

Pupil Premium 3-year plan strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

This **three-year plan** outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending (2024-25) of pupil premium had within our school.

School overview

Detail	Data
School name	The Oaks Academy
Number of pupils in school	641 (correct NOR when PP funding allocated)
Proportion (%) of pupil premium eligible pupils	48.48%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	Summer Term 2026 Autumn Term 2026
Statement authorised by	Mr P Kingdom
Pupil premium lead	Mr J Newham
Governor / Trustee lead	Mrs L Hodgkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,475
Recovery premium funding allocation this academic year	NA
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	£336,475

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum.

The overarching aim of our strategy is to ensure disadvantaged students are supported to achieve their individual targets and goals. Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges faced by these students are varied, there is no 'one size fits all' and it is our intended aim to support their needs, regardless of whether they are disadvantaged or not.

In order to achieve this, we are adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for the outcomes of our disadvantaged students and raise expectations of what they can achieve
- Embed routines, positive behaviours, high levels of attendance and a welcoming and supportive learning environment
- Have consistency of approach in teaching and learning with greater expectations and challenge for all learners, including opportunities to develop reading and improved standards of written work.
- Utilise school systems that intervene at the earliest point need is identified

Our ultimate objectives are:

- To narrow the attainment gap between student and non-disadvantaged students.
- For all disadvantaged students to make or exceed nationally expected progress rates (P8 =0)
- For all disadvantaged students to have attendance of around national average of all students and not fall below national average for disadvantaged students.

- To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students, particularly from the lower and middle prior attainment band, are making less progress than other students from the same prior attainment band in some subjects in KS4.
2	A significant number of disadvantaged students have lower literacy skills than non-disadvantaged students; this prevents the disadvantaged students making good progress. A higher literacy level is required for new GCSE specifications.
3	Low aspirations and self-esteem for a number of pupil premium students across all year groups is having a detrimental impact on their academic progress.
4	Attendance for students eligible for pupil premium is below the target for all students (94%+) and persistent absence (10%). This reduces their school hours and impacts on learning and progress.
5	Parental engagement of some families is poor.

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 rates of progress, particularly for students from high band of prior attainment.	Progress 8 outcomes for our disadvantaged students will meet or exceed academy targets. In 2024/25 P8 will be -0.50 (cohort) or higher and -0.75 (disadvantaged) or higher. In 2025/26 P8 will be -0.25 (cohort) or higher and -0.65 (disadvantaged) or higher. In 2026/27 P8 will be -0.25 (cohort) or higher and -0.50 (disadvantaged) or higher. Work scrutiny shows disadvantaged students have high levels of challenge in their learning which demonstrates good or better progress. Students' work deepens their knowledge, understanding and skills
High levels of progress in literacy for students eligible for pupil premium.	Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations.

	<p>Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age</p> <p>Students will have the skills to tackle challenging texts suitable for their chronological age and end of key stage assessments, enabling them to make progress across both Key Stage 3 and 4.</p>
Increased self-esteem, resilience and ambition for the future.	<p>Students are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny).</p> <p>Increased participation in extra-curricular activities and student leadership roles. Increased proportions of disadvantaged students progress to a higher level of further education courses, establishments, employment or training.</p>
Increased attendance rates for students eligible for pupil premium.	<p>Attendance is above national average or better for disadvantaged students. Persistent absence (10%) is in line with non-disadvantaged peers.</p>
Parental engagement will improve.	<p>A significant proportion of PP families will attend parents' evenings and school activities.</p>

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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Y7 Baseline testing and reading tests for Y7-9 via GL assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will continue to deliver professional learning based on literacy.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools . Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2
Dedicating KS3 English time to supporting a love of reading through LRC lessons and the use of the Bedrock programme in Year 7 and Year 8.	Students using Bedrock made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. EEF(educationendowmentfoundation.org.uk)	1,2
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists, especially within Maths.	DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1, 2

