

Pupil premium strategy statement – Wreake Valley Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	226
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Charlie Hardy
Governor / Trustee lead	Gill Hussey Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£221,905

Part A: Pupil premium strategy plan

Statement of intent

‘We believe it is unacceptable for children’s success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.’ Source- Government policy-education of disadvantaged children/2010-to-2015.

The pupil premium grant provides funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England. The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the Local Authority (LAC).

The focus of our Pupil Premium (PP) strategy is to support disadvantaged pupils, including those identified as PP and SEND or PP students with English as Additional Language, with acquiring skills and knowledge which enable them to be successful within the Modern British Society and transition into the next stage of their life, whether that be education, employment or training.

At Wreake Valley Academy, our intention is that all students make good progress. We have high aspirations for our students which means we want and expect our students to participate in a wide range of activities, both within the normal school day and beyond.

We recognise that aspiration and achievement are personal goals for each of our students. Success can and will mean different things for different students, but the key to allowing everyone to thrive and reach their potential is the removal of barriers to success. In order to do this, students will need support. Those students who are disadvantaged or have special educational needs may require financial or educational barriers to be removed for them to participate fully. The school will always strive to identify and remove these barriers. Our strategy focusses on: ensuring our students are ready to access their learning with quality first teaching being at the heart of our approach; ensuring our students are supported and have access to various provisions to reduce inequalities that may exist; ensuring our students are nurtured to make them feel that they belong.

At Wreake Valley Academy we push our students to strive for excellence. Participation is much more than simply “joining in” and we want all of our students to be enthusiastic, engaged participants who feel they can be the best at whatever they choose to do. Sometimes this may mean encouraging or even insisting students take part in opportunities they might otherwise reject. As a school community we work on the

principle of “no child left behind”. Wherever possible we want opportunities to be inclusive, open and reflective of our school’s diverse and supportive community. We want our school to reach out to all – both within the school and with our wider local community.

THE WREAKE VALLEY ACADEMY PUPIL PREMIUM PROMISE

We recognise that in addition to quality first teaching, enrichment opportunities and opportunities to develop cultural capital are also key to the learning of young people and in shaping them to be well-rounded individuals to prepare them to be successful in life after secondary education.

We will ensure PP students are equipped and **Ready** to access their learning by:



READY

- Providing Quality First Teaching to support students in lessons with the ruthless prioritisation of the PP cohort
- Devising Schemes of Learning sequenced to allow students to embed key concepts to build and develop their schema
- Providing home learning tasks printed on paper as well as provided online
- Having access to the Homework club
- Reviewing student progress at teacher, department and whole school level
- Providing priority booking for Parents Evening
- Having standing agenda items at Link Meetings, Department Meetings and SLT level to review pupil progress and implement any necessary interventions
- Providing CPD for teaching and support staff so PP students are at the heart of what we do
- Having a collaborative approach with SEND, Pastoral and any External agencies
- Funding ancillary costs for DT and Food lessons

We will ensure PP students are **supported** and have access to:



SUPPORTED

- Priority enrichment activities
- Payment plans for visits and residential trips
- A dedicated member of staff to monitor and support progress (HOY/SENDCO)
- Uniform support
- PE kit support
- Funded music lessons/affiliation to clubs
- Meal provision
- Breakfast/Exam breakfasts

We will ensure PP students are **nurtured** and have access to:



NURTURED

- Targeted academic mentoring (Year 11)
- Targeted peer mentoring (KS 3 - Fresh Start /Reading Buddies/Numeracy Buddies)
- Targeted pastoral support
- Attendance support
- Wellbeing support (E.g. ELSA)
- Being fast tracked for Career interviews and interventions (KOL)
- Support from external agencies proactively led by CHA



Challenges

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

Challenge number	Detail of challenge
1	<p>Student Progress : Research tells us that PP students’ performance compares less favourably than with their non-PP peers. Barriers to attainment for PP students is often complex and multi-faceted due to their social, emotional and mental health needs, poor attendance, wider SEN needs, trauma, breakdown of relationships, cultural, social, financial and health concerns. These can all affect a student’s ability to engage in their learning so it is vitality important teachers know their students and develop positive relationships with them to guide their progress.</p> <p>Strategy:</p>

