

# Pupil premium strategy statement – Lawn Manor Academy

This statement details our school's use of pupil premium (and recovery 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

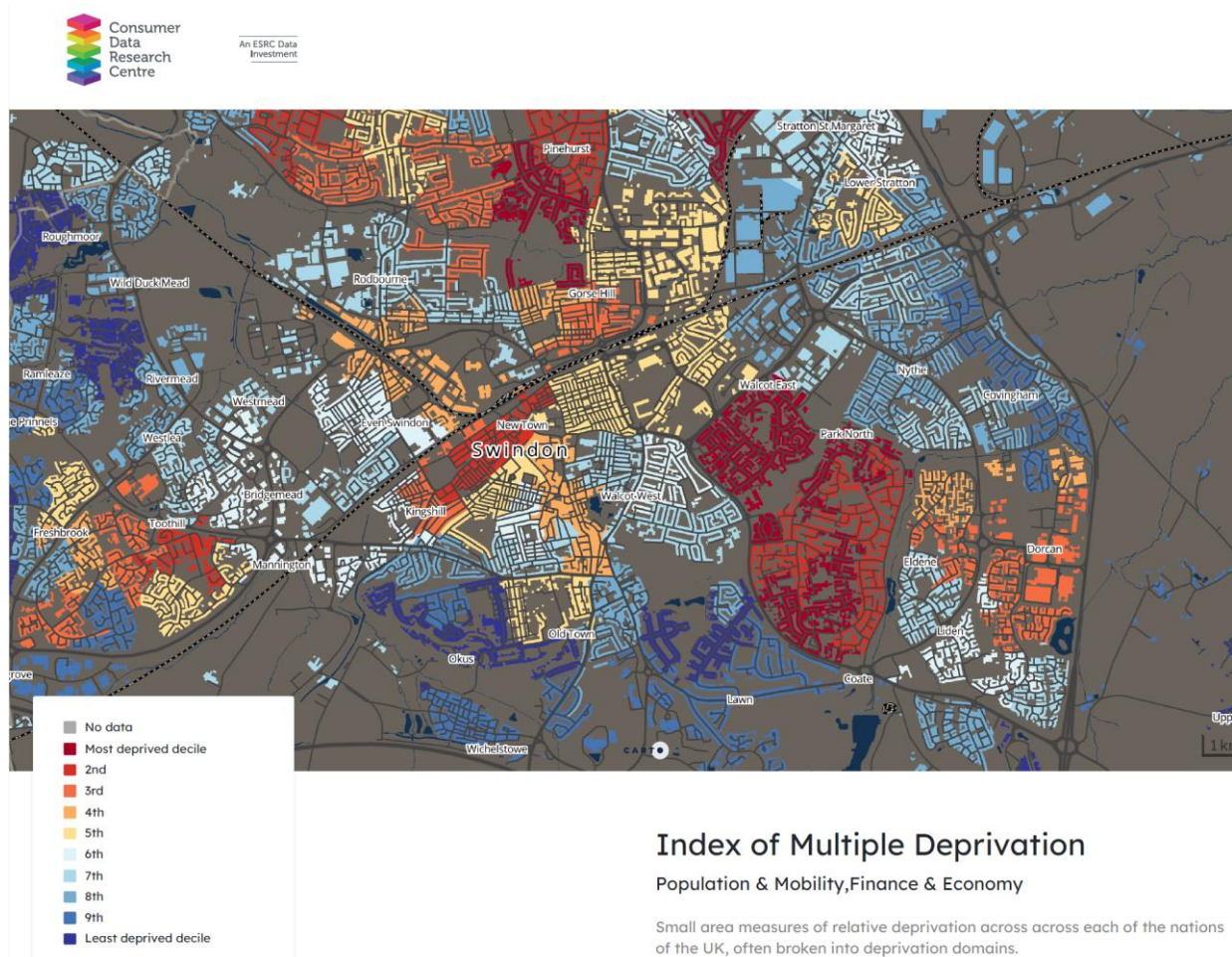
| Detail  | Data               |
|---|--------------------|
| Number of pupils in school  | 946                |
| Proportion (%) of pupil premium eligible pupils   | 39%                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/24 to 2025/26 |
| Date this statement was published   | December 2025      |
| Date on which it will be reviewed   | November 2026      |
| Statement authorised by   | SLT                |
| Pupil premium lead  | Megan Wood         |
| Governor / Trustee lead   | Zoe Vasiloudis     |

