

**MOAT COMMUNITY COLLEGE**  
**Actions – Impact – Outcomes**  
**PUPIL PREMIUM POLICY**



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<b>Published</b>	<b>December 2025</b>
<b>Status and review cycle</b>	<b>Statutory/Annually</b>
<b>Last review date</b>	<b>December 2025</b>
<b>Next review date</b>	<b>December 2026</b>
<b>Number of students in school</b>	<b>1093</b>
<b>Number on roll (%)eligible for Pupil Premium</b>	<b>400 (36.6%)</b>
<b>Pupil Premium Grant</b>	<b>£430,000</b>

Opportunities for our young people are too often defined by their background. The pupil premium grant plays a critical role in ensuring every young person, no matter their background, can achieve and thrive. This policy details how Moat Community College manages the extra funding received from the government for students who are identified as disadvantaged. At this policy's heart is that all staff promote the principles of the plan and policy and strive to deliver the highest aspiration for our disadvantaged students. All budget spending strategies are informed by a range of research evidence, discussions with colleagues and key performance data which are rooted in removing the barriers to educational participation and achievement. We recognise that the best understanding is through engaging with the student, their family, and the information which is built on the caring relationships with staff and support agencies. While our school cannot address all the societal and economic factors affecting its students and their families, we do champion:

- The feeling of belonging
- Promoting a strong safeguarding culture which supports mental health and well being
- High quality teaching for all
- An ambitious curriculum with the knowledge and cultural capital to succeed in life
- High attendance and extra-curricular attendance

## Challenges

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

Challenge	Detail of challenge		
1	Despite our disadvantaged students’ attendance being higher than national figures, there is a gap in the college between disadvantaged students and all other students.		
	From September to December 2025		
	Year group	Disadvantaged students	All other students
	7	93.75%	94.84%
	8	92.08%	93.30%
	9	90.35%	93.29%
	10	88.51%	92.75%
2	11	88.94%	93.12%
	Despite the overall A8 figure for our disadvantaged students was slightly higher last year, there is still a gap between disadvantaged and othe students on achieving grades 9-5 in English and maths.		
	The percentage of disadvantaged students who were excluded last year was higher than for all other students (11% disadvantaged and 7% other students).		

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** in December 2026.

Challenge	Intended outcome
1	Close the gap in attendance across year groups between disadvantaged and all other students in 2025/2026.
2	Continue to close the gap for GCSE grades 9-5 in English and Maths between disadvantaged and other students in 2025/2026.
3	Reduce exclusions for disadvantaged students in 2025/2026.

### 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, professional learning, recruitment and retention)

Budgeted cost: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focusses on evidence-based strategies to support high quality teaching for all.	<p>Leaders of more successful schools emphasise the importance of 'quality teaching first'.</p> <p><i>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)</i></p> <p>Learning styles, Feedback and Mastery Learning.</p> <p><i>The Education Endowment Foundation (EEF) toolkit (2022)</i></p>	2
Additional English and mathematics teaching staff are supporting the curriculum and enabling tuition in small groups where needs are identified.	<i>The EEF toolkit (2022)</i> suggests that that such learning approaches can have a high impact.	2
Teaching and Learning and Literacy teams are supported with TLRs. Teaching and Learning and the development of reading skills across the curriculum are key school foci.	<p>'Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</p> <p><i>The EEF toolkit (2021)</i></p> <p><i>The EEF toolkit (2022)</i> also recognises that the development of reading skills and reading comprehension</p>	2



	strategies have a 'high impact' on pupil outcomes	
High quality Professional Learning and the sharing of good practice.	<p>High quality Professional Learning for teachers has a significant effect on pupils' learning outcomes.</p> <p>All teachers undertake a focused professional learning project and demonstrate and share the impact with other colleagues.</p> <p><i>Education in England: Annual Report 2020 – The Education Policy Institute</i></p>	2

