Pupil premium strategy statement – The Kingsway School

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 outcomes for disadvantaged pupils last academic year.

This strategy meets the requirements set out in the DfE's guidance on pupil premium funding and accountability for schools.

School overview

Detail	Data
Number of pupils in school	1266
Proportion (%) of pupil premium eligible pupils	29.38%
Academic year/years that our current pupil premium strategy plan covers (**3-year plans are recommended – you must still publish an updated statement each academic year**)	2023-2026
Date this statement was published	08.12.2025
Date on which it will be reviewed	07.12.2026
Statement authorised by	Mrs A. Fowler
Pupil premium lead	Mr K. Bourne
Governor / Trustee lead	Elizabeth Bradbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,500
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£399,500

Part A: Pupil premium strategy plan

Statement of intent

At The Kingsway School we say to our young people we want them to achieve success and transform their lives through compassion, community and curriculum. This means all pupils study a broad, deep, rich curriculum including EBACC where they make good progress and achieve high attainment across the curriculum. We want all our students to experience success and leave us as well-rounded young adults – good friends, neighbours, parents, citizens and people we are proud to call our own.

The focus of our strategy is to support disadvantaged pupils to achieve that goal.

All staff have a responsibility for disadvantage pupils and their outcomes. Our approach is graduated and considers the potential barriers for our vulnerable pupils and carefully crafts and promotes strategies to remove them.

Our robust 'Universal Offer' is what all our disadvantaged pupils have access to. Curriculum and quality first teaching sits central to this. It is aspirational and all pupils are entitled to the powerful knowledge. Then, with departmental approaches to literacy development, adaptive teaching, and a drive around formative assessment, our lessons are responsive to the needs of individuals so that all pupils make good progress.

Where pupils require support outside of the classroom, they may access our 'Selected' and 'Targeted' offer. Our diagnostic assessment and person-centred approaches mean that where appropriate, pupils access research engaged and at times, bespoke provision and intervention.

We want all pupils to excel in a safe and encouraging environment where pupils are known, where their needs are understood and where they are challenged. Our approach to disadvantaged is not a bolt on but instead, a whole school approach- and culture- where every small step is celebrated.

Driven by our 2025/26 school development priorities, our Pupil Premium Strategy supports our aims to:

- Strengthen assessment validity and formative assessment
- Improve KS3 and KS4 pathways to endure all students achieve at least their FFT20 targets
- Embed consistent adaptive teaching practice, especially for PP/SEND intersectionality
- Improve attendance for disadvantaged students through the Attend to Achieve strategy

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We experience high levels of mobility, with 53 in-year admissions, many of whom are new-arrival EAL and overwhelmingly PP. The cross-border profile (M22) requires a precise, targeted, trauma-informed approach to PP provision.

Challenge number	Detail of challenge
1	**Achievement**: There continues to be a gap between PP students and their non-PP peers in GCSE outcomes across all subjects.
2	**Attendance**: PP students' attendance is lower than their non-PP peers.
3	**Exclusions:** The percentage of pupil premium students receiving either a permanent or fixed term exclusion continues to be disproportionate.
4	**Literacy and Reading**: A significant proportion of PP students arrive with phonics difficulties or low reading fluency as identified through our graduated reading model.
5	**Engagement**: PP students historically have lower engagement in extra-curricular activities and trips than their NPP peers.

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
Disadvantaged students will make comparable progress to their peers at KS3 and KS4	- National performance data - Internal tracking and monitoring data - KS3 Acquire to Apply conversion for PP will be in line with non-PP
Disadvantaged attendance will be comparable to their peers	- Internal attendance tracking data - Persistent absence will reduce year-on-year in line with Attend to Achieve milestones
There will be no correlation between the number of FTEs and/or permanent exclusions with disadvantaged students	- Internal tracking and monitoring of behaviour data - There will be a reduction in the use of derogatory language and child-on-child incidents linked to the PP cohort
Disadvantaged students will make comparable progress in reading to their peers.	- Reading test data - Percentage of PP cohort improving reading age by 12+ months per year - Outcomes in GCSE English

Disadvantaged students will engage in trips and extra-curricular activities as much as their peers	● Internal tracking data on pupil engagement in trips and extra-curricular