## Funding overview

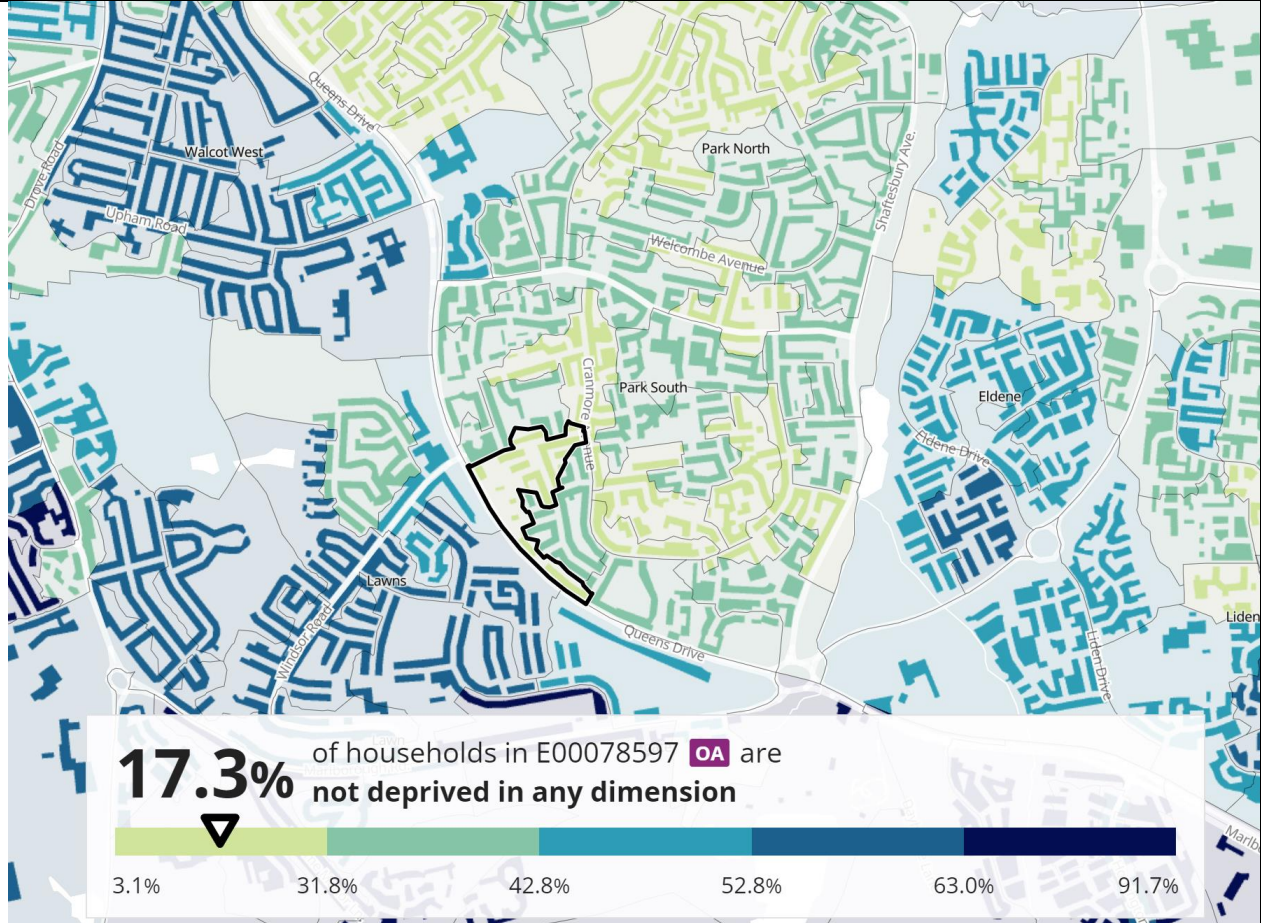
| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year                               | £434,350        |
| Recovery premium funding allocation this academic year                            | £0              |
| Pupil premium (and recovery premium*) funding carried forward from previous years | £0              |
| <b>Total budget for this academic year</b>  | <b>£434,350</b> |

## Statement of intent

At Lawn Manor Academy our intention is that all pupils, irrespective of their socio-economic background or the challenges they face, make timely progress, and achieve high attainment across the curriculum. We recognise that with an IDACI (Income Deprivation Affecting Children Index) rank as low as 983/32844, an income rank of 1665/32844 and IMD (Index of Multiple Deprivation Rank) as low as 1670/32844 for the community that we serve, we need to enhance the impact of our Pupil Premium money at the forefront of our planning. However, the school building is situated in a more affluent area of an IDACI of 26154/32844, an income rank of 21978/32844 and an IMD of 20619/32844, although, most of our pupils come from some of the most deprived areas of the town and country – in the lowest 10% of the country.



Data from the 2021 Census is also clear that the communities that Lawn Manor Academy serve are some of the most deprived households, with a score as low as 17.3% of households not deprived in any dimension.



The focus of our pupil premium strategy is to support pupils from disadvantaged backgrounds whose lives are often more complex and challenging than those of their peers, especially the most vulnerable pupils, such as those who have a social worker or are young carers. Household income should not be a barrier to success, as such, we strive to poverty proof our school, valuing Equity over Equality. The aim is to level the playing field by providing opportunities that help close the gaps in learning that may have developed. At the heart of this work is a drive to provide excellent support staff that can support these pupils both educationally and emotionally so that their time in school can be as impactful as possible.

Although focused on supporting our disadvantaged learners, the high-quality teaching at the heart of our approach will also benefit the non-disadvantaged pupils in our school. The strategy set out below is integral to wider school plans for education equity.

Our approach will be responsive to usual challenges as well as focusing on individual needs such as poor attendance, engagement, and behaviour. Our interventions will be firmly based on evidence such as internal report data, attendance figures and behaviour conduct points, not assumptions about the impact of disadvantage.

Focussed attention to the following will also be given:

- Ensure disadvantaged pupils are challenged in the work that they are set, implementing capacity and not deficit thinking, being intentionally inclusive.
- Use in-house data to diagnose the current gaps, issues, and barriers for learning.
- Act early to intervene at the point need is identified, equity not equality, prioritising resources to help under-resources pupils flourish in the classroom.



- Adopt a whole school approach in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve.
- Developing deep not shallow relationships that are authentic, understanding that barriers to learning are multifaceted.
- Ensure disadvantaged pupils have access to and are encouraged to engage with interventions and enrichment, acknowledging that human talents come in many forms and that pupils may have multiple not singular talents.
- Activities and opportunities to enhance the cultural capital of under-resources pupils and narrow the attainment gap.
- Staff will ensure disadvantaged pupils are challenged in the work that they are set and act early to intervene at the point need is identified and prioritise the disadvantaged pupils for intervention and support. The three- year plan will be reviewed annually and adjusted if necessary.