CPD & T&L briefings implemented to develop and embed 'TEEP' Framework and Share, Build, Practice'. To develop high quality behaviour for learning techniques in all lessons.	EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact EEF Toolkit – Oral feedback +7 months impact. EEF Toolkit – Interleaving and questioning +7 months. EEF Toolkit – Assessment for learning / feedback - + 6 months	1, 2, 3
CPD on Quality First Teaching in providing effective feedback during school's QMF and QMS cycle.	EEF Toolkit – Metacognition and self-regulation +7 months impact. Oral feedback +7 months impact. Interleaving and questioning +7 months. Assessment for learning / feedback - + 6 months	1, 2, 3
CPD across the school on embedding Academic Literacy across the school.	EEF – Improving Literacy on Secondary schools guidance states 'acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject'. Oxford Language Report: Why Closing the gap matters – Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.	1, 2
EAL CPD for all staff to ensure students are fully supported during lessons to enable progression.	EEF Toolkit – Metacognition and self-regulation +7 months impact. Oral feedback +7 months impact. Interleaving and questioning +7 months. Assessment for learning / feedback - + 6 months	1,2
Develop of whole school systems to record and track assessments to identify underperforming students and to signpost interventions.	Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. EEF Tool Kit - effective assessment has a significant improvement in learning. +7 months impact	1, 2, 3

SLT to support middle leaders with Curriculum Deep Dive process to drive up standards in teaching, learning and assessment.	DFE guidance on Teacher Standards states 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57)	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeting specific students with particularly low literacy levels to receive Lexia-based intervention.	The programme has a positive effect on skills that are important for further literacy development. Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)	1, 2
Lexonik intervention effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.	EEF: Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of three additional months' progress in reading compared to other children eligible for FSM. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1, 2
More Able workshops after school for KS3 for students identified as more able to ensure students are provided with challenge outside of lessons, especially for PP more able.	EEF Toolkit – extending the school day - +3 months impact.	1, 2, 3
Satchel: One Home Learning platform to set homework, revision, reading tasks, and to communicate	EEF Toolkit – Homework - +5 months impact.	1, 2, 3, 4

with students to improve progress.		
Targeted out of lesson catch-up, intervention and revision session, particularly for Y11 and Y10. E.g. Breakfast, lunch and out school sessions, 1:1 or small group, specific revision materials	EEF Toolkit – extending the school day - +3 months impact	1, 3, 4
Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age.	EEF Toolkit – Reading comprehension - +6 months impact	1, 2, 3, 4
Increased 1:1 career adviser Interviews	CEC report (2020): highlights importance of careers guidance. Hattie (2016) - Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	1, 3, 4, 5
A PSICHE programme to cover Mental health & Happiness, personal skills and qualities, work skills, making use of constructive criticism	EEF Toolkit – Social and Emotional learning - +4 months impact.	1, 3, 4

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

Budgeted cost: £121,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic coaching for Year 11 students to improve progress and wellbeing during their final GCSE year.	EEF – Mentoring - +2 months impact	1, 3
CPD, T&L Briefings, Assemblies and systems to develop a school culture to	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater	1, 2, 3, 4

embed high expectations and standards for all.	engagement in learning - +4 months Impact	
Increased parental engagement through regular contact by form tutors and home visits by Pastoral Leaders.	EEF – Parental Engagement - +4 months impact	1, 3, 4, 5
Designated Attendance Team to closely monitor all PP students' attendance, build relationships with families and implement targeted strategies where needed.	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. “Overall absence had a statistically negative link to attainment.” Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that identified activities all have a significant impact on attendance outcomes for PP student	1, 2, 3, 4, 5
PP Capitation – hardship fund to prevent PP students from being unable to access school, enrichment opportunities, have resources and equipment required for learning.	EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	1, 2, 3, 4, 5
Homework club to support progress. Disadvantaged students, of all abilities, attend and receive support with homework completion and organisation	EEF Toolkit – extending the school day - +3 months impact	1, 2, 3, 4
Continue to develop the Duke of Edinburgh (DofE) scheme to provide students to develop communication and leadership skills, increased social interaction and greater engagement with peers,	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	3, 4

encourage a healthier lifestyle, whilst improving problem solving abilities (including high attaining students, especially preparation for College/ University application)		
Embed the student leadership team across all year groups and within key school priority areas	Research by the Armies families Federation (Noret, Mayor, Al-Afaeq, Lingard, & Mair, 2014) highlights the need to “Increase the number of activities to support children and young people’s integration into schools”.	1, 3, 4
1:1 Music lessons to increase cultural capital The PP fund is used to subsidise music lessons for any PP students.	EEF Toolkit - + 2 months	3
Increased Pastoral capacity alongside counselling to support social and emotional barriers and need as a result of impact of COVID-19	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact. EEF Toolkit Social & Emotional Support + 4 months	1, 2, 3, 4

Total budgeted cost: £336,475

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 2024 to 2025 academic year.

