Pupil Premium 3-year plan strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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 (2025-26) of pupil premium had within our school.

School overview

Detail	Data
School name	The Oaks Academy
Number of pupils in school	685 (correct NOR when PP funding allocated)
Proportion (%) of pupil premium eligible pupils	50.1%
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 2026
Date on which it will be reviewed	Summer Term 2027 Autumn Term 2027
Statement authorised by	Mr P Kingdom
Pupil premium lead	Mr J Newham
Governor / Trustee lead	Mary Massey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£377,300
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	£377,300

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.

	Reading ages will be in line with non-disadvantaged peers and will be in line or above chronological age 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.
Increased self-esteem, resilience and ambition for the future.	Students are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny). 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.
Increased attendance rates for students eligible for pupil premium.	Attendance is above national average or better for disadvantaged students. Persistent absence (10%) is in line or better than disadvantaged peers nationally.
Parental engagement will improve.	A significant proportion of PP families will attend information evenings and school activities.

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: £ 130,00

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 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 (educationendowmentfound ation.org.uk)	1,2
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists,	DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1, 2

especially within Maths.		
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	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

signpost interventions.		
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

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

Budgeted cost: £110,00

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
Additional external Tutors in English and Maths to close gaps in knowledge for year 11 pupils to secure 4+.	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 with students to improve progress.	EEF Toolkit – Homework - +5 months impact.	1, 2, 3, 4

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 PSCHE 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: £*137,300*

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 embed high	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning - +4 months Impact	1, 2, 3, 4

expectations and standards for all.		
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, encourage a healthier	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

lifestyle, whilst improving problem solving abilities (including high attaining students, especially preparation for College/ University application)		
Embed the student leadership team across all years groups and within key school priority areas	Research by the Armies families Federation (Noret, Mayor, Al-Afaleq, 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: £377,300

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Pupil Premium Progress 2019 v 2026

The table below shows the impact our pupil premium programme for 2025-26 had on progress and attainment across key headline measures. We have compared these results with the performance of PP students in 2019, 2023, 2024, 2025 and 2026 as this was the last period where formal GCSE examinations took place without any adjustments due to the pandemic. (No official P8 for 2025 and 2026 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	2026 ALL	PP 2019	PP 2023	PP 2024	PP 2025	PP 2026
Progress 8	-1.05	-0.74	-0.49	+0.05	-0.48	-1.22	-0.63	-0.98	-0.34	-0.79
Attainment 8	28.5	32.52	34.59	35.33	32.46	23.69	30.39	26.65	29.39	26.46
English and Maths Standard Pass	24%	25%	40%	47.62%	32.17%	6.9%	20.69%	23.53%	33.33%	18.79%
5 GCSE's inc. English and Maths (9-4)	21.67%	23.08%	34.74%	45.25%	31.47%	3.45%	17.24%	14.71%	30.77%	17.24%

GCSE 2026 PP v non-PP

Measure	All	PP	Non-PP	Gap PP
Attainment 8	32.46	26.46	36.56	-10.1
Progress 8	-0.48	-0.79	-0.19	-0.6
EBacc APS	2.74	2.18	3.12	-0.94
Entered EBacc	41.26%	36.21%	44.71%	-8.5%
English & Maths Standard Pass (4+)	32.17%	18.97%	41.18%	-22.21%
5 GCSEs or Equivalents inc English & Maths (9-4)	32.17%	18.97%	41.18%	-22.21%

December 2025 PP Mocks v Actual 2026 PP GCSE Results

Attainment 8	Y11 November PPE Grades	23.12
	GCSE Results	26.46
	Change in Performance	3.34
Progress 8	Y11 November PPE Grades	-0.98
	GCSE Results	-0.79
	Change in Performance	0.19
Entered EBacc	Y11 November PPE Grades	33.9%
	GCSE Results	36.21%
	Change in Performance	2.31%
English & Maths Standard Pass (4+)	Y11 November PPE Grades	10.17%
	GCSE Results	18.97%
	Change in Performance	8.8%
5 GCSEs or Equivalents inc English & Maths (9-4)	Y11 November PPE Grades	10.17%
	GCSE Results	18.97%
	Change in Performance	8.8%

KS4 Outcomes Analysis

The 2026 outcomes indicate that, whilst there has been a decline in some headline attainment measures compared to 2025, the overall impact of The Oaks' Pupil Premium strategy continues to be evident. Pupil Premium students achieved an Attainment 8 score of 26.46 and a Progress 8 score of -0.79. Although these outcomes are below those achieved by the previous cohort, they remain significantly stronger than the school's historical position and reflect the continued benefits of sustained investment in disadvantaged pupils.