# Challenges

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

| Challenge number | Detail of challenge  |        |                |        |                |        |                      |         |                      |         |                |
|------------------|--|--------|----------------|--------|----------------|--------|----------------------|---------|----------------------|---------|----------------|
| 1                | <p><b>Reading Age and Comprehension</b></p> <p>National and local research suggests that KS3 disadvantaged pupils have lower levels of reading comprehension than peers. This impacts their progress in all subjects as the vocabulary of pupils, particularly second and third tier languages, may be underdeveloped.</p> <p>Data from IDSR (November 2024):</p> <p><b>Reading</b></p> <table> <tr> <td>Year 7</td><td>Below national</td></tr> <tr> <td>Year 8</td><td>Below national</td></tr> <tr> <td>Year 9</td><td>No data due to Covid</td></tr> <tr> <td>Year 10</td><td>No data due to Covid</td></tr> <tr> <td>Year 11</td><td>Below national</td></tr> </table>  | Year 7 | Below national | Year 8 | Below national | Year 9 | No data due to Covid | Year 10 | No data due to Covid | Year 11 | Below national |
| Year 7           | Below national   |        |                |        |                |        |                      |         |                      |         |                |
| Year 8           | Below national   |        |                |        |                |        |                      |         |                      |         |                |
| Year 9           | No data due to Covid   |        |                |        |                |        |                      |         |                      |         |                |
| Year 10          | No data due to Covid   |        |                |        |                |        |                      |         |                      |         |                |
| Year 11          | Below national   |        |                |        |                |        |                      |         |                      |         |                |
| 2                | <p><b>Attendance</b></p> <p>Although all data below is above National average for FSM6, attendance data from 2023/24 academic year shows that there is an attendance gap between disadvantaged and non-disadvantaged pupils. Gaps per Year Group: Year 7: 4%, Year 8: 5.6%, Year 9: 7.5%, Year 10: 8.2%, Year 11: 9.2%</p> <p>Of the 480 pupils below 90% attendance, 235 are Pupil Premium pupils compared to 163 non-Pupil Premium pupils.</p> <p>Average attendance for Pupils in receipt of the Pupil Premium across all years is 84%, compared to 90% for Pupils not in receipt of Pupil Premium.</p> <p>The biggest gaps being in KS4 – non-Pupil Premium pupils in Year 11 on average had 9.2% higher attendance than Pupil Premium pupils, and the same trend being true in Year 10 by 8.2%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |        |                |        |                |        |                      |         |                      |         |                |

| 3       | <p style="text-align: center;"><b>Attainment at Key Stage 4 (Year 11)</b></p> <p>The attainment of disadvantaged pupils is lower than their peers', and gaps between those considered disadvantaged and non-disadvantaged are wide.</p> <p>For the 2023/24 KS4 Cohort, for pupils in receipt of the Pupil Premium at LMA, the Attainment 8 score was 32.4, compared to 39.4 for the whole cohort.</p>   |  |             |        |                |        |                |        |                      |         |                      |         |                |
|---------|---|--|-------------|--------|----------------|--------|----------------|--------|----------------------|---------|----------------------|---------|----------------|
| 4       | <p style="text-align: center;"><b>Attainment in Maths</b></p> <p>Maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils struggle with some tasks.</p> <p style="text-align: center;">Data from IDSR (November 2024):</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th><th style="text-align: center;">Mathematics</th></tr> </thead> <tbody> <tr> <td>Year 7</td><td style="text-align: center;">Below national</td></tr> <tr> <td>Year 8</td><td style="text-align: center;">Below national</td></tr> <tr> <td>Year 9</td><td style="text-align: center;">No data due to Covid</td></tr> <tr> <td>Year 10</td><td style="text-align: center;">No data due to Covid</td></tr> <tr> <td>Year 11</td><td style="text-align: center;">Below national</td></tr> </tbody> </table> |  | Mathematics | Year 7 | Below national | Year 8 | Below national | Year 9 | No data due to Covid | Year 10 | No data due to Covid | Year 11 | Below national |
|         | Mathematics   |  |             |        |                |        |                |        |                      |         |                      |         |                |
| Year 7  | Below national  |  |             |        |                |        |                |        |                      |         |                      |         |                |
| Year 8  | Below national  |  |             |        |                |        |                |        |                      |         |                      |         |                |
| Year 9  | No data due to Covid  |  |             |        |                |        |                |        |                      |         |                      |         |                |
| Year 10 | No data due to Covid  |  |             |        |                |        |                |        |                      |         |                      |         |                |
| Year 11 | Below national  |  |             |        |                |        |                |        |                      |         |                      |         |                |
| 5       | <p style="text-align: center;"><b>Parental engagement</b></p> <p>Lack of parental engagement with some Pupil Premium pupils has a negative impact on academic progress and wider engagement with the school.</p> <p>In 2022/23, attendance at Academic Progress evenings was disappointing by Pupil Premium parents. Out of 426 parent attendees for Years 8 to 11, 148 (34%) were Pupil Premium, compared to 278 (66%) non-Pupil Premium. The lowest turnout being in Year 11, where only 37 out of 109 attendees were Pupil Premium.</p> <p style="text-align: center;">This trend continued into 2023/24 &amp; 2024/25.</p>  |  |             |        |                |        |                |        |                      |         |                      |         |                |
| 6       | <p style="text-align: center;"><b>Financial and Emotional hardships</b></p> <p>Challenges in Swindon and Wiltshire continue to grow, with population and living costs rising. According to the Needs Analysis for</p>   |  |             |        |                |        |                |        |                      |         |                      |         |                |

Wiltshire and Swindon “Wiltshire and Swindon have relatively prominent levels of pupils with Special Educational Needs (SEN) of 17.8% and 17.6%, respectively, compared to the National Average of 16.3%.