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: £128,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching ● *Quality first adaptive teaching.* ● *CPD on adaptive teaching* ● *Teaching based on the strategies that work with Pupil Premium students.* ● *SSAT Embedding Formative Assessment 2-year programme* ● *Teacher accountability for QLA actions for PP students* ● *Departmental monitoring of PP progress at KS3 using Acquire/Apply* ● *Use of the EEF Five-a-Day SEND Framework as the foundation of adaptive teaching practice* ● *Universal use of pupil passports, Venn Diagrams, Risk Factor Matrix and Graduated Departmental Disadvantaged Strategies*	Quality first adaptive teaching is foundational to supporting the academic progress of all students, particularly those from disadvantaged backgrounds. We will provide Continuous Professional Development (CPD) focused on equipping our staff with effective strategies to enhance their teaching practices for pupil premium (PP) students. These strategies have demonstrated a significant positive impact, with evidence indicating that they can accelerate progress by up to +8 months within a condensed time frame. The CPD will encompass a range of evidence-based approaches that are tailored to meet the diverse learning needs of PP students. Our teaching staff will be guided in creating engaging and differentiated learning experiences that prioritise student engagement, comprehension, and skill development. By adopting these proven strategies, we anticipate a notable narrowing of the achievement gap between PP and non-PP students.	1 and 4
Curriculum • *A whole school curriculum which enables students to achieve success and transform their lives and become well-rounded members of the community* • *A curriculum built on a foundation of knowledge that leaves a lasting impression on our learners, which allows them to think deep and make connections in their learning*	**Metacognition and Self Regulation** https://educationendowmentfoundatio n.org.uk/education-evidence/teaching -learning-toolkit/metacognition-and-se lf-regulation **Reading Comprehension** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies**	1 and 4

• A curriculum which promotes personal, social, moral and spiritual development, and enjoyment • A curriculum which promotes personal development – PPE Golden Threads support equitable personal development for PP students • A whole school research engaged curriculum underpinned by consistent language and strategies for developing literacy, reading, feedback and metacognition	**Feedback** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback**	
Leadership ***SEF/SDP cycles directly-inform PP reviews*** ***Governors receive half-termly PP impact updates*** ***PP audit timetable (Aut2/Spr2)*** ***Disadvantaged review in Spring*** ***Departmental trackers monitoring PP*** ***Habitual use of:*** ***Behaviour and attendance data*** ***Risk Factor Matrix*** ***Student panels/voice*** ***Parent Consultations*** *Every subject area has its own graduated disadvantaged strategy which is underpinned by these whole school approaches:* ***Teaching and Learning:*** • *Robust use of formative assessment which targets disadvantaged students to ensure pupils are engaging and making progress.* • *Ensuring disadvantaged students actively engage group tasks by allocating specific roles.* • *Ensuring that disadvantages students are prioritised for leadership opportunities in class.* • *Revision support for students, including revision guides/materials/ packs free where appropriate.*	**Leadership Approaches** **https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/leadership-approaches** **https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium**	1-5

• Carefully considered seating plans. • Use of pupil passports, Venn Diagrams, Risk Factor Matrix **Marking and Feedback:** • Disadvantaged students prioritised for verbal feedback in lesson. • Disadvantaged students' books to be marked first. Class teachers to ensure that: • Feedback is clear and specific. • Therapy tasks set are clear and specific and checks are made to ensure students know what they need to do. • Completion/ quality of therapy work is checked first.		

Robust tracking and monitoring systems to ensure that PP students make strong progress and have access to effective teacher led and waved interventions where appropriate and necessary. **Enrichment** ● Disadvantaged students are targeted for enrichment opportunities ● Disadvantaged students are proportionately represented/take part in enrichment		

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

Budgeted cost: £ 152,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

Literacy Intervention – a graduated model using four levels of intervention: universal fluency – Fresh Start/Phonics – Lexonic/Lexia – bespoke Resource Base provision ● *Stairway to Spelling (Advanced Toe by Toe)* ● *Grow@KS3 Reading Recovery Programme* ● *Write from the Start (Handwriting)* ● *Fresh Start Phonics Programme* ● *Designated EAL practitioners* ● *Toe by Toe (multi-sensory phonetic approach)* ● *Dyslexia in the Open* ● *Sparx Reader Club* ● *Investment in Campus Libraries*	**Phonics** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics **Teaching Assistant Interventions** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions **Reading Comprehension Strategies** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies**	1 and 4
Numeracy Intervention ● *Power of 2 (Mental Maths Intervention)*		1 and 4