The school recognises that attainment gaps between disadvantaged and non-disadvantaged pupils remain. However, outcomes should be viewed within the context of a cohort presenting high levels of need, attendance challenges and wider barriers to learning. Through a combination of high-quality teaching, targeted intervention, pastoral support, literacy development and attendance-focused strategies, disadvantaged pupils have continued to access an ambitious curriculum and achieve qualifications that support successful progression beyond Year 11.

Whilst the proportion of disadvantaged pupils achieving Grade 4+ in English and Mathematics reduced compared to the previous year, internal assessment data demonstrated that many pupils made stronger progress than expected from their starting points. The school remains particularly encouraged by the improvements made throughout Year 11, demonstrating that additional support and intervention had a positive impact on final outcomes.

The continued entry of disadvantaged pupils onto the EBacc pathway further reflects the school's commitment to ensuring that pupils from all backgrounds are able to access a

broad and ambitious curriculum. Maintaining high aspirations for disadvantaged learners remains a central principle of the school's approach.

Although there is further work to do in narrowing attainment gaps, the evidence suggests that the school's Pupil Premium strategy continues to mitigate the impact of disadvantage and improve life chances for some of the school's most vulnerable learners.

Year 11 Intervention and Mock Examination Analysis

One of the most encouraging aspects of the 2026 outcomes was the improvement secured between mock examinations and final GCSE results. Pupil Premium students increased their Attainment 8 score from 23.12 following the November PPEs to 26.46 in the final examinations. Similarly, Progress 8 improved from -0.98 to -0.79, whilst the percentage of pupils achieving Grade 4+ in both English and Mathematics increased substantially.

These improvements provide strong evidence that the school's intervention programme had a positive impact on pupil outcomes. Throughout Year 11, disadvantaged pupils benefited from a comprehensive programme of support including targeted revision sessions, subject-specific intervention, holiday provision, academic mentoring and intensive support in English and Mathematics.

Whilst final outcomes remained below the ambitious targets set by the school, the significant improvements seen between the PPE examinations and final results demonstrate that pupils responded positively to the additional support provided. This reinforces the effectiveness of the school's strategy and provides confidence that the intervention model continues to add value for disadvantaged learners.

Student voice and pastoral review evidence further support this conclusion, with many pupils identifying additional support, mentoring and wellbeing provision as important factors in helping them remain engaged and focused during examination preparation.

Attendance 2025-26 All Pupils

	24/25 (Full Year)		25/26 (YTD)		Autumn Term 2025			Spring Term 2026				Summer Term 2026			
	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	90.9%	28.2%	91.43%	24.21%	93.29%	24.3%	92.2%	23.9%	91.52%	22.29%	92.31%	22.32%	91.76%	22.47%	90.52%	28.32%
Whole School	92.35%	26.03%	91.25%	25.86%	93.26%	22.13%	92.28%	19.85%	92.04%	27.37%	92.68%	22.42%	92.17%	25.86%	90.67%	28.19%
Year 7	93.5%	21.25%	94.88%	13.64%	95.4%	13.14%	94.32%	11.85%	93.78%	24.26%	93.78%	20%	93.19%	23.48%	91.49%	24.81%
Year 8	92.3%	25.33%	93.60%	22.83%	93.06%	25.00%	92.37%	18.94%	93.12%	21.97%	92.77%	20.31%	93.01%	29.13%	91.17%	28.91%
Year 9	91.8%	27.65%	93.08%	19.15%	93.15%	22.52%	92.3%	21.83%	93.22%	27.76%	93.36%	23.74%	93.50%	19.15%	88.55%	33.81%
Year 10	91.66%	29.9%	92.98%	24.39%	92.95%	24.24%	91.59%	18.6%	90.85%	28.46%	92.56%	27.42%	92.29%	27.64%	91.71%	24.59%
Year 11	87.12%	25.77%	90.46%	29.25%	90.62%	25.52%	90.89%	27.21%	89.49%	34.69%	91.09%	20.95%	90.94%	27.89%	90.94%	27.89%

Pupil Premium Attendance

	24/25 (Full Year)	25/26 (YTD)	Autumn Term 25		Spring Term 26		Summer Term 26	
		National 88.38%	1A	1B	2A	2B	3A	3b
Pupil Premium	88.05%	90.18%	89.56%	89.24%	89.42%	87.78%	88.56%	87.4%
Non-Pupil Premium	90.94%	National 94.41% 94.64%	95.3%	95.26%	93.98%	93.71%	95.63%	94.11%
PP PA	**n/a**	National 36.06% 34.71%	32.38%	27.81%	37.82%	36.15%	33.33%	39.1%
NON-PP PA	**n/a**	National 16.47% 15.23%	15.21%	12.1%	21.83%	17.78%	15.07%	16.67%

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	356	90.2%	88.3%	Above	Relative decline	High - FSM
2024/25 (3 term)	329	89.7%	86.8%	Above	Relative decline	High - FSM
2023/24 (3 term)	297	89.5%	86.0%	Above	Not available	High - FSM

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2025/26 (1 term)	356	34.3%	34.5%	Close to average (non-sig)	No sig change	High - FSM
2024/25 (3 term)	329	36.8%	39.2%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	297	36.4%	42.5%	Below (sig-)	Not available	High - FSM

Attendance Analysis

Attendance remains a key strength of the school's provision and reflects the impact of The Oaks' ongoing commitment to reducing barriers to learning for disadvantaged pupils. Overall attendance for 2025-26 was 91.25%, demonstrating the school's continued focus on maintaining high levels of engagement despite the challenges experienced by some pupils and families.

Attendance for Pupil Premium pupils was 90.18%. Whilst this remains below that of their non-disadvantaged peers, it compares favourably with national attendance figures for disadvantaged pupils. This is a positive indicator that the school's targeted attendance strategies are having a meaningful impact in supporting vulnerable pupils to access education consistently.

The school's approach combines high expectations with personalised support. Attendance mentoring, home visits, parental engagement, safeguarding interventions and bespoke attendance plans have enabled many disadvantaged pupils to overcome

barriers to regular attendance and remain connected to school. Early identification and intervention continue to be crucial in supporting pupils whose attendance may place them at risk of underachievement.

The strong attendance of disadvantaged pupils relative to national averages has ensured that more pupils are able to benefit from high-quality teaching, targeted intervention programmes and wider enrichment opportunities. This is particularly important given the well-established link between attendance and educational outcomes.

Whilst the school remains committed to further narrowing the attendance gap between disadvantaged and non-disadvantaged pupils, the evidence suggests that its attendance strategy is having a positive impact. Attendance outcomes for disadvantaged pupils continue to compare favourably with national figures, demonstrating the effectiveness of the school's pastoral systems and its commitment to ensuring all pupils attend regularly and are able to succeed.

Attendance for disadvantaged pupils remains above national averages for comparable pupils, reflecting the positive impact of The Oaks' targeted attendance strategy and ensuring that disadvantaged pupils have greater access to learning, support and enrichment opportunities. This continues to be an important contributor to the school's wider Pupil Premium strategy.

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
25/26	666	20.87%	91

The school's behaviour culture continues to demonstrate the positive impact of a consistent and well-embedded approach to behaviour management. Whilst suspension rates increased during 2025-26 compared with the previous academic year, the longer-term picture remains highly positive.

Compared to historical figures, suspension rates have reduced significantly over time, reflecting the success of the school's sustained focus on high expectations, consistent routines and strong pastoral support. The school's behaviour curriculum, staff training

programme and extensive inclusion support continue to provide pupils with the structure and guidance required to be successful in school.

The increase in suspensions during 2025-26 is recognised and has been carefully reviewed. A number of pupils within the cohort presented with increasingly complex needs and significant challenges beyond school. However, the school has continued to prioritise early intervention, mentoring, pastoral support and personalised provision to ensure that vulnerable pupils remain connected to education.

The evidence suggests that the school's wider behaviour strategy continues to have a positive impact on pupil conduct and engagement. Moving forward, the school will continue to refine support for disadvantaged pupils who may be at greater risk of suspension, with a particular focus on reducing repeat incidents and strengthening early intervention processes.

Destinations 2026

98.3% of Pupil Premium (PP) pupils left Year 11 with a confirmed destination in education, employment or training, reflecting the positive impact of the school's careers guidance, transition planning and destination support.

October tracking data indicates that the majority of PP pupils have sustained their intended destinations. However, a small number have experienced changes in circumstances:

- One PP pupil has withdrawn from college and is preparing to commence an apprenticeship.
- One PP pupil has withdrawn from college and is now receiving support from the local authority that was established in Year 11.
- Two PP pupils are in employment but are not currently meeting the requirements of the duty to participate in education or training.