An IDACI (Income Deprivation Affecting Children Index) rank as low as 983/32844, means that many of the pupils in the Lawn Manor Academy catchment area live in 10% of the most deprived neighbourhoods in the country.

Factors such as these can place both financial and emotional pressures on pupils and their families and can disrupt educational progress.

## 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 attainment among disadvantaged pupils across the curriculum at the end of KS4           | <p>By the end of our current plan in 2025/26, KS4 outcomes:</p> <p>The gap between disadvantaged and non- disadvantaged pupils closes to 7% (reduction of 2% each year) for pupils achieving 5 Standard Passes including English and Maths.</p>   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | <p>Sustained high attendance from 2025/26</p> <p>demonstrated by:</p> <ul style="list-style-type: none"> <li>• The aim for all pupils to have 95% attendance, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers closing for each year group.</li> <li>• Demonstrated by reducing the numbers of persistent absence annually.</li> </ul>   |
| To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils  | <p>Disadvantaged pupils' behaviour has shown sustained improvement by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall gap in numbers of conduct points (both average count and value) between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>• Intervening early when behaviour causes a concern to reduce the number of days lost to fixed term suspensions and the gap between disadvantaged and non-disadvantaged is below 150 (Current is 451 days for Pupil Premium and 185 for non-Pupil Premium).</li> </ul> |
| To achieve and sustain improved wellbeing for all pupils, including                              | <p>Sustained high levels of wellbeing from 2025/26</p> <p>demonstrated by:</p>  |



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| those who are disadvantaged   | <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils.</li> </ul>       |
| Improved reading comprehension among disadvantaged pupils across KS3    | Identified pupils who are below age-related expectations in spelling and reading at KS3 get additional support from the Lexonic Leap, Lexonic PowerUp and Reciprocal Reading programmes, where applicable and relevant. Their age-related reading ages improve every time they are tested. |
| Improved maths attainment among disadvantaged pupils across KS3 and KS4 | To reduce the gap between disadvantaged and non-disadvantaged pupils achieving 9 to 4 in Maths. This was 37% for 2022/23 Leavers (32% for Pupil Premium Pupils vs 69% for Non-Pupil Premium) and should be reduced by 2025/26.   |

## 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: £108,436.49

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Support staffing in English to ensure class sizes are appropriate and all classes benefit from being taught by a subject specialist. This includes, continuing our successful partnership with Teach First, allowing the school to access high quality trainees keen to work with disadvantaged pupils | <a href="#">EEF Pupil Premium guidance</a> recommends the biggest proportion of funds are invested into High quality teaching   | 1 & 3                         |
| Support the implementation of the school's commitment to the Teach Like a Champion strategy, a proven approach in developing routines in classrooms to support excellent learning  | <a href="#">EEF Pupil Premium guidance</a> recommends the biggest proportion of funds are invested into High quality teaching   | 1, 3 & 4                      |
| Continue with English Mastery in Key Stage 3 to reinforce the underpinning principles.   | Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a><br><br>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a> | 1 & 3                         |
| Enhancement of our Maths teaching and curriculum   | The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the  | 2 & 4                         |

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| planning in line with DfE KS3 and EEF guidance.  | Teaching of Mathematics, drawing on evidence-based approaches:<br><br><a href="#">Teaching mathematics at key stage 3 - GOV.UK</a>   |           |
| Reading and Vocabulary Lead, who will develop and embed effectively strategies in develop reading and literacy across the school. Literacy is promoted throughout the school and the library is supported in retaining its superb learning environment, which encourages positive attitudes. Support the development of Tier 2 and 3 vocabulary in the classroom through CPD and whole school initiatives, supported by a high-quality library resource and Library Coordinator. | <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap (Oxford University Press)</a> Reading comprehension strategies can have a positive impact on pupils' ability to understand</p> <p>a text, and this is particularly the case when</p> <p>interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1 & 3     |
| Provide CPD opportunities for all departments to develop the subject knowledge of their staff. Provide CPD opportunities for RSLs to develop their understanding of how to create and implement an effective curriculum. We have invested in   | <a href="#">EEF Pupil Premium guidance</a> recommends the biggest proportion of funds are invested into High quality teaching  | 1, 2, & 3 |

|   |   |                 |
|---|---|-----------------|
| an online CPD provision to minimise the risk of sending staff to external CPD providers and give staff ownership of their own CPD journeys.   | <a href="#">Effective teacher CPD and CPD leadership: What...   HISP Research School</a>  |                 |
| Deputy Headteacher to lead on the school curriculum that is offered to ensure it is appropriately designed to meet the needs of our pupils. Curriculum bid fund to provide additional resources for disadvantaged pupils through RSLs submitting bids. Prior knowledge will be assessed using baseline assessments and low stakes quizzing. | Evidence drawn from <a href="#">The Curriculum, by Mary Myatt</a> was drawn upon to support our Curriculum development  | 1, 3, & 4       |
| Collaborate with other subject leads within the Ascend Learning Trust to share good practice and enhance the experience of our pupils through well thought out and researched initiatives   | These evidenced based approaches will be shared between schools and inform planning for future years  | 1, 2, 3, 4, & 5 |
| Enrichment opportunities made available to all pupils through a rich curriculum that prepares pupils for life after Lawn Manor Academy  | At the EEF, they believe that enriching education has intrinsic benefits. They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education:<br><br><a href="#">EEF Life skills and enrichment</a> | 2, 3, 5, & 6    |