● *Sparx Maths Club* ● *Priority access to Period 6*		
Tutoring *English, Maths and Science tutor time intervention*	**Extending School Time** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Students engaging outside of the normal school hours especially for Y11 promotes an increase of 3+ months. It strengthens students' confidence and ability to recap and recall effectively. **Small Group Tuition** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 4

Period 6 *An extra hour in each subject area which prioritises disadvantaged students who are not making expected progress*	**Extending School Time** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Students engaging outside of the normal school hours especially for Y11 promotes an increase of 3+ months. It strengthens students' confidence and ability to recap and recall effectively. **Small Group Tuition** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 4

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

Budgeted cost: £119,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development and PPE Curriculum	**Social and Emotional Learning**	

Politics, Philosophy and Economics (PPE) at The Kingsway School is a multidisciplinary subject area that incorporates RSHE, Citizenship and careers through a reflective and philosophical lens. The study of PPE is especially important for our disadvantaged learners because it helps our young people understand their place in society, encourages them to question the world around them and supports them to make safe and responsible decisions. Our PPE curriculum is an aspirational feature of our whole school curriculum because it enables students to study an academic discipline which is also offered by the leading universities in the UK. *PP-first approach for Cultural Diploma engagement and support* *PP priority for:* *Duke of Edinburgh funding* *Trips and visits support* *Student leadership roles* *Clubs and enrichment*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 and 5
Pastoral Care • *Pastoral care and support which ensures that students are happy, healthy and enjoy school.* •*Restorative approaches.* • *Support from HOY/PHOY who closely monitors and tracks progress and welfare in school.* • *Each HOY has their own enhanced/selected and targeted offer for disadvantaged students* • *Student Leadership Team in Years 7-11* • *A pastoral curriculum supporting wellbeing, literacy, CEIAGs which supports students both within and beyond school* • *Enhanced monitoring and tracking for disadvantaged cohort by HOY*	**Social and Emotional Leaning** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning** **Parental Engagement** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement** **Behaviour Interventions** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions**	1,2,3 and 5

		5
Extra-curricular Activities *Over 60 hours of extra-curricular activities on offer over a fortnight* • *A wide range of extra-curricular and enrichment activities which extend students' learning develop their passions and*	**Arts Participation** https://educationendowmentfoundatio n.org.uk/education-evidence/teaching -learning-toolkit/arts-participation **Physical Activity**	

interests beyond the classroom. • *Disadvantaged students prioritised for marketing of and attendance at extra-curricular/Enrichment activities.* • *School Leadership Teams and Leadership opportunities with targeted support for disadvantaged students to apply for and achieve Leadership opportunities* • *Duke of Edinburgh Bronze Award Scheme with opportunity for financial support for disadvantaged students.* • *Inclusivity of all trips/events assessed prior to authorisation through new trips procedure.* • *Trips visits aimed at raising aspirations and engaging students with further/higher education.* • *Proactive work with disadvantaged students to encourage engagement with enrichment and extra-curricular activity.* • *Students supported and encouraged to get involved in clubs' activities and leadership opportunities.* • *All school events reviewed during the planning stages to ensure that disadvantaged students can engage, and they take the opportunity to do so.*	https://educationendowmentfoundatio n.org.uk/education-evidence/teaching -learning-toolkit/physical-activity **Extending School Time** **https://educationendowmentfounda tion.org.uk/education-evidence/teac hing-learning-toolkit/extending-sch ool-time**	

Behaviour and Rewards	Behaviour Interventions	2 and 3
● *A whole school behaviour approach which places relationships at the centre, is trauma informed and has high standards and expectations of all students. Adjusted triggers to ensure early intervention and support.* ● *Cornerstone Curriculum to explicitly teach behaviour, standards and expectations* ● *Graduated response will ensure disadvantaged students are prioritized for intervention via the Risk Factor Matrix* ● *Use of multi-agency Team Around the School to support diasadvantaged pupils* ● *SEMH programmes prioritised for disadvantaged pupils*	https://educationendowmentfoundatio n.org.uk/education-evidence/teaching -learning-toolkit/behaviour-interventio ns **Parental Engagement** **https://educationendowmentfounda tion.org.uk/education-evidence/tea c**	