	<p>High Quality Teaching Targeted Academic Support Targeted Wellbeing Support</p>
2	<p>Reading and Literacy: The implementation of a whole school reading strategy to improve literacy levels and engagement with reading is vital to support PP students. Attainment in all subjects strongly correlates with reading fluency and comprehension. Recent research by GL assessments (Read All About IT: Why reading is key to GCSE success; 2020) has highlighted the link between reading age and GCSE outcomes. Research also suggests that regular reading habits and the development of a coherent whole school approach to reading expectations and support improves outcomes for disadvantaged students. (Kirsh et al: Reading for Change: Performance and engagement across countries: Results of PISA 2000).</p> <p>Strategy: Targeted Academic Support</p>
3	<p>Attendance and Punctuality: Regular attendance in lessons to ensure continuity of learning and cumulative memory of knowledge are vital to successful outcomes. Students with poor or irregular attendance miss out on retrieval practice, new knowledge and skills and widen the gap between those who are in school regularly.</p> <p>Strategy: Targeted Pastoral Support Targeted Attendance Support</p>
4	<p>Behaviour and Executive Function: In order to access the taught curriculum, research shows that a positive behaviour culture reduces exclusions and enables students to be in school accessing an education. In school evidence suggests that disadvantaged students are more likely to lack levels of self-regulation, carefully-formed habits of self-reliance, sociability and the ability to interact with adults and peers without conflict and dispute. As a result of this, students are more likely to be involved in negative behaviour incidents resulting in time out of the classroom, inevitably leading to a loss in learning and below expected levels of progress.</p> <p>Strategy: Targeted Pastoral Support</p>
5	<p>Careers and Aspirations /PD Support: The EEF Careers guidance report (July, 2016) suggests that effective careers support can improve the impact on social outcomes - ‘ High quality careers advice can make a real difference to young people’s outcomes after school, particularly those from disadvantaged homes’. Students from disadvantaged backgrounds are less likely to have family or friends with the expertise to offer informed advice.</p> <p>Strategy: Wider Strategy Opportunities/Support</p>

6	<p>Cultural Capital Opportunities: Students from disadvantaged backgrounds have less opportunities to experience cultural capital due to a combination of factors related to their socio-economic status, which can limit their access to resources, experiences and knowledge considered valuable in mainstream society. This disparity has been seen to affect a student’s ability to succeed in educational settings and beyond due to a lack of experiences, restricted access to books and educational materials, low levels of parental engagement, limited language and communication skills as well as housing instability and possible displacement.</p> <p>Strategy: Wider Strategy Opportunities/Support</p>
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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
<p>To address challenges 1 and 2 Student Progress and Reading and Literacy</p> <p>The primary intended outcome is to narrow the progress gap by sustaining and continue to improve Quality first teaching for all students at Wreake Valley Academy. This will subsequently have a positive impact on all disadvantaged student progress (EEF) and close the progress gap.</p>	<ol style="list-style-type: none"> 1. Monitoring outcomes of all students against National Progress measures with the aim that the progress of disadvantaged students are close to or better than their non disadvantaged peers. 2. The curriculum model in both KS3 and 4 to offer breadth and depth and opportunities to access an ambitious and inspirational curriculum which embed key concepts to build and develop schema. 3. To have a consistent whole school approach to teaching, reducing in-school variables.

	<ol style="list-style-type: none"> 4. The Quality Assurance programme at both SLT and departmental level validates the quality of teaching and learning and curriculum implementation. 5. Staff CPD is delivered to support and guide when gaps or challenges are identified. 6. Implementation of targeted Wellbeing support is implemented to identified students. 7. Implementation of a whole school literacy strategy. 8. KS 4 progress is monitored by the Head of Outcomes and middle leaders to ensure students are prepared for exams. 9. KS 4 interventions are implemented for students at risk of falling behind their peers and not making progress in line with projected targets. 10. KS 3 progress is monitored by the Head of Outcomes and discussed in Link meetings with middle leaders and actioned by them. 11. Students identified as needing 'urgent intervention' has specific, target focussed small group sessions (Fresh Start). 12. Reading buddies for identified students. 13. Home school learning tasks are provided on paper if needed as well as on line. 14. Attendance at Parents evening is encouraged by the HOY contacting home to support in booking appointments. 15. Resources, equipment and the funding of ancillary costs for certain subjects (e.g Art, Music, PE) remove barriers. 16. CPD and specific guidance delivered to staff to support SEND students in the classroom.
<p>To address challenges 3 and 4 Attendance and Behaviour</p>	<ol style="list-style-type: none"> 1. Pastoral support is provided from HOYs.