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| <p>A bespoke induction programme for early career teachers has been created that addresses teaching strategies and CPD through weekly sessions delivered by effective practitioners across the school</p>                        | <p><a href="#">EEF Pupil Premium guidance</a> recommends the biggest proportion of funds are invested into High quality teaching</p>   | <p>1, 3, &amp; 5</p>    |
| <p>Co-planning to form part of the increased time allocation given to departments to analyse pupil work and identify key misconceptions that can be addressed in subsequent lessons</p>  | <p><a href="#">EEF Pupil Premium guidance</a> recommends the biggest proportion of funds are invested into High quality teaching</p> <p><a href="#">Effective teacher CPD and CPD leadership: What...   HISP Research School</a></p>   | <p>1 &amp; 3</p>        |
| <p>Regular low stakes quizzing to take place to assess gaps in pupil knowledge, with time being increased for this due to the removal of preliminary exams in November – one set of preliminary exams are planned for Term 3</p> | <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve</p> <p><a href="#">EEF Feedback</a></p>  | <p>1, 3, &amp; 4</p>    |
| <p>CATs and GL reading assessments to be used with Year 7 pupils to identify those that are below expected standard</p>  | <p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | <p>1, 2, 3, &amp; 4</p> |



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

Budgeted cost: £103,463.75

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Put a strategy in place to support pupils with independent revision – Steps for Success Evening, Period 6, revision technique workshops, revision folders. Provide opportunities for pupils in all Year groups to develop their independent study skills, through a series of workshops that build on each other throughout a pupil's time at Lawn Manor Academy. English Literature set reading texts in Year 11 to be purchased for disadvantaged pupils. Maths revision packs to be provided to all Year 11 pupils to enhance the home learning taking place. GCSE Pod to be utilised to ensure pupils have access to quality revision resources outside of lessons. Bespoke online revision folders will be created for GCSE pupils to ensure that they have access to appropriate revision material outside of their lessons, this will be supplemented by a pupil and parent evening on effective revision and preparation for exams | <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Evidence suggests that effective homework/revision can have a positive impact on pupil attainment <a href="#">EEF Homework</a></p> | 1, 2, 3, & 4                  |
| Ensure there is an appropriate parental engagement strategy – Steps for Success/Good luck letters/Parents Evening  | <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps <a href="#">EEF Parental Engagement</a></p>                    | 1, 2, 3, 4, 5, & 6            |
| Vulnerable Year 6 pupils to be identified and additional support prior to and at transition to be provided   | <p>Supporting pupils through transitions allows for barriers to be identified earlier and support</p>   | 1, 2, 3, 4, 5, & 6            |

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| through our specialist Transfer & Inclusion Officer   | put in place <a href="#">EEF Supporting pupils through transitions</a>   |                    |
| <p>Targeted pupils to be invited to small group Period 6 sessions to cover topics that will address identified gaps in knowledge across all subjects. Targeted pupils to be invited half term support sessions over the academic year to address identified gaps in knowledge across all subjects.</p> <p>Holiday/Saturday classes to be provided where appropriate to support out of school learning for disadvantaged pupils.</p> <p>School led tuition will be put in place for targeted individuals through the National Tutoring Programme</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one- to-one:</p> <p><a href="#">One to one tuition   EEF (education endowment foundation.org.uk)</a></p> <p><a href="#">And in small groups: small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1, 2, 3, 4, 5, & 6 |
| <p>Targeted individual and group work with Learning Support team to improve social, emotional and behavioural development through the use of the PLC</p>  | <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>              | 2, 5, & 6          |
| <p>Disadvantaged pupils are assisted in attending the Swindon Literature Festival</p>   | <p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>  | 1, 2, 3, 4, 5, & 6 |
| <p>National Tutoring Programme Academic Mentor will continue and directed to work with targeted pupils to fill gaps in knowledge that may have developed during lockdown - English focus</p>  | <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>  | 1, 3, 4, 5, & 6    |

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|  | <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>  |                      |
| <p>Reading platforms to be used to raise the reading ages of those pupils significantly below their actual age</p> | <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1, 3, &amp; 4</p> |

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

Budgeted cost: £222,443.30

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Higher attaining disadvantaged pupils to be supported in achieving excellent outcomes and aspirations to access higher education. The school will continue to engage with the Villiers Park scholars programme  | Evidence-led programme that develops personal and employability skills and raise academic outcomes for disadvantaged young people <a href="#">Villiers Park Educational Trust</a>                                  | 2, 3, 4, 5, & 6               |
| To provide aspirational careers support and nurture positive attitudes for disadvantaged pupils through connections with outside agencies and our Careers advisor. Ensure all pupils have at least one careers interview and that college/6th form applications are pursued for all pupils. RWBA 6th Form taster day to raise aspirations | Good career guidance is important for social mobility because it helps open pupils' eyes to careers, they may not have considered <a href="#">good career guidance – Gatsby</a>                                    | 5 & 6                         |
| Support disadvantaged pupils who are studying a musical instrument by paying for individual and small group lessons in full. Encourage more KS3 pupils to try a new instrument by providing the opportunity for fully funded lessons  | Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum <a href="#">EEF Arts participation</a>  | 5 & 6                         |
| Encourage personal development and achievability by all young people by supporting with the funding to enrol in the D of E. Developing commitment, resilience, self-motivation, independence and responsibility   | There is a positive impact of physical activity on academic attainment. Pupils access to high quality physical activity for the other benefits and opportunities it provides <a href="#">EEF Physical activity</a> | 5 & 6                         |
| Create a support fund for pupils with parents on low income to supply uniform and   | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to   | 5 & 6                         |