Pupil Premium Progress 2019 v 2025

DFE Guidance KS4 2023 Results:

School and college performance data for the 2022/2023 academic year should be used with caution:

- In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.
- **There are ongoing impacts of the COVID-19 pandemic**, which affected individual schools, colleges and pupils differently

The table below shows the impact our pupil premium programme for 2024-25 had on progress and attainment across key headline measures. We have compared these results with the performance of PP students in 2019, 2023 and 2024 as this was the last period where formal GCSE examinations took place without any adjustments due to the pandemic. (No official P8 for 2025 due to no prior KS2 data, instead we used an internal P8 measure using CATs testing from year 7 as a baseline).

Measure	2019 All	2023 All	2024 All	2025 All	PP 2019	PP 2023	PP 2024	PP 2025
Progress 8	-1.05	-0.74	-0.49	+0.05	-1.22	-0.63	-0.98	-0.34
Attainment 8	28.5	32.52	34.59	35.33	23.69	30.39	26.65	29.39
English and Maths Standard Pass	24%	25%	40%	47.62%	6.9%	20.69%	23.53%	33.33%
5 GCSE's inc. English and Maths (9-4)	21.67%	23.08%	34.74%	45.25%	3.45%	17.24%	14.71%	30.77%

Note: Green indicates an improvement from last year.

It is clear from the data above that the range of PP strategies, in particular teaching and learning and literacy, has made a significant impact on the performance of PP students since 2019. This demonstrates the upward journey The Oaks Academy has achieved in recent years, despite the challenges of Covid-19. The overall progress of PP has increased by almost a whole grade (-1.22 in 2019 v -0.34 in 2025); this is sound progress, showing our PP students are making better progress. It should be noted that in 2023 PP students outperformed non-PP with P8 sitting at -0.63, showing our overall the PP strategy is working. This has been a pleasing year for PP Attainment 8 at 29.33 compared to 26.65 in 2024, and the number of PP achieving English and Maths at 4+ is the highest in the last 6 years, at 33.33% compared to only 6.69% in 2019 and 23.53% in 2024. In addition, 51.28% of PP pupils achieved a grade 4+ in either English Language or English Literature, for the whole cohort this figure was 65.48%. This demonstrates many of our pupils have left school with good competent literacy skills which will benefit them for life. For instance, the ability to write well will improve their chances of success for employment, apprenticeships, and higher education.

This suggests our CPD programme, bespoke interventions, and wider PP strategies are having a positive impact in our setting (see evaluation for each strategy at the end of this report), especially when compared to 2019. 46.42% of this cohort was PP, so it is pleasing to see the interventions to narrow the gap in English and Maths at grade 4+ has improved significantly since 2019. However, we wish this figure to be much higher; we are striving for stronger outcomes in English and Maths for 2026; current internal data shows we on track for further success. Nevertheless, the improvement in disadvantaged outcomes in 2025 is sound; this is the result of all staff improving their knowledge of PP to better support students and staff. There is still a great amount of work to continue improving the attainment and progress of all pupils to meet or exceed the national average and closing the gap further between disadvantaged and non-disadvantaged.

GCSE 2025 PP v non-PP

Measure	2025 PP	2025 Non-PP	GAP
Progress 8	-0.34	0.39	-0.73
Attainment 8	29.39	40.48	-11.09
Entered for Ebacc	15.38%	46.67%	-31.29%
English and Maths Standard Pass	33.33%	60.0%	-26.67%
5 GCSE's inc. English and Maths (9-4)	30.77%	57.78%	-27.01%

After the mocks in December 2024, it was clear that there required further support for PP, A8 was 24.73 and P8 was -0.67. There was an intense period of support which included

additional Maths and English intervention after school, including Saturday morning clubs to support PP and Non-PP students. Internal data for PP after the April mocks showed these interventions were having some impact with A8 at 28.42 and P8 at -0.22. Additionally, student voice data collected from PP shows that most students feel the support from school has enabled them to make progress and improve their wellbeing. Students strongly stated that having access to a free breakfast helps them prepare for the day ahead and extra revision sessions after school and during some weekends ensured they were able to catch up and fully prepare for exams. Moving forward for 2025-26, we will continue to invest in reading intervention software in lower school to closely measure the impact of narrowing the reading gap for students identified as weaker readers and those with weak literacy skills to improve their vocabulary. We have appointed extra leadership capacity in English to drive up standards but have struggled to recruit an LRC and Reading Intervention Leader. In addition to the above specific intended outcomes, financial support offered through PP funding aimed to ensure that students of the PP cohort were able to access the same experiences, uniform and equipment etc. requiring the financial input of parents / carers, as other more socially advantaged students.

