Process Indicators. The focus on Quality First Teaching (QFT) and knowledge embedding is sound. However, the outcomes data (A8 gap) suggests that the quality of core teaching is not yet closing the attainment gap for the most vulnerable.
4. Pastoral & SEMH Support	Targeted intervention for SLCN and SEMH through specialist services (Fight for Peace, SALT).	PPG Strategy details continued £24,000 SALT spend and £2,940 Fight4Peace spend.	Essential Support Maintained. These interventions provide necessary social-emotional and communication support, which is particularly vital given the behavioural concerns and the stress noted for MPA students.

Part C: Proposed Strategy for 2025-2026

Based on the 2024-2025 data review, the 2025-2026 strategy must intensify its focus on **Tier 2 interventions** (language, attendance, behaviour) to make the **Tier 1 (QFT/Curriculum)** interventions effective.

Tier	Priority	Proposed Action for 2025-2026	Rationale (Linked to Data/Reports)
Tier 2: Targeted Academic	Accelerated EAL/Literacy Support for MPA/Disadvantaged Students	Intensify provision for Mid-Phase Admissions (MPA) and EAL students, including funding for specialist EAL TAs/teachers and small group withdrawal to rapidly	Direct response to the Headteacher's report: approx 12 students with no English are "still struggling in all other lessons." Without language access, the

Tier	Priority	Proposed Action for 2025-2026	Rationale (Linked to Data/Reports)
		acquire basic English skills for curriculum access.	attainment gap (-8.11 A8) will worsen.
Tier 1: Teaching Quality	Refine QFT for High-Challenge Cohorts	Embed specific QFT training focused on scaffolding complex curriculum content for students with significant EAL and literacy gaps, ensuring 'Do Nows' and retrieval practice are accessible to all learners.	The large attainment gap (-22.47 ppt E/M 5+) indicates that QFT is not yet meeting the needs of the most disadvantaged.
Tier 2: Targeted Support	Targeted Attendance and Engagement Strategy	Fund a dedicated Attendance and Engagement Officer role/resource to proactively intervene with persistent absentees in the disadvantaged cohort, linking attendance to the school's ' culture of aspiration. '	Attendance is cited as a key post-COVID challenge impacting results. Disadvantaged students need to be in the classroom for QFT to work.
Tier 3: Pastoral & Behaviour	Intensive Behavioural and Pastoral Support for MPA	Deploy additional specialist pastoral staff (e.g., mentors/learning support assistants) to manage the behavioural concerns noted in the Headteacher's report regarding MPA students, ensuring a stable learning environment for all.	Direct response to "Behaviour of many of the MPA students is a concern," freeing up teachers to focus on teaching.