|  |   |           |
|--|---|-----------|
| subsidise trips and extra-curricular activities  | support pupils in receipt of the Pupil Premium to access all opportunities on offer   |           |
| Attendance Officer to track attendance of disadvantaged pupils and intervene as required. Enhance the use of the internal tracking system to promote good attendance from all pupils. Attendance Officer to work closely with our Single Point of Contact (SPOC) at the LA and Family Support Worker to support families that may be struggling with getting their children into school. Provide appropriate CPD for staff to understand and support pupils with attendance issues that may be a barrier to their attendance at school | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">DfE's Improving School Attendance advice</a></p>   | 2, 5, & 6 |
| Establish and embed The Link as an alternative provision for those pupils at risk of permanent exclusion   | <p>Evidence suggests that there is a disproportionate exclusion of certain groups of pupils which impacts on pupil attainment and options School exclusion: <a href="#">a literature review on the continued disproportionate exclusion of certain children</a></p> | 5         |
| PLC to be used appropriately to support the transition of pupils with poor attendance back into school and ultimately back into their lessons  | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">DfE's Improving School Attendance advice</a></p>   | 2, 5, & 6 |
| Bespoke induction programme in place to support the transition of pupils from Year 6 into Year 7, including team building activities preparing them for September.   | <p>Supporting pupils through transitions allows for barriers to be identified earlier and support put in place <a href="#">EEF Supporting pupils through transitions</a></p>  | 2, 5, & 6 |
|  |   | 5         |

|  |   |              |
|--|---|--------------|
| Software put in place to ensure that parents meetings and evening are as effective as possible to continue the close relationships with parents  | Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps <a href="#">EEF Parental Engagement</a>   |              |
| We will be sharing information about our school with parents via our termly newsletter, regular emails, bookable tours with the leadership team.   |   | 5            |
| Opportunities for addressing mental health and wider social issues from lockdown will be added to our I LEARN and assembly programmes, with an increased focus on wellbeing. CPD opportunities that address mental health issues and supporting pupils with their wellbeing will be made available to staff across the school – not only staff in pastoral roles | EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:<br><br><a href="#">Adolescent mental health: A systematic review on the effectiveness of school- based interventions   Early Intervention Foundation (eif.org.uk)</a> | 5 & 6        |
| Pupils receive academic mentoring with a focus on removing barriers to learning, providing additional academic/pastoral support and engaging parents   | The impact of mentoring varies but, on average, it is likely to have a positive impact on attainment <a href="#">EEF Mentoring</a>  | 2, 3, 5, & 6 |
| Ongoing analysis of home learning engagement to be used to identify those pupils that may not have access to the required technology at home. Acquire more laptops that can be donated to pupils that require them to support home learning e.g., from local business donations. Provide the appropriate technology for  | All pupils to have access to required technology, regardless of background <a href="#">EEF Using Digital technology</a>   | 6            |

|  |   |                    |
|--|---|--------------------|
| those pupils that are in need of it to ensure home learning can take place   |   |                    |
| Physical resources to be supplied to support catch up where this is deemed a barrier to learning e.g., digital devices, revision guides, online learning platforms | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified                             | 6                  |
| Ensure there is an appropriate parental engagement strategy<br>– Steps for Success/Good luck letters/Parents Evening   | Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps <a href="#">EEF Parental Engagement</a> | 1, 2, 3, 4, 5, & 6 |

**Total budgeted cost: £382,324.40**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Improved attainment among disadvantaged pupils at KS4

- **Intended Outcome:** Close the attainment gap to 7% by 2025/26 for pupils achieving 5 Standard Passes including English and Maths.
- **Reported Outcome:**
  - 2024/25
    - All pupils: 46%
    - Non-disadvantaged pupils: 56%
    - Disadvantaged: 30%
    - Gap: 26%
  - 2022/23
    - All pupils: 51%
    - Non-disadvantaged pupils: 63%
    - Disadvantaged: 28%
    - Gap: 35%
- **Evaluation:** Partially met. Gap has remained but decreased by 9%.

### Improved attendance for all pupils, especially disadvantaged

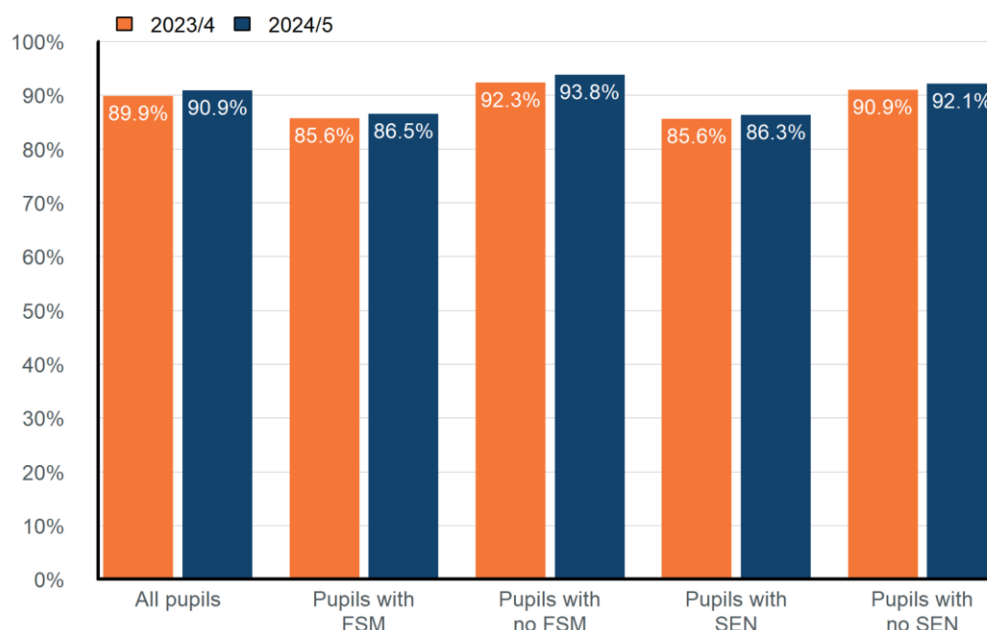
- **Intended Outcome:**
  - Aim for 95% attendance.
  - Close the attendance gap between disadvantaged and non-disadvantaged pupils.
  - Reduce persistent absence.
- **Reported Outcome:**

| Attendance Headlines |        | Year To Date |       |          | 04 Sept 23               | - | 19 Jul 24 |
|----------------------|--------|--------------|-------|----------|--------------------------|---|-----------|
| All                  | Female | Male         | FSM6  | Not FSM6 | Persistent absence (YTD) |   |           |
| 90.1%                | 89.8%  | 90.4%        | 85.9% | 92.6%    | 30.8%                    |   |           |

| Attendance Headlines |        | Year To Date |       |          | 02 Sept 24               | - | 18 Jul 25 |
|----------------------|--------|--------------|-------|----------|--------------------------|---|-----------|
| All                  | Female | Male         | FSM6  | Not FSM6 | Persistent absence (YTD) |   |           |
| 91.0%                | 91.5%  | 90.5%        | 86.8% | 93.8%    | 28.9%                    |   |           |

Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



- **Evaluation:**

- Progress has been made to 95% attendance with a 0.9% increase from 2023/24 to 2024/25, and a 2.4% increase between 2022/23 and 2024/25.
- Attendance for pupils in receipt of the Pupil Premium and those not, has improved from 2023/24 and 2024/25. In 2023/24 the gap between attendance of these 2 cohorts was 6.7% and in 2024/25 to gap increased to 7%. Although a gap remains between these 2 cohorts of pupils, we have seen improvement in the attendance of both cohorts.
- Persistent Absence has reduced from 2023/24 (30.8%) to 2024/25 (28.9%), a 1.9% improvement.

### Improved behaviour for all pupils, especially disadvantaged

- **Intended Outcome:**

- Reduce the conduct point gap by 5%.
- Reduce the suspension day gap to below 150 days.

- **Reported Outcome:** The current suspension gap is still high (451 days for Pupil Premium vs. 185 for non-Pupil Premium).

- **Evaluation:** Not currently on track to meet intended outcome — The suspension gap remains significantly above the target, indicating limited progress.

### Improved wellbeing for all pupils, including disadvantaged

- **Intended Outcome:**

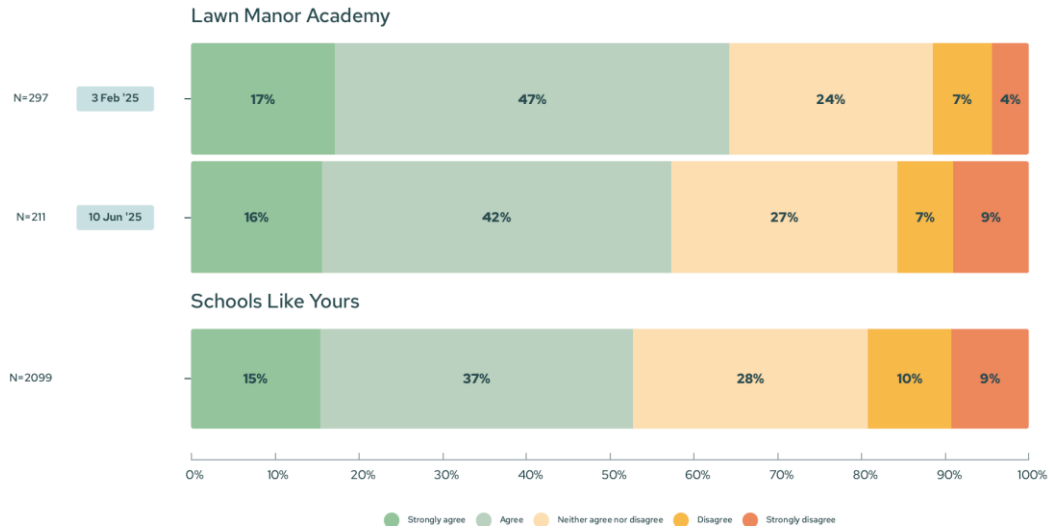


- High levels of wellbeing based on qualitative data.
- Increased participation in enrichment activities.

- **Reported Outcome:**

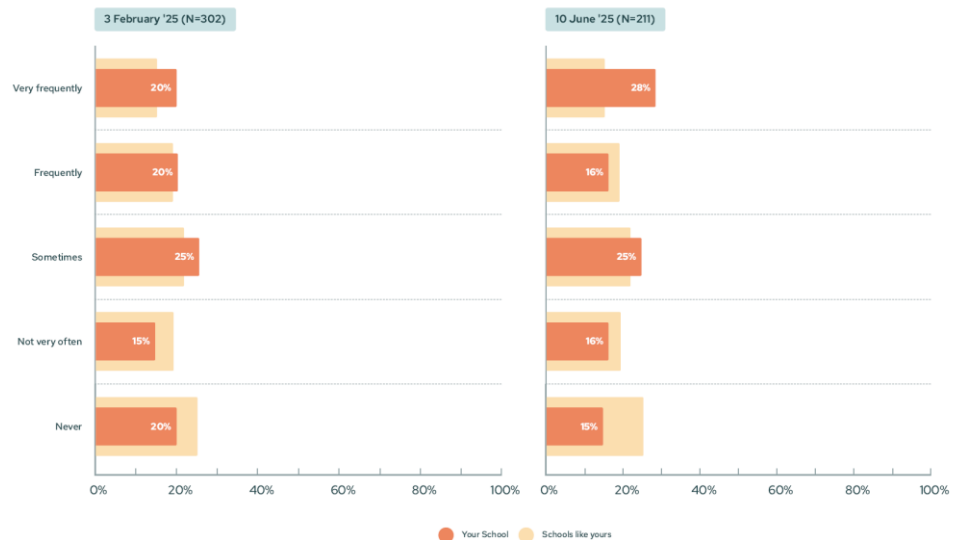
Q: My school encourages me to look after my emotional and mental health

SchoolSurveys



Q: I take part in school activities outside of lessons, like clubs, sports, music and art

SchoolSurveys



- **Evaluation:**

- Comparing data collected from the 2 pupil surveys completed in 2024/25, it is clear that pupils feel that they are support well with their wellbeing compared to schools like ours nationally – although we saw a drop between the 2 surveys, 2<sup>nd</sup> survey did not include Year 11 pupils.
- Comparing data from the same set of pupil surveys we can see that more participation in enrichment activities increased throughout the year, from 40% in Term 3 frequently or very frequently attending enrichment activities, to 44% in Term 6 – a 4% increase.

**Improved reading comprehension among disadvantaged pupils (KS3)**

- **Intended Outcome:** Pupils below age-related expectations improve through Lexonic and Reciprocal Reading programmes.
- **Reported Outcome:**

|                  |             | Average starting SAS | Average highest SAS | Average end of Year SAS | Average improvement to highest SAS | Average improvement to end of year SAS |
|------------------|-------------|----------------------|---------------------|-------------------------|------------------------------------|--|
| <b>All (90)</b>  | All Pupils  | 74.8                 | 88.5                | 83.3*                   | 13.9                               | 9.1                                    |
|                  | Year 7 (28) | 76.1                 | 90.4                | 86.3                    | 14.7                               | 11.4                                   |
|                  | Year 8 (35) | 74.1                 | 85.4                | 79.4                    | 11.1                               | 5.0                                    |
|                  | Year 9 (26) | 74.6                 | 90.5                | 84.7                    | 17.0                               | 11.4                                   |
| <b>PP (37)</b>   | All Pupils  | 73.9                 | 87.2                | 80.5                    | 13.9                               | 6.4                                    |
|                  | Year 7 (16) | 75.1                 | 89.4                | 84.8                    | 14.9                               | 11.1                                   |
|                  | Year 8 (12) | 72.8                 | 82.3                | 74.3                    | 9.7                                | 0.9                                    |
|                  | Year 9 (9)  | 73.6                 | 89.9                | 80.3                    | 18.4                               | 3.2                                    |
| <b>EAL (50)</b>  | All Pupils  | 74.8                 | 85.9                | 81.3                    | 11.5                               | 7.4                                    |
|                  | Year 7 (16) | 74.6                 | 90.4                | 84.6                    | 15.8                               | 10.7                                   |
|                  | Year 8 (20) | 74.8                 | 83.4                | 78.8                    | 8.6                                | 4.5                                    |
|                  | Year 9 (14) | 74.9                 | 84.3                | 81.1                    | 10.4                               | 7                                      |
| <b>SEND (25)</b> | All Pupils  | 71.5                 | 91.3                | 84.5                    | 16.3                               | 9.9                                    |
|                  | Year 7 (10) | 72                   | 89.0                | 80.1                    | 13.7                               | 5.6                                    |
|                  | Year 8 (5)  | -                    | 89.4                | 82.0                    | 14.6                               | 6.5                                    |
|                  | Year 9 (10) | 70.5                 | 94.5                | 90.0                    | 19.8                               | 15.8                                   |

\*15 pupils did not complete end of year test of which 9 PP, 2 EAL, 6 SEND

### Overall Impact (All Pupils)

- Starting SAS: 74.8 → End-of-Year SAS: 83.3 → Improvement: +8.4
- Highest SAS reached: 88.5 → Improvement to peak: +13.7

### By Year Group

- Year 9: Highest improvement (+17.0)
- Year 8: Lower improvement (+11.1)
- Year 7: + 14.7

### By Subgroup

- PP (Pupil Premium): +13.9 improvement. PP students in Year 9 showed the strongest gains; Year 8 had the weakest.
- EAL: +11.5 improvement. EAL students in Year 7 showed the most improvement; Year 8 again had the lowest.
- SEND: Highest gains (+16.3), especially in Year 9 (+19.8). SEND students in Year 9 had exceptional gains, both peak and final.

### Summary of Key Trends

- Year 9 consistently shows the strongest gains, especially among SEND and PP students.
- Year 7 also performs well, particularly for EAL and PP groups.
- Year 8 shows lower improvements across most subgroups.
- SEND students benefit the most from Lexia/Lexonik interventions

- **Evaluation:** On track to meet intended outcome, with current trends showing pupils in receipt of the Pupil Premium making – on average – more progress than their peers.

### Improved maths attainment among disadvantaged pupils (KS3 & KS4)

- **Intended Outcome:** Reduce the 37% gap in pupils achieving grades 9–4 in Maths by 2025/26.
- **Reported Outcome:**
  - 2024/25
    - All pupils: 62%
    - Non-disadvantaged pupils: 72%
    - Disadvantaged: 45%
    - Gap: 27%
- **Evaluation:** Fully met, gap reduced by 10% from 2022/23 to 2024/25.

## Externally provided programmes

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

| Programme           | Provider      |
|---------------------|---------------|
| Revision techniques | Made          |
| Scholars Programme  | Villiers Park |

## Service pupil premium funding (optional)

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

**Further information (optional)**