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Lesson 7' Intervention sessions) for Year 11 students. Intervention lessons for targeted groups in all other years.	<p>Targeted academic support is used by successful schools to improve outcomes of disadvantaged pupils.</p> <p><i>The EEF Guide to the Pupil Premium (2021)</i></p> <p>Small group tuition has an average impact of +4 months.</p> <p><i>The EEF toolkit (2022)</i></p>	2
Books and revision guides provided to students as part of year 11 intervention strategy.	<p>Independent study, meta- cognition and self-regulation can lead to +8 months progress.</p> <p>Guided homework can have an impact of +5 months on progress.</p> <p><i>The EEF Guide to the Pupil Premium (2021)</i></p>	2

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

Budgeted cost: £ 120,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral/behaviour support staff to positively reinforce attitudes to learning and to reduce instances of poor behaviour.	Behaviour interventions will improve attitudes and attendance and benefit all pupils in the classroom. <i>The EEF toolkit (2022)</i>	3
Pastoral support staff to have dedicated time and resources to work with our attendance lead to improve PP students' attendance.	The Department for Education (DfE) published research in 2016 which found that: 'Higher overall absence leads to lower attainment at KS2 and KS4'. <i>Improving school attendance: support for schools and local authorities (DfE 2021)</i>	1
Support students' well being and mental health with a counselling service four days per week. Train teaching and support staff as mental health first aiders	Social and emotional support can improve attendance, behaviour and academic achievement. <i>The EEF toolkit (2022)</i>	1,2,3
A whole college approach on "belonging" by the DSL with a view to improving overall behaviour, progress and attendance (zero cost and an important piece of work).	Improved academic achievement, engagement and motivation <i>Haeganauer (2020)</i> Increased school attendance. Reduced incidents of mental health issues such as anxiety and depression. <i>Kathryn Riley and The UCL Institute of Education (2018)</i>	1,2,3

**Total budgeted cost: £ 430,000**



## Review of last year's targets.

Intended outcome	Success criteria	Progress against the criteria
1. Improved progress and attainment of disadvantaged students in GCSE examinations.	<p>Progress 8 for disadvantaged students in 2024/2025 will be no more than 0.25 below other students.</p> <p>Continue to close the gap for GCSE grades 9-5 in English and Maths between disadvantaged and other students in 2024/2025</p>	<p>Attainment 8 average total for disadvantaged students was 44.60, and for other students it was 44.18, showing that our disadvantaged students performed slightly better than other students.</p> <p>30.2% of our disadvantaged students achieved a grade 5 in English and Maths, compared to 33.2% for our other students, leaving a gap of 3%.</p>
2. Improved attendance in intervention sessions. More support in lessons for disadvantaged students.	<p>Attendance of disadvantaged students in intervention sessions is at least as high as other students.</p> <p>LSAs support at least 40% disadvantaged students in lessons.</p>	<p>Intervention took the form of Lesson 7 over several weeks. 29% of this year group are disadvantaged and attendance was compulsory for all students.</p> <p>166 out of the 400 students were supported by LSAs last year, giving a figure of 41.6%.</p>
3. Improved attendance.	The gap between the attendance of disadvantaged and other students will be no more than 1.5% in 2024/25	The overall attendance of our disadvantaged students was 91.7% and of all other students 93.9%, leaving a gap of 2.2%.
4. Reduced number of external and internal exclusions for disadvantaged students.	The proportion of the total number of the external exclusions from the school in 2024/25 will be less than 35%.	40% of internal exclusions were for disadvantaged students last year, and for external: 46%.



5. Increased number of disadvantaged students who access counselling and other support.	Disadvantaged students will take up at least 50% of counsellor appointments in 2024/2025,	Disadvantaged students took up 28% of counsellor appointments in 2024/2025.
6. Improved percentage of 11+ years reading ages for Year 8 disadvantaged students, to be in line with non-disadvantaged.	The proportion of disadvantaged students with 11+ years reading ages will be 80% in 2024/25.	The proportion of disadvantaged students with 11+ years reading age in Year 8 was 78.4%.