The one pupil without a confirmed destination joined TOA through a School Attendance Order in February 2026. Due to extremely limited attendance (one morning in total), the school was unable to establish a meaningful relationship or gather sufficient information to confirm their post-16 destination.

Our ambition is for all PP pupils to secure and sustain positive post-16 destinations. We will continue to strengthen early identification of pupils at risk of becoming NEET, provide targeted careers guidance and transition support, and work closely with post-16 providers and the local authority to improve sustained participation and reduce disengagement.

Please find below additional comments for each PP strategy implemented during the 2025-26 academic year, this includes qualitative and quantitative data.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Impact Data
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)	Trust wide whole school reading strategy to support pupils' literacy across the curriculum. Trust reviews of the Reading curriculum in English have provided positive feedback. Pupil voice showed that all pupils questioned feel that the reading curriculum is supporting their reading fluency, understanding of subject specific vocabulary and extended writing skills. Explicit teaching of tier 2 and 3 vocabulary to support pupils' attainment and progress.
Dedicating form time to supporting a love of reading through LRC lessons and the use of the Sparx Reader programme with KS3	SPARX reader was introduced in September 2025	All pupils that attended the targeted Sparx intervention made progress between 6 months to 2 years. This academic year Sparx access will be granted to all KS3 pupils.
Recruitment and retention of key specialist teachers - Making sure students have teachers who are specialists,	DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	September 2026 – 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

especially within Maths.		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 'I do, we do, you do' underpins the staff briefing and whole school CPD. Staff briefings and CPD are linked to whole school priorities. All staff are TEEP level 1 trained to ensure a consistent approach to teaching and learning. Improvement in staff GCSE predictions and final outcomes – linked to the consistent approach to teaching, learning and assessment. Trust reviews comment positively on the consistent approach to teaching and learning. New TLP teaching and learning framework to be launched in Autumn 2026
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	Assessment policy on marking and feedback outlines the school approach and 'non negotiables on marking and feedback. Weekly staff briefing and whole school CPD is used to model and share best practise. Trust reviews comment positively on the consistent approach to marking and feedback, including PP students' feedback.
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	Consistent approach to develop-ing the Trust wide reading across the curriculum via the whole school reading strategy,

	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.	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. Learning walks and trust reviews recognised the consistent approach to teaching literacy across the curriculum. Ongoing CPD to support staff with the Trust wide Reading curriculum introduced with years 7-9 to develop reading fluency. Ongoing CPD for staff on the explicit teaching of academic literacy across the curriculum to ensure a consistent approach.
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	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 all pupils across years 7-9 increased EAL bands demonstrating the impact of effective adaptive teaching and interventions.
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	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.

		Pupil Premium students increased their Attainment 8 score from 23.12 following the November PPEs to 26.46 in the final examinations. Similarly, Progress 8 improved from -0.98 to -0.79
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)	Quality assurance of teaching learning includes curriculum deep dives (pupil voice, book looks, lesson observations) on a half termly basis. Trust reviews take place throughout the academic year to quality assure teaching and learning and leaders judgements. CTL's record the areas of development in the subject action plans – monitored in line management. Autumn term 2 staff will transition to the Trust wide TLP Progress Teaching Framework for quality assurance.

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

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. Lexonik LEAP intervention has also been introduced as of September 2026.
More Able workshops after school for KS3 for students identified as more able to ensure students are provided with challenge outside	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

of lessons, especially for PP more able.		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.	EEF Toolkit – Homework - +5 months impact.	Satchel: One has provided a consistent platform for setting and monitoring homework across subjects. Homework completion and submission data have been reviewed to identify pupils requiring additional support and to inform follow-up with staff and students. Regular monitoring has supported greater accountability for homework setting and completion, with recognition initiatives used to encourage engagement. Further analysis of disadvantaged pupils' submission rates and attainment is required to quantify impact.
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	Pupil Premium students increased their Attainment 8 score from 23.12 following the November PPEs to 26.46 in the final examinations. Similarly, Progress 8 improved from -0.98 to -0.79.
Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age.	EEF Toolkit – Reading comprehension - +6 months impact	NGRT Reading age data is used to inform all reading interventions. WRAT testing is completed termly with all pupils attending the interventions. In September 2025 75% of all pupils tested had a reading age of 2 years or more below their chronological age. Following targeted interventions Bby May 2026 this had decreased to 45% of pupils with a reading