<p>To improve attendance and support executive function and self-regulation for students.</p>	<ol style="list-style-type: none"> 2. Attendance support is provided to move towards being at least in line with non-disadvantaged students. 3. Provide well-being to students by implementing ELSA support programmes for students identified. 4. The Implementation of a whole school cohesive approach to delivering the school values of 'Ready, Resilient and Respect'. 5. Monitor and track positive and negative points over the academic year. 6. Monitor exclusion rates in line with non-disadvantaged students. 7. Develop the internal AC provision in-school.
<p>To address challenges 5 and 6 Careers, PD and Cultural Opportunities</p> <p>To prepare students to be active citizens in a modern Britain.</p>	<ol style="list-style-type: none"> 1. A PD and Careers curriculum is delivered which is integral to supporting a students' pathway through school. 2. A fast track pathway is provided for an independent Careers interview and support by the Careers Lead. 3. Pro-actively encourage the attendance and participation in extra-curricular activities which enable students to access enrichment beyond the academic classroom. 4. Provide opportunities for wider participation in extracurricular activities to widen cultural capital (e.g Gym membership).

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90, 552

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>T and L- CPD Develop high quality teaching and learning approaches.</p> <p>Ensuring PP students are prioritised in lessons through positive targeting and use of context folders. (Eg. Training in use of seating plans, context folders, questioning, circulating, checking in, feedback).</p> <p>Develop curriculum planning, assessment and materials to ensure all students receive high quality content and practice (Eg. Ongoing work with Curriculum Leaders in QA meetings and Link meetings to analyse data and ensure PP students are at the heart of discussions).</p>	<p>Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. EEF Toolkit indicates that ‘metacognition and self-regulation’ strategies can generate + 8 months.</p> <p>Metacognition and self-regulation EEF</p> <p>Providing feedback is well-evidenced that it has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies providing specific information on how to improve. EEF Toolkit indicates that ‘providing regular feedback’ + 6 months.</p> <p>Feedback EEF</p> <p>Good teaching impacts disadvantaged students the most. We believe our most disadvantaged students deserve the most care and attention and benefit from strong relationships and regular interaction inside and outside the classroom.</p> <p>Underpinned by pedagogy ASK KATIE for a link to qa stuff DfE guidance (March 2022 doc for school leaders) states as a key approach: ‘Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils’ is vital in supporting PP students.</p>	<p>1 and 2</p>
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<p>The NGRT will be used to identify students whose reading is below age related and Freshstart interventions will be delivered by HLTA.</p> <p>Developing reading vocabulary skills in all students. Key stage 3 reading diaries.</p> <p>Implementation of accelerated reader in English lessons to track reading comprehension.</p> <p>Ongoing teacher training through developing the Whole school literacy policy.</p>	<p>EEF Toolkit indicates that 'reading comprehension strategies' can generate + 6 months and phonics + 5 months.</p> <p>Reading comprehension strategies can have a positive impact on students ability to understand text.</p> <p>EEF Toolkit indicates that 'reading comprehension strategies' can generate + 6 months.</p> <p>NGRT £5,000 Accelerated Reader £5,034 Strategic enrichment support £2,000</p>	
<p>Behaviour CPD</p> <p>Developing an alternative curriculum – Forest School - to support students who have had exclusions with the aim of re-integrating them to mainstream.</p>	<p>Providing an alternative curriculum with the introduction of Forest School will enable students who are at risk of exclusion to be successful and be gradually integrated back into mainstream.</p> <p>Development of Alternative Curriculum Staffing £62,000 Equipment £10,000</p>	3 and 4
<p>SEND/PP CPD</p> <p>Provision map will be introduced to ensure that all PP and SEND students have an ongoing profile that informs staff of current needs and support required.</p>	<p>Based on discussions with students and undertaking wellbeing questionnaires it is important that students feel a sense of belonging. By building these profiles on PM (rolled out to all staff Aug 2026) this will allow staff to know these students strengths and barriers and support/adjust accordingly.</p>	1, 2, 3 and 4