Through this allocation, students and their parents / carers have accessed:

- Support in the purchase of school uniform (a number of students have been supported in purchasing items of uniform including blazers and PE equipment)
- Support in the purchase of equipment and materials for school and the support of learning (a large number of students were provided, for example, with revision guides in a range of GCSE subjects both in Year 10 and 11). This has enabled these students to access support in their learning while at home, including support in the completion of their homework and revision ahead of examinations.

Attendance overall is really positive and above the national average for all pupils at 92.43% (national was 91.4%) and persistence absence across the whole school not below the national average at 24.3%. Pupil Premium whole school attendance 2025 sits at 89.7%, which is just above the national average for disadvantaged learners, compared to non-PP at 95.39%. This demonstrates that students feel happy, safe and want to attend our school with pride. The pastoral structures we have in place are effective to support our most vulnerable students to attend school. This includes home visits, welfare checks, wellbeing interventions and working closely with families and the community. That said, we want to be ambitious to achieve our aim of disadvantaged being in line with non-disadvantaged; attendance will remain top priority to reduce the gap for 2025-26.

Attendance 2024-2025

	23/24 (Full Year)		24/25 (YTD)		Autumn Term 2024				Spring Term 2025				Summer Term 2025			
	Att.	PA	Att.	PA	Att. 1A	PA 1A	Att. 1B	PA 1B	Att. 2A	PA 2A	Att. 2B	PA 2B	Att. 3A	PA 3A	Att. 3B	PA 3B
National DfE	92.8%	28.2%	91.4%	24.3%	93%	25%	92.6%	22.4%	92.6%	22.4%	91.7%	22.9%	90.8%	22.57%	90.6%	28.8%
Whole School	90.94%	26.03%	92.43%	24.79%	94.01%	18.74%	91.17%	31.45%	94.01%	22.67%	92.97%	25.49%	93.06%	22.4%	91.02%	29.07%
Year 7	93.5%	21.25%	93.76%	20.90%	96.46%	10%	91.89%	31.20%	94.93%	22.05%	95.32%	20.97%	93.28%	17.7%	91.8%	28.35%
Year 8	92.3%	25.33%	92.88%	18.47%	95.06%	16%	91.34%	27.52%	94.74%	18.92%	93.38%	23.81%	91.16%	14.9%	92.3%	24.66%
Year 9	91.8%	27.65%	92.42%	26.11%	93.31%	21.28%	91.21%	28.67%	94.42%	18.79%	92.77%	24.14%	93.94%	16.1%	90.63%	31.21%
Year 10	91.66%	29.9%	91.38%	26.32%	92.55%	22.92%	89.86%	38.28%	93.32%	24.49%	92.81%	25.68%	90.60%	26.5%	90.07%	35%
Year 11	82.54%	25.77%	91.42%	35.71%	92.42%	23.96%	91.90%	28.72%	92.11%	32.63%	90.08%	35.79%	90.35%	28.2%	0.00%	0.00%

Green

Above National Average

Pupil Premium Attendance

	23/24 (Full Year)	24/25 (YTD)	Autumn Term 24		Spring Term 25		Summer Term 25	
		National 89.4%	1A	1B	2A	2B	3A	3b
Pupil Premium	88.05%	89.7%	91.44%	88.22%	91.85%	89.39%	88.9%	86.94%
Non-Pupil Premium	90.94%	National 94.6%	96.29%	93.73%	95.83%	95.99%	94.4%	94.62%
		95.39%						
PP PA	n/a	National 33%	26.51%	35.2%	30.76%	37.17%	33.44%	37.99%
		33.2%	(79/298)	(105/298)	(92/299)			
NON-PP PA	n/a	National 13.4%	10.36%	15.38%	13.97%	9.97%	12.16%	15.52%
		9.06%	(41/340)	(54/351)	(50/358)			