● *Waved approach to support pupils who are not meeting standards and expectations* ● *Form tutor monitoring* ● *Middle and senior leadership team monitoring* ● *Positive Behaviour Support Plans* ● *SMART Target Cards* ● *CRF Referral system for targeted SEMH interventions such as anger management and emotional resilience* ● *Pastoral Support Plan (PSP) SLT* ● *Managed Transfers* ● *Off-site direction* ● *Trust Pastoral Intervention (TPI)* ● *Early Help Assessment* ● *Team around the child (TAC)* ● *Assigned key worker/adult* ● *Mentoring* ● *School age plus* ● *Reflection and de-escalation spaces* ● *Recognition and rewards policy which acknowledges the hard work and excellent conduct of all students. Prioritised for positive praise/rewards.* ● *Prioritise for parental phone calls for positive behaviour* ● *Priority given to students when making recommendations for students of the week* ● *Preventative monitoring through FT for equipment, uniform, organisation.* ● *Priority given for SEND support.* ● *Social Communication Programmes – Between the Social Lines; Comic Strip Conversations; Emotion Coaching; Language for Behaviour and Emotions; Smart but Scattered Teens Executive Skills Programme; Social Behaviour Mapping*	**hing-learning-toolkit/parental-engagement**	

● *ELSA – Emotional Literacy Support*		
Attendance and Punctuality ● *Whole school Attend to Achieve strategy with PP prioritised for parental engagement, home visits, early help, PA/SA support plans and EBSA pathways takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students.* ● *Attendance support/intervention, which takes a waved approach, for those who meet identified thresholds.* ● *Dedicated attendance manager and officer* ● *Enhanced monitoring, tracking and intervention for disadvantaged students* ● *Disadvantaged students prioritised for phone call home during/following absence.* ● *Disadvantaged students prioritised for home visits.* ● *Fortnightly meetings with SEND and resource base* ● *Fortnightly meetings with pastoral teams – prioritising disadvantaged and vulnerable students for attendance interventions*	**Behaviour Interventions** https://educationendowmentfoundatio n.org.uk/education-evidence/teaching -learning-toolkit/behaviour-interventions **Parental Engagement** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement**	2 and 3

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Disadvantaged students will make comparable progress to their peers
Overall Summary
Across all accountability measures, PP outcomes have shown clear recovery and sustained improvement since 2023.
While 2024 marked a temporary decline, 2025 outcomes surpassed initial benchmarks in Progress 8, Attainment 8, Basics 9–4, Basics 9–5, and Maths 9–4, with English 9–4 approaching pre-dip levels.
Progress 8
2023: –0.53 2024: –0.72 (–0.19) 2025: –0.22 (+0.50)
Three-year change (2023 to 2025): +0.31
Although PP progress dipped slightly in 2024, there was a strong recovery in 2025, moving significantly closer to national expectations. The overall +0.31 gain demonstrates sustained improvement in the quality of teaching, targeted intervention, and precision of data-led support.
Attainment 8
2023: 39.05 2024: 35.85 (–3.20) 2025: 42.02 (+6.17)
Three-year change (2023 to 2025): +2.97
Following a decline in 2024, Attainment 8 rebounded strongly in 2025, rising +6.17 points from the previous year and sitting almost 3 points higher than in 2023. This demonstrates the positive impact of high quality adaptive teaching, improved assessment validity, and better engagement from disadvantaged learners.
Basics 9–4 (English & Maths)
2023: 58.0% 2024: 47.9% (–10.1 pp) 2025: 63.3% (+15.4 pp)
Three-year change (2023 to 2025): +5.3 pp
The dip in 2024 was reversed decisively in 2025, when over six in ten PP pupils achieved a standard pass in both English and Maths. The rise above the 2023 baseline reflects stronger foundations in literacy and numeracy, improved attendance at intervention, and consistent use of diagnostic (QLA) assessment to target misconceptions.
Basics 9–5 (English & Maths)
2023: 34.8% 2024: 27.4% (–7.4 pp) 2025: 38.3% (+10.9 pp)
Three-year change (2023 to 2025): +3.5 pp
The proportion of PP students achieving the strong pass rose to 38.3%, exceeding 2023 by +3.5 pp. This outcome highlights improved grade-boundary movement through structured and targeted revision and early identification of borderline pupils.
English 9–4
2023: 78.3% 2024: 64.4% (–13.9 pp) 2025: 75.0% (+10.6 pp)
Three-year change (2023 to 2025): –3.3 pp
English results rebounded in 2025 following a sharp fall the previous year. Although slightly below 2023, the recovery trajectory confirms sustained improvement in outcomes for disadvantaged learners.
Maths 9–4
2023: 58.0% 2024: 52.1% (–5.9 pp) 2025: 71.7% (+19.6 pp)
Three-year change (2023 to 2025): +13.7 pp
Maths shows exceptional improvement, climbing +13.7 pp over three years and +19.6 pp since 2024. represents a significant strength in PP provision.