	Provision Map £ 2,168 15 Laptops £4,350	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £68, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Tutoring with SBL (Yr 11) – Identified students who are struggling with the full number of GCSEs are removed from 1 or 2 option subjects to focus on extra Maths and English.</p> <p>Maths and English interventions with Year 12s mentoring and the Head of Maths and English as identified from practice exam data.</p>	<p>Data from 2024/5</p> <p>EEF Toolkit indicates that 1:1 tutoring can generate + 5 months</p> <p>Yr11 intervention students SBL 2024-2025 results.docx</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method in supporting low attaining students or those falling behind.</p> <p>EEF Toolkit indicates that ‘peer tutoring’ can generate + 6 months.</p> <p>Peer tutoring EEF</p>	1 and 2
<p>Tailored Reading Mentoring delivered by B6 students is used to target difficulties that some students are facing. (KS 3)</p>	<p>EEF toolkit indicates that ‘reading comprehension strategies’ can generate + 6 months and phonics + 5 months.</p> <p>Peer tutoring EEF</p> <p>EXPANSION OF THIS</p>	1 and 2
<p>Pupil Premium students will be given priority consideration for attendance Support with the appointment</p>	<p>The link between absence and attainment for PP students is clearly established (DfE Research 2016. Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK</p>	3

of an attendance officer (April 2026).	Appointment of attendance officer £42,000	
To ensure PP students can excel in the music curriculum Peri lessons are fully funded.	Based on discussions with the Head of Music, students have been identified that by providing music lessons for these students they are more likely to be successful in their outcomes. £9,994	1 and 2
Use of discretionary fund to support parents with specific hardships relating to materials of educational value and positively target PP students for clubs, events, activities and trips throughout the year. Various uniform, trip, equipment support	Based on previous experiences, we have identified a need to allocate funding to support parents with items such as IT provision (5 laptops), school uniform and other educational supplies (Art packs/Maths packs). Support with aspiration and exposure to enriching experiences. We do not want cost to be a barrier to an opportunity to personal development and access to enrichment (Drama qualifications/sports fees paid for competitions/ Dof E/ Ski Trip). EEF toolkit indicates that 'physical activity' can generate + 2 month and 'arts participation' can generate + 3 months. Physical activity EEF £16,806	1-6

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

Budgeted cost: £62,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pen Portraits and Wellbeing Questionnaire information.	Personalised pen portraits for PP students are being shared with staff. These offer information about strengths and barriers to learning and effective strategies that may be of help to staff to develop positive relationships with students to promote a more inclusive learning environment. Diagnose your pupils' needs EEF	1, 2, 3 and 4
Pupil Premium students will be given priority consideration for attendance Support with the appointment	The link between absence and attainment for PP students is clearly established (DfE Research 2016). Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK	3

of an attendance officer (April 2026).		
Pupil Premium students are given priority consideration for regular pastoral, behaviour and wellbeing support (Key indicators are monitored and tracked - positive and behaviour points/attendance)	<p>EEF toolkit indicates that 'behaviour interventions' can generate + 3 months, mentoring can generate + 2 months and 'social and emotional learning' can generate + 4 months.</p> <p>Behaviour interventions EEF Social and emotional learning EEF</p> <p>Diana Bolton (1:1 sessions) Jane Middleton External Alternative Provision £30,000</p>	1,2,3,4
Pupil Premium students are given priority consideration for careers and options support (Yr 9) and careers advice (Yr 10 And 11).	<p>Careers intervention can be crucial in developing the confidence, knowledge and skills young people need to make informed decisions about GCSE choices and plans for the future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and experience to offer advice.</p> <p>£2,000</p>	1,6
Contingency	£30,553	

Total budgeted cost: £221,905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1 - In all three year groups at key stage 3 our PP students have come in with a significantly lower scaled score than their Non-PP peers. The data shows that this gap widens each year they are in key stage 3 and this is shown by more PP students being below track than their Non-PP counterparts and more Non-PP being above track.

In all three year groups at key stage 3 our PP students ATL is worse than their Non-PP peers.

In Year 10, PP students significantly underachieve in all indicators with the same pattern identified in Year 11. In Year 11 our PP students underperform by over a grade in comparison to our Non-PP students. Our PP students do not achieve the higher grades and significantly less achieve 5 GCSE's including Maths and English

In both year groups at key stage 4 our PP students ATL is worse than their Non-PP peers.

*the year 10 data is based on end of year 10 progress exam data

Challenge 2 - The average reading age for PP students is slightly lower than their Non-PP peers on entry to WVA. The average reading age for SEN students is significantly lower than Non-PP peers and PP peers.

Year 8 and Year 9 students did not complete any testing in the academic year 2024-25 due not having access to the library for AR (serious flooding which condemned the facility).

Challenge 3 - The attendance of PP students in all years is significantly lower than their Non-PP peers and at KS 3 are below their SEN peers as well. The attendance of PP students in years 8, 10 and 11 were below 80% as was SEN students attendance in those three year groups.