		age of 2 years or more below their chronological age
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	97% of PP pupils attended one or more careers guidance interview on site with Mploy. 32% of PP pupils attended a one to one post 16 support / guidance meeting with DWP
A PSCHE 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.	Purchased PSCHE programme from Cre8tive Education covered the below: <u>Year 7</u> Careers and your future - CEIAG Sleep and relaxation Financial Education Self-esteem and empowerment Screen time and safe mobile phone use Consent and boundaries What makes a good friend Friendships and managing them Being positive and respect <u>Year 8</u> Employability skills Proud to be me Careers and interests Self esteem and the media Labour market information Exploring careers Health & wellbeing Self harm Positive body image Dove – body image Types of bullying Healthy eating and cholesterol Healthy Relationships Dealing with conflict What is Love? <u>Year 9</u> From Failure to success First Aid Importance of happiness Using trustworthy websites to support future planning

		Careers vocational and academic Employment & Financial management Self esteem changes Bullying in all its forms Dealing with grief and loss Media & airbrushing Cancer prevention & healthy lifestyles Child on child abuse Saving and managing money <u>Year 10</u> Aspirations & Employability Writing a CV Rights & Responsibilities Common mental health issues Promoting emotional wellbeing <u>Year 11</u> College research & applications Writing a personal statement Dealings with exam stress and anxiety Time management College applications & support Love & abuse are not the same Cancer Organ donation & donating blood

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

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	Academic coaching has provided targeted support for Year 11 pupils through individual conversations, progress reviews and guidance on revision, organisation and next steps. Support has focused on identifying barriers to learning, strengthening motivation and promoting wellbeing during the GCSE year. Where appropriate, pupils

		have been signposted to additional academic or pastoral intervention. The impact on disadvantaged pupils' outcomes should be evaluated against coaching records, attendance and examination results.
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	A comprehensive programme of CPD, T&L briefings, assemblies and strengthened school systems has embedded a culture of high expectations across the school. This has improved consistency in classroom practice, behaviour and learning routines, leading to increased pupil engagement, improved attitudes to learning and more purposeful learning environments, particularly for disadvantaged pupils. As evidenced in our aa3 data drop and in arbour behaviour points.
Increased parental engagement through regular contact by form tutors and home visits by Pastoral Leaders.	EEF – Parental Engagement - +4 months impact	Regular contact from form tutors and targeted home visits by Pastoral Leaders have strengthened partnerships between school and home. This has contributed to attendance remaining above national averages, including for vulnerable groups, while improving engagement, punctuality and levels of support for pupils and families. As a result, barriers to learning are identified and addressed more effectively, helping pupils to attend regularly and achieve success.
Designated Attendance Team to closely monitor all PP students' attendance, build relationships with families and implement targeted	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."	Our dedicated Attendance Team have closely monitored the attendance of disadvantaged pupils, built strong relationships with families and implemented targeted interventions where

strategies where needed.	Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that identified activities all have a significant impact on attendance outcomes for PP student	needed. As a result, attendance for PP pupils, including vulnerable groups, remains above national averages, with improved attendance, reduced persistent absence and greater engagement in learning. Early identification and support have enabled barriers to attendance to be addressed quickly and effectively, contributing to improved outcomes for pupils.
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	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.
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 every lunch time. This has enabled PP students to attend, especially those who have no laptop at home. We have around 16 PP students who regularly attend to support their learning.
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, encourage a healthier lifestyle, whilst improving problem solving abilities (including high attaining students, especially preparation	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

for College/ University application)		opted to complete his silver award.
Embed the student leadership team across all years groups and within key school priority areas	Research by the Armies families Federation (Noret, Mayor, Al-Afaleq, Lingard, & Mair, 2014) highlights the need to "Increase the number of activities to support children and young people's integration into schools".	Student leadership team fully established with pupils from across all year groups. 28% of the group was PP. Student leadership team engaged in student led action research projects across the school included: - Planning & running clubs - Supporting school events - Delivering assemblies - Presenting to staff meetings
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	Increased pastoral capacity, alongside counselling interventions including ELSA (Emotional Literacy Support Assistant), Vyson mentoring, and Talking and Drawing Therapy, has provided targeted support for pupils experiencing social, emotional and mental health barriers. As a result, pupils have developed greater emotional resilience, improved self-regulation and increased engagement with school. This has contributed to improved attendance, behaviour and readiness to learn, helping pupils access the curriculum more successfully and thrive within a supportive school environment.

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