Impact of Wave 3 Targeted Tutoring

A total of 20 students participated in Wave 3 one-to-one and small-group tutoring across English, Maths, and Science. Across 60 subject entries, average progress from Year 10 to final GCSE grade was 1.26 grades, with 80.0% of entries showing improvement. The mean baseline grade rose from 1.08 to 2.34.

Subject-by-Subject Performance

Subject	Students	Mean Progress	% Improved	% Static	% Declined	Mean Y10	Mean Y11
English	20	1.05	75	10	15	1.1	2.2
Maths	20	1.45	85	5	10	1.0	2.5
Science	20	1.28	80	10	10	1.1	2.4

Summary
• Overall impact was highly positive, with 80% of all tutoring entries improving from their Year 10 result.
• Average progress of +1.26 grades indicates strong value added through targeted one-to-one and small-group support.
• Maths tutoring had the greatest measurable impact (+1.45 grades), followed by Science (+1.28) and English (+1.05).
• Progress was broadly equitable across Pupil Premium and SEND cohorts, showing that tutoring reached disadvantaged learners effectively.
• The small proportion of static or declined entries (≈12%) needs to be reviewed for engagement and attendance factors.

Pupil Premium and SEND Subgroup Summary

Group	Mean Progress	% Improved
PP (Y)	1.22	78
Non-PP (N)	1.29	81

Group	Mean Progress	% Improved
SEND (K)	1.1	75
Non-SEND (N)	1.3	82

Analysis indicates that both Pupil Premium and SEND students achieved progress broadly in line with their peers, demonstrating that Wave 3 tutoring delivered equitable academic outcomes across subgroups.

All students – subject progress (including Wave 3):
English:
- Mean progress +0.61 grades
- 49.6% improved, 28.7% stayed the same, 21.7% declined
- Mean baseline 4.33 to mean final 4.91

Maths:
- Mean progress +1.61 grades
- 88.6% improved, 10.2% same, 1.2% declined
- Mean baseline 3.24 to mean final 4.84

Science:
- Mean progress +1.09 grades
- 79.4% improved, 17.4% same, 3.2% declined
- Mean baseline 3.25 to mean final 4.31

Outcome 2: Disadvantaged attendance will be comparable to their peers

Over the last academic year, whole-school attendance showed a significant year-on-year rise and is now in line with national averages. Attendance for key groups, particularly disadvantaged (FSM6) and SEND pupils, improved at a faster rate than for all pupils and is now in line with national benchmarks. Persistent absence remains an area of continued focus, but the trajectory is positive, with clear evidence that graduated

attendance interventions and early identification strategies are having sustained impact.

- FSM6 attendance improved from 85.1% to 88.1% and is now in line with national (88.2%).
- SEN attendance has improved from 82.2% to 85.1%, and the 2024/25 figure shows relative improvement when compared with national change.
- FSM6 PA decreased from 48.7% to 32.9%, a significant decrease that brings the school in line with national (34.5%).

Outcome 3: There will be no correlation between the number of FTEs and/or permanent exclusions with disadvantaged students

Behaviour across the school improved significantly. Staff confidence in behaviour rose sharply, from 27% rating behaviour as good in 2024 to 91% in 2025. The number and length of suspensions reduced to their lowest levels in several years, and repeat suspensions fell to below national averages. Behaviour tracking shows a sustained decline in internal truancy, low-level disruption, and social-time concerns, alongside a strong increase in rewards and positive recognition. Pupil voice and panel feedback indicate a markedly calmer school environment, greater consistency from staff, and improved trust in the school's response to concerns.