Challenge 4 – In all year groups PP students received less positive learning points than their Non-PP peers and SEN peers and received double behaviour points than their Non-PP peers.

The average number of days suspension is higher for PP students than SEN and Non-PP students across all 5 year groups.

Challenge 5 – The Careers programme provides a Universal offer to all through the Careers curriculum which is part of the PD programme.

Year 10 work experience is significantly lower for PP and SEN students. Careers advice was not a universal offer during 2024/25 as this part of the programme was being moved from year 9 to year 10. The only careers advice that was offered this year was for the SEN students on the We Discover pilot programme.

Challenge 6 - In Key stage 3, PP students attendance on trips was lower than their Non-PP peers. The difference in Year 7 was less significant between the 2 groups compared to Year 8 and 9 where the difference was over 30%.

In Key stage 4, trip and visits attendance was generally lower for all groups with those PP students in Year 10 attending the least amount.

SEN student attendance on trips is higher than PP students in Year 7, 9 and 10 but in Year 8 is significantly lower than both PP and Non-PP peers.

Data:

2025 outcomes compared to National:

2025 GCSE results	Cohort size	In English AND Maths					
		A8	P8	7+	5+	4+	5 inc EM
Overall	147	4	-0.44		34.0%	59.0%	
National		4.5	0		44.0%	64.0%	
Difference		-0.5	-0.44		-10.0%	-5.0%	
PP	35	2.89	-1.2	2.9%	20.0%	37.1%	28.6%
Non-PP	112	4.49	-0.1	12.8%	39.4%	68.8%	61.5%
Difference		-1.6	-1.1	-9.9%	-9.4%	-31.7%	-32.9%

All major KPI's show that we are behind national figures with the gap between PP and Non-PP students being significantly large. PP students on average were over a grade below their Non-PP peers in progress and achieved a significant percentage lower than their Non-PP students in achieving a grade 4 in both English and Maths.

Current Year 11 cohort: We have had 2 data collections for our current year 11 students, a working grade in November 2025 and a Mock exam result in January 2026. The results for which are in the tables below.

November Working grades 2025

Current Yr11 November data	Cohort size	A8	P8	7+	5+	4+	5 inc EM
Overall	191	3.72	-0.32	1.6%	17.3%	42.4%	41.4%
PP	45	2.64	-0.75	0.0%	4.4%	20.0%	20.0%
Non-PP	146	4.05	-0.22	2.1%	21.2%	49.3%	47.9%
Difference		-1.41	-0.53	-2.1%	-16.8%	-29.3%	-27.9%

There are large gaps in all KPI's but figures are improved from the 2025 results, particularly the gap in P8 which is less than half the size of the gap the 2025 PP students had. Although lower than the 2025 outcomes, the current year 11 PP students are significantly behind Non-PP in achieving a grade 4 or better in both English and Maths.

January Mock exam 2026:

Current Yr11 Mock exam (Jan)	Cohort size	A8	P8	7+	5+	4+	5 Inc EM
Overall	190	3.84	-0.15	5.80%	24.20%	46.80%	43.20%
PP	45	2.47	-0.75	0%	11.10%	24.40%	20%
Non-PP	145	4.26	-0.01	7.60%	28.30%	53.80%	50.30%
Difference		1.79	0.74	7.60%	17.20%	29.40%	30.30%

These results are showing the gap for PP and Non-PP students between the November working grades to this exam has widened.

PP and Non-PP students achievement over time:

Pupil Premium	2025 GCSE results	Yr11 WG November	Yr11 Mock results	NON - Pupil Premium	2025 GCSE results	Yr11 WG November	Yr11 Mock results
A8	2.89	2.64	2.47	A8	4.49	4.05	4.26
P8	-1.2	-0.75	-0.75	P8	-0.1	-0.22	-0.01
4+ in Eng&Maths	37.1%	20.0%	24.4%	4+ in Eng&Maths	68.8%	49.3%	53.8%
5+ in Eng&Maths	20.0%	4.4%	11.1%	5+ in Eng&Maths	39.4%	21.2%	28.3%
5 passes INC Eng/Mat	28.6%	20.0%	20.0%	5 passes INC Eng/Mat	61.5%	47.9%	50.3%

These tables show the different achievement levels for PP and Non-PP students over time (2025 results to now).

PP and Non-PP gap over time:

GAP between PP and NON-PP	2025 GCSE results	Yr11 WG November	Yr11 Mock results
A8	-1.6	-1.41	-1.79
P8	-1.1	-0.53	-0.74
4+ in Eng&Maths	-31.7%	-29.3%	-29.4%
5+ in Eng&Maths	-19.4%	-16.8%	-17.2%
5 passes INC Eng/Mat	-32.9%	-27.9%	-30.3%

This table shows that the gap between PP and Non-PP students has narrowed between the current cohort, and last years exam results in all areas apart from their A8 figures.

Year 1 of a 3 Year Strategy (2025-2028)

Challenge 1 and 2 Student Progress and Reading and Literacy

The plan centres on rigorous monitoring of student progress against national measures, with a specific aim for disadvantaged students to achieve outcomes close to or better than their non-disadvantaged peers. This is supported by a quality assurance programme at both senior leadership and departmental levels that validates teaching quality and curriculum implementation. Progress monitoring is structured differently for each key stage, with the Head of Outcomes and middle leaders tracking KS4 students to ensure exam readiness, whilst KS3 progress is discussed in Link meetings and actioned by middle leaders.

The curriculum model aims to provide breadth and depth across both key stages, offering an ambitious and inspirational curriculum that embeds key concepts to build knowledge systematically. This is delivered through a consistent whole-school approach to teaching designed to reduce in-school variation. When gaps or challenges are identified through monitoring, targeted CPD is delivered to staff, including specific guidance to support SEND students in the classroom.

The intervention strategy operates at multiple levels. For students at risk of underperformance, KS4 interventions are implemented to keep them on track with projected targets. Students identified as needing urgent intervention at Year 7 receive specific, targeted small group sessions through the Fresh Start programme, whilst reading buddies provide additional literacy support for identified students. These targeted interventions sit within a broader whole-school literacy strategy being developed.

The plan also addresses wider barriers to learning that particularly affect disadvantaged students. Targeted wellbeing support is provided to identified students, whilst practical barriers are removed through flexible homework provision (available on paper as well as online), funded resources and equipment for subjects like Art, Music and PE, and proactive parental engagement where Heads of Year contact families to support booking parents' evening appointments.

Challenge 3 and 4 Student Attendance and Behaviour

The pastoral strategy outlines seven key priorities focused on supporting student well-being, attendance, behaviour and inclusion, with particular attention with the aim that disadvantaged students achieve outcomes in line with their non-disadvantaged peers.

The plan establishes Heads of Year as the primary source of pastoral support for students, working alongside targeted attendance support (attendance officer appointed for March 2026 start) aimed at moving disadvantaged students' attendance rates close to or equal to their non-disadvantaged peers. For students with identified wellbeing needs, ELSA (Emotional Literacy Support Assistant) support programmes will be implemented to provide structured emotional and mental health support. These individual interventions sit within a whole-school cohesive approach to delivering the school values of 'Ready, Resilient and Respect', which provides a consistent framework for behaviour expectations and character development across the school.

The monitoring and accountability systems include tracking positive and negative behaviour points throughout the academic year, which provides data to identify patterns, celebrate success and target support where needed. Exclusion rates will be monitored by the Deputy Head in charge of Standards, addressing any disproportionate impact on vulnerable groups. To support students at risk of exclusion or those with complex needs, the school plans to develop its internal alternative curriculum (AC) provision, keeping students within the school environment whilst providing tailored support.

Challenge 5 and 6 Student Careers, PD and Cultural Opportunities

The careers and enrichment strategy outlines four key priorities focused on supporting students' personal development, career readiness and cultural capital, with particular attention to ensuring disadvantaged students can access opportunities beyond the academic classroom.

The plan establishes a Personal Development and Careers curriculum as integral to supporting students' pathways through school, providing structured guidance from early secondary years through to post-16 transitions. This universal provision is complemented by a fast-track pathway by an independent careers advisor (1:1 interview) for Year 9 students prior to choosing their GCSE options. Personalised support by the Careers Lead provides additional guidance for students and specifically those at risk of becoming NEET (Not in Education, Employment or Training). The school will pro-actively encourage attendance and participation in extra-curricular activities, recognising that enrichment beyond the academic classroom develops skills, confidence and experiences that support both personal development and future employability. This is extended through providing opportunities for wider participation in activities that build cultural capital, with specific examples including gym membership, which may otherwise be inaccessible to disadvantaged families due to cost.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)