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	328	90.2%	87.3%	Above	Relative decline	High - FSM
2023/24	297	89.5%	86.0%	Above	Relative improvement	High - FSM
2022/23	255	89.0%	86.0%	Above	Not available	High - FSM

► [Chart](#)

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	328	33.8%	36.8%	Close to average (non-sig)	No sig change	High - FSM
2023/24	297	36.4%	42.5%	Below (sig-)	No sig change	High - FSM
2022/23	255	33.7%	43.8%	Below (sig-)	Not available	High - FSM

► [Chart](#)

FSM: Free School Meals

As noted above, overall, our attendance for disadvantaged sits above national averages for the last three academic years. This demonstrates the impact our attendance interventions are having on our school community despite having a very high PP context which is well above national averages. It is pleasing to see how persistent absence for disadvantaged pupils is well below the national averages over the last three years. Last year, 33.8% were persistently absent compared to the national figure of 36.8% for PP. We will have a greater focus on PP in line with our attendance policy and systems to reduce the gap further for 2025-26.

Suspensions

Academic Year	Number on Roll	Total Suspensions	PP Students Suspended
18/19	388	104.6%	172
19/20: Covid Year	447	30.6%	92
20/21: Covid Year	444	33.3%	87
21/22	480	44.4%	102
22/23	531	32.58%	92
23/24	617	20.74%	76
24/25	647	16.07%	66

Overall, the rate of suspensions has reduced significantly, from 104% in 2019 to 16.07% in 2025. For the last academic year (2024-25) overall suspensions are below the national average due to the school's strong culture of high expectations being embedded practice across the academy. The PP suspensions student data shows there is significant improvement on the 2019 data, for example only 66 PP students were suspended in 2024/25 compared to 172 PP students in 2019. The PP student suspension data has fallen each year (not including covid years), we will continue to reduce this further for 2025_26 as a suspension is only used as a last resort. This is a priority area to tackle as we strive for excellent behaviour from all our students each day and we will look at how we can closely support and monitor those that have been suspended, especially the disadvantaged. In particular, we have invested further in our pastoral structure to ensure there are additional layers of support for our most vulnerable students and to reduce the number of repeat suspensions.

Destinations 2025

97.5% of PP left school in either education, employment or training in comparison to 96.5% for the whole cohort (92/94). Unfortunately, we had one student who was PP and who couldn't work or attend college due to exceptional circumstances. Our aim for 2026 is to ensure 100% of disadvantaged students have secured education, employment or training.

For 2025-26, we want to continue with PP strategies used for this year which have yielded many positive outcomes for disadvantaged learners.

Please find below additional comments for each PP strategy implemented during the 2024-25 academic year, this includes qualitative and quantitative data.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Review on outcomes 2024-25
Purchase of Y7 Baseline testing and reading tests for Y7-9 via GL assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	NGRT testing of years 7 – 10 to identify pupils that require targeted intervention. WRAT testing of all intervention pupils (termly)
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will continue to deliver professional learning based on literacy.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools . Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	Whole school reading strategy to support pupils understanding of subject specific texts. 95% of pupil voice demonstrated that pupils find the reading strategy useful in supporting reading comprehension. Explicit teaching of tier 2 and 3 vocabulary to support pupils' attainment and progress. English GCSE results have significantly improved to 54% 9-4

Dedicating KS3 English time to supporting a love of reading through LRC lessons and the use of the Accelerated Reader programme in Year 7 and Year 8.	Students using Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Accelerated Reader EEF (educationendowmentfoundation.org.uk)	Accelerated Reader used with set 6 pupils in years 7-9 100% of pupils who engaged with AR made at least 2 years progress.
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists, especially within Maths.	DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	September 2025 – fully recruited due to the links we have made with ITT providers and proactive recruitment strategy. All staff attend new staff induction to ensure they are fully prepared for September. ITT's join us after completing their training on a voluntary basis to support their transition to full time employment.
CPD & T&L briefings implemented to develop and embed 'TEEP Framework' and Share, Build, Practice'. To develop high quality behaviour for learning techniques in all lessons.	EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact EEF Toolkit – Oral feedback +7 months impact. EEF Toolkit – Interleaving and questioning +7 months. EEF Toolkit – Assessment for learning / feedback - + 6 months	Three weekly morning briefings are utilised to constantly reiterate key messages and whole school policy. The TEEP framework and 'share, build, practise' underpins the staff briefing and whole school CPD. All staff are TEEP level 1 trained to ensure a consistent approach to teaching and learning. Improved GCSE outcomes, for example English secured 54% 9-4 – significant improvement on the previous academic year. Trust reviews comment positively on the consistent approach to teaching and learning.

CPD on Quality First Teaching in providing effective feedback during school's QMF and QMS cycle.	<p>EEF Toolkit – Metacognition and self-regulation +7 months impact. Oral feedback +7 months impact. Interleaving and questioning +7 months.</p> <p>Assessment for learning / feedback - + 6 months</p>	<p>Assessment policy on marking and feedback outlines the school approach and 'non negotiables on marking and feedback.</p> <p>Weekly staff briefing and whole school CPD is used to model and share best practise.</p> <p>Trust reviews comment positively on the consistent approach to marking and feedback, including PP students' feedback.</p>
CPD across the school on embedding Academic Literacy across the school.	<p>EEF – Improving Literacy on Secondary schools guidance states 'acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject'.</p> <p>Oxford Language Report: Why Closing the gap matters – Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p>	<p>Consistent approach to developing reading across the curriculum via the whole school reading strategy, the VIPERS strategy for supporting form time reading, explicit teaching of tier 2 and 3 vocabulary and Word of the Week to further develop whole school vocabulary.</p> <p>Learning walks and trust reviews recognised the consistent approach to teaching literacy across the curriculum.</p> <p>Reading curriculum introduced with years 7-9 to develop reading fluency.</p> <p>Ongoing CPD for staff on the explicit teaching of academic literacy across the curriculum to ensure a consistent approach.</p>
EAL CPD for all staff to ensure students are fully supported during lessons to enable progression.	<p>EEF Toolkit – Metacognition and self-regulation +7 months impact. Oral feedback +7 months impact. Interleaving and questioning +7 months.</p> <p>Assessment for learning / feedback - + 6 months</p>	<p>CPD for staff on adaptive teaching to support EAL students in lessons is delivered via weekly staff briefing and during direct CPD time. As a result 22 pupils across years 7-9 increased EAL bands demonstrating the impact of effective adaptive teaching and interventions.</p>

Develop of whole school systems to record and track assessments to identify underperforming students and to signpost interventions.	<p>Wider educational literature, e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes.</p> <p>EEF Tool Kit - effective assessment has a significant improvement in learning. +7 months impact</p>	<p>Progress 8 concern intervention group was set up by DHT for Progress and Culture with the aim to reduce those students with an extremely negative P8 score (-1 or below grade below national average). This group of students received mentoring, pastoral ATL intervention, all teaching staff aware they have to focus on this group of learners during lessons and adapt to meet their needs and attendance team aware to ensure all students below turn up for PPEs and actual exams.</p> <p>The school's P8 from PPE1, PPE 2 to actual -0.01.(half a grade improvement)</p>
SLT to support middle leaders with Curriculum Deep Dive process to drive up standards in teaching, learning and assessment.	<p>DFE guidance on Teacher Standards states 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'.</p> <p>Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57)</p>	<p>Quality assurance of teaching learning includes curriculum deep dives (pupil voice, book looks, lesson observations), Trust reviews. CTL's record the areas of development in the subject action plans – monitored in line management.</p>

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik intervention effectively resolves phonics gaps for learners who find literacy particularly challenging and those for whom English is not their first language, rapidly progressing reading, spelling and oracy.	EEF: Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of three additional months' progress in reading compared to other children eligible for FSM. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	100% of pupils that engaged in the Lexonik intervention made reading age progress from 2 months to 46 months.
More Able workshops after school for KS3 for students identified as more able to ensure students are provided with challenge outside of lessons, especially for PP more able.	EEF Toolkit – extending the school day - +3 months impact.	More able masterclasses take place across KS3 after school. Year 7 and Year 8 take part in challenging workshops in English, Maths and Science. These are only for those students identified as more able, including PP. Student voice data suggests are applying higher order skills and are enjoying the workshops. Uptake of PP More Able was good overall during masterclasses:
Satchel: One Home Learning platform to set homework, revision, reading tasks, and to communicate with students to improve progress. JN	EEF Toolkit – Homework - +5 months impact.	Satchel: One is embedded across the school. Engagement from students is good, including PP. Students communicate with their teachers to improve gaps in their learning. Low stakes formative quizzing and vocabulary testing is used widely to improve the progress of learners.
Targeted out of lesson catch-up, intervention and revision session,	EEF Toolkit – extending the school day - +3 months impact	Progress 8 concern intervention group was set up by DHT for Progress and

<p>particularly for Y11 and Y10. E.g. Breakfast, lunch and out school sessions, 1:1 or small group, specific revision materials</p>		<p>Culture with the aim to reduce those students with an extremely negative P8 score (-1 or below grade below national average). This group of students received coaching mentoring and all teaching staff aware they have to focus on this group of learners during lessons and adapt to meet their needs and attendance team aware to ensure all students below turn up for PPEs and actual exams.</p> <p>71% of students in this P8 concern whole school intervention list made an improvement from AA1 to actual GCSE P8 score, suggesting these interventions had a positive impact and helped improve pupil attainment.</p> <p>The school's internal P8 from PPE1 improved from -0.25 to internal 2025 P8 at +0.1.</p>
<p>Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age.</p>	<p>EEF Toolkit – Reading comprehension - +6 months impact</p>	<p>NGRT Reading age data is used to inform all reading interventions.</p> <p>The lowest 20% attend the accelerated reader intervention and small group reading intervention.</p> <p>Following interventions The lowest 20% of readers are better able to access the curriculum following the reading and phonics intervention.</p> <p>Targeted students attend the Lexonik intervention.</p>

		<p>100% have made progress.</p> <p>73 pupils were part of the lowest 20% of readers. 33 (45%) pupils have graduated out of the lowest 20% following interventions.</p> <p>34 pupils were part of the SEND reading intervention (pupils with a reading age of below 8.5 years) 19 (56%) graduated out.</p> <p>NGRT data currently shows 66% of the school has a reading below their chronological age. Prior to reading interventions 76% were below their chronological reading age, showing an improvement of 11%.</p>
Increased 1:1 career adviser Interviews	CEC report (2020): highlights importance of careers guidance. Hattie (2016) - Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	<p>100% Year 11 leavers in 2025 received a one-to-one careers guidance interview.</p> <p>September 2025 96.7% of pupils were in a secure destination. 3.3% NEET.</p>
A PSICHE programme to cover Mental health & Happiness, personal skills and qualities, work skills, making use of constructive criticism	EEF Toolkit – Social and Emotional learning - +4 months impact.	<p>January 2025 pupils survey (467 pupils)</p> <p>80% of pupils enjoy school</p> <p>83% of pupils believe there is an adult they can talk to if something is worrying them</p> <p>84% enjoy learning at the school</p> <p>83% believe the school supports their wider personal development</p> <p>76% believe the schools encourages them to look after their mental health</p>

		88% believe the school supports their next steps and destinations
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £99,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic coaching for year 11 students to improve progress and wellbeing during their final GCSE year.	EEF – Mentoring - +2 months impact	<p>71% of students in this P8 concern whole school intervention list made an improvement from AA1 to actual GCSE P8 score, suggesting these interventions had a positive impact and helped improve pupil attainment.</p> <p>The school's internal P8 from PPE1 improved from -0.25 to internal 2025 P8 at +0.1.</p> <p>11/25 (44%) made good progress from AA1 to Actual GCSE P8 (at least + half a grade improvement).</p> <p>3/25 (12%) made significant progress from their starting points AA1 to end point actual GCSE outcomes to achieving slightly above the national average.</p>
CPD, T&L Briefings, Assemblies and systems to develop a school culture to embed high expectations and standards for all.	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact	CPD on behaviour and culture is delivered to all staff weekly to ensure the consistent high standards and expectations are shared and reinforced. New staff have additional support to ensure staff have the necessary skills to support the pupils. All Trust reviews commented on the positive behaviour management strategies used in lessons and during social times. The next step is to ensure all pupils are actively participating in lessons.
Increased parental engagement through regular contact by form tutors and home	EEF – Parental Engagement - +4 months impact	<p>School Newsletter distribution each half term evidences the below statistics for the summer term</p> <p>End of May</p> <ul style="list-style-type: none"> • 451 total views

visits by Pastoral Leaders.		<ul style="list-style-type: none"> • 241 glanced • 99 read quickly • 111 read in depth <p>End of July</p> <ul style="list-style-type: none"> • 395 total views • 226 glanced • 64 read quickly • 105 read in depth <p>Parental survey May 2025 (103 responses):</p> <p>My child is happy at this school 83%. My child feels safe at this school 88%. The school makes me aware of what my child will learn during the year 84%. When I have raised concerns with the school they have been dealt with properly. I have never raised a concern 26%. Strongly agree /Agree 58%. I would recommend this school to another parent. 80%</p>
Designated Attendance Team to closely monitor all PP students' attendance, build relationships with families and implement targeted strategies where needed.	<p>DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "Overall absence had a statistically negative link to attainment."</p> <p>Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that identified activities all have a significant impact on attendance outcomes for PP student</p>	<p>The attendance team follow the 'golden hour' protocol which has had big impact.</p> <p>For 2024-25 PP attendance has improved by 1 percentage point overall. We are on national average for attendance and persistent absence.</p> <p>In the DoE similar school report when compared with 20 other schools we are 2 percentage points higher than the median average.</p>
PP Capitation – hardship fund to prevent PP students from being unable to access school, enrichment opportunities, have resources and	<p>EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months</p>	<p>100% PP funding for Music for life instrumental tuition for PP students. 50% PP Funding provided for Duke of Edinburgh. 40% discount for history trip. Prom tickets for 20% discount for other PP students.</p>

equipment required for learning.		
Homework club to support progress. Disadvantaged students, of all abilities, attend and receive support with homework completion and organisation	EEF Toolkit – extending the school day - +3 months impact	Homework club is open to all students every night in LRC. This has enabled PP students to attend, especially those who have no laptop at home. We have around 11 PP students who regularly attend to support their learning.
Establish the Duke of Edinburgh (DofE) scheme to provide students to develop communication and leadership skills, increased social interaction and greater engagement with peers, encourage a healthier lifestyle, whilst improving problem solving abilities (including high attaining students, especially preparation for College/ University application)	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact EEF – Arts Participation +2 months impact EEF – Sports Participation +2 months	PP funding enabled a group of students develop their cultural capital and life chances by taking part in the D of E scheme. For example, pupils were able to develop teamwork, resilience and additional skills. Pupils who also received funding also received their D of E award which guarantees them an interview with Crewe pledge employers, improving their future employment opportunity. One pupil in particular had never been out into the countryside before, and it significantly impacted his life experiences. He has also opted to complete his silver award.
Increase Parents Evening engagement by: •Develop early online booking for PP parents •Where PP parents have not attended, encourage alternative contact via Pastoral staff, form tutors and subject teachers GW KS3	Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap) EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress	Key Stage Parents evening increased to 90% engagement. we achieved this by giving lots of notice and two weeks prior to the event we gave out letters and e-mailed them out also. We prompted parents to make appointments with Daily reminder emails and texts. With parents who had not booked phone calls were made to help support them to make appointments. Parents who were not able to make appointments were given alternative phone calls from Staff.

KS KS4		
Development of a student leadership team across all years groups and within key school priority areas	Research by the Armies families Federation (Noret, Mayor, Al-Afaeq, Lingard, & Mair, 2014) highlights the need to “Increase the number of activities to support children and young people’s integration into schools”.	Overview The Student Leadership team 2024 / 2025 comprised of the below: 55 pupils 31% PP 15% SEND 57% EAL 28% male 72% Female
Increased Pastoral capacity alongside counselling to support social and emotional barriers and need as a result of impact of COVID-19	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact. EEF Toolkit Social & Emotional Support + 4 months	Students demonstrated improved emotional resilience and self-regulation, enabling them to engage more effectively with learning and manage challenges both in and out of the classroom. This evidenced by a reduction in the internal isolation room RESPECT and the increase in positive points awarded by staff. Increased access to pastoral and counselling support leads to a measurable reduction in behavioural incidents and emotional distress among pupils. This is evidenced by suspensions being reduced to around 16% for the whole year which is 6 percentage points under national average.

Total budgeted cost: £304,500

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
LAC/PLAC co-ordinator	Virtual Schools
Work Placement	Safer opportunities
Higher Horizons	Keele University