- FSM6 suspension rates for 1+ and 2+ suspensions are **not significantly different from national**.
- PP and SEND pupils have seen the most improvement, with increased positive recognition and fewer repeated sanctions.,,,,,m,m,,,,,

Outcome 4: Disadvantaged students will make comparable progress in reading to their peers

Reading Interventions Impact Summary

Pupil Premium (PP)

Year	Avg SAS (Y7)	% >100 (Y7)	Avg SAS (Current)	% >100 (Current)	Change in SAS	Change in % >100
7	102.1	49%	104.8	60%	+2.7	+11%
8	104.0	51%	106.8	65%	+2.8	+14%
9	101.4	41%	103.4	58%	+2.0	+17%
10	101.0	40%	102.0	61%	+1.0	+21%
11	104.6	51%	105.3	65%	+0.7	+14%

PP Summary:
- All cohorts show improvement in both mean SAS and the proportion exceeding 100.
- The biggest proportional gains are seen in Year 10 (+21%) and Year 9 (+17%), suggesting interventions have had the strongest impact as pupils move through KS4.
- Average SAS improvements range from +0.7 to +2.8, reflecting both consolidation of progress and reduced reading regression over time.

SEND

Year	Avg SAS (Y7)	% >100 (Y7)	Avg SAS (Current)	% >100 (Current)	Change in SAS	Change in % >100
7	93.8	34%	96.4	42%	+2.6	+8%
8	98.7	44%	104.8	60%	+6.1	+16%
9	96.1	24%	98.8	40%	+2.7	+16%
10	100.1	45%	102.8	63%	+2.7	+18%
11	103.0	41%	103.0	51%	0.0	+10%

SEND Summary:
- All SEND cohorts improved or maintained progress, with particularly strong impact in Year 8 (+6.1 SAS, +16%) and Year 10 (+2.7 SAS, +18%).
- The percentage above age-related expectations has increased in every year group, with the largest proportional gains again evident in KS4 cohorts.
- Even in Year 11 (where SAS remains static), there is a 10% increase in the number of students scoring above 100 - showing improved distribution of outcomes within the cohort.

Whole-School Impact
- Across both PP and SEND cohorts, there is a clear upward trajectory in reading attainment following the implementation of structured reading interventions (Lexonik, guided reading, fresh start).
- The mean SAS increase averages +2.5 for PP and +2.8 for SEND, with the proportion of pupils above 100 rising by 14–17% on average.
- Greatest gains are evident in Years 8–10, aligning with targeted intervention cycles and consistent attendance to small-group support.
- Early intervention (Year 7) provides a positive baseline for progress, with incremental growth suggesting long-term benefit across KS3–KS4.

Outcome 5: Disadvantaged students will engage in trips and extra-curricular activities as much as their peers
Enrichment Impact Summary

Overall Impact
83.2% of Pupil Premium (PP) students engaged in at least one enrichment activity - virtually identical to the 83.2% of non-PP students, showing that disadvantage is not a barrier to participation overall.
Enrichment strategies have had a clear and positive impact on the engagement of disadvantaged students. Participation parity with non-PP peers demonstrates strong inclusivity and effective leadership of enrichment. The next step is to sustain engagement into KS4 and diversify opportunities (particularly STEM and academic).

Category Analysis

Category	PP Average	Non-PP Average	Evaluation
Active	1.17	1.33	Slightly lower participation - potential link to access barriers (kit,after-school logistics).
Creative	1.22	1.23	Virtually identical engagement - indicates success of inclusive creative offer
STEM	—	—	No entries recorded - possible area to expand for PP involvement
Academic	2.26	2.89	Lower engagement in academic enrichment; PP may need more structured encouragement into revision clubs and tutoring.
Community	1.19	1.33	Small gap - but still positive representation showing social action and leadership engagement.
Total (mean clubs per student)	1.34	1.68	On average, PP students attend slightly fewer total activities than their peers, though overall engagement parity remains strong.

By Year Group (PP Engagement %)

Year	PP Engagement %	Evaluation
7	100%	Excellent early engagement -supports strong induction and promotion of activities.
8	100%	Sustained participation - embedded culture of enrichment?
9	100%	Consistent success - enrichment is routine and valued.
10	48.6%	Significant drop - exam pressures and post-16 focus may be affecting participation.
11	64.5%	Modest recovery, through targeted academic enrichment (revision, intervention).

Strengths:
PP participation mirrors or exceeds non-PP across lower years (7-9), showing impact of inclusive early enrichment culture.
Community and creative engagement levels suggest a broad, balanced offer.

The gap in total clubs per student (1.34 vs 1.68) is relatively small and narrowing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider