



Pupil premium strategy statement – St Regis

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	655
Proportion (%) of pupil premium eligible pupils	322 (49.2%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	
Pupil premium lead	T Barradas-Lingard
Governor / Trustee lead	T Badger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£344,000
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>	£344,000



Part A: Pupil premium strategy plan

Statement of intent

The purpose of this strategy is to:

- Ensure that the needs of all pupils who are disadvantaged are met effectively so that the attainment and progress gaps between disadvantaged and non-disadvantaged students and pupils closes.
- Ensure that all pupils who are disadvantaged are well prepared for successful entry into further and higher education institutes, including Russell Group universities and high-quality apprenticeships.
- Ensure that no pupil leaves our school Not in Education, Employment or Training (NEET).
- Detail the monitoring and evaluation processes the school will use to ensure gaps of underachievement narrow.
- Identify the roles and responsibilities of key staff involved in ensuring gaps of underachievement narrow.
- Meet statutory obligations in relation to Pupil Premium expenditure.

Our Pupil Premium Strategy is reviewed annually and the impact on individual pupils' educational attainment, as a result of Pupil Premium expenditure and our strategy, is measured, monitored and evaluated. This enables us to ensure that year on year, support systems and processes are in place to improve and accelerate progress and academic achievement for individual pupils. Continual review ensures we are always developing and evaluating programmes and initiatives which will support the engagement and involvement of disadvantaged pupils most effectively. Our 2025/2026 Pupil Premium Strategy is part our wider 2023-26 disadvantaged plan that is focussed on addressing the barriers identified in our September 2025 Pupil Premium Barriers Analysis, to ensure that all of our pupils are able to move forward with their learning and succeed.

We recognise that the disruption to our disadvantaged pupils' education from their extended time outside of the classroom in 2019/20 and 2020/21 academic years will, for many, have increased the attainment gap between their non-disadvantaged peers. However, we also know that our pupils will require additional support, other than academic intervention, to support them with their return to education.

Our Curriculum Expectations

Our curriculum expectations for our pupils remains unchanged and we continue to use our Pupil Premium funding allocation to ensure that:

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.



The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. *Faculty/ Subject PP plans & reviews available and link to this document.

Barriers Analysis

Identifying key barriers to learning for our Pupil Premium pupils since returning to school has been critical to informing our Pupil Premium Strategy. The school commissioned an external review of the school (Poverty Proofing Project) that took place in September 2025. This information, and the review below, has informed our Pupil Premium Strategy 2025/26.

SEND/Disadvantaged Crossover

Our school has a significant amount of SEND pupils within our disadvantaged pupils' group (60% SEND children are also PP) and this can also mean that low attainment is difficult to address because there are multiple barriers to learning. It is, therefore, important that this strategy is used in combination with the work the school is doing to improve SEND provision and achievement.

All teaching staff are aware of the EEF Guidance Report on Special Educational Needs in Mainstream Schools and other related documents to be found at <https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities/>. Following this guidance is crucial in planning provision for disadvantaged pupils who also have SEND.

Parental Engagement

Significant progress has been made during last academic year with regard to strengthening relationships with our PP parents and carers. This academic year we aim to continue to build upon this work and encourage and empower our parents/carers to work with the school to further support their children's learning through providing targeted parent sessions and online resources.

Proportion of Disadvantaged Pupils at St Regis CE Academy

St Regis CE Academy has proportionally more pupils eligible for FSM6+ than national when analysed through the published Inspection Data Summary Report (IDSR) for proportion of pupils who are eligible for FSM6+.



A 'Tiered Approach' (EEF-2020) to St Regis CE Academy Pupil Premium Strategy

St Regis CE Academy implements a tiered approach to its PP strategy in line with current EEF (2020) guidance. The Pupil Premium Strategy for 2025/26 is focussed on ensuring all PP secure the best possible outcomes and will use the following Key Performance Indicators (KPIs) to guide our strategy.

KP1: Securing the progress of targeted learners through Quality First Inclusive Teaching for all.

All of our staff will adhere to the following 'quality first' principles to support our pupils:

- Know the disadvantaged pupils in their classes
- Set appropriate seating plans
- Plan effective behaviour management strategies
- Target underachievement for intervention
- Remove barriers to learning

KPI 2: Using specialist or specific targeted academic support to improve overall provision,

- Highly qualified staff work with small groups of KS3/4 pupils.
- 1:1 and targeted small group support for Year 11 pupils.
- Significant support with digital technology.
- Further development of our metacognition and self-regulation strategies.
- Small classes for lower ability groups who require this most.
- Free provision of exam revision materials and other equipment for learning.
- Reading strategies, increased testing and development

KPI 3: Minimising the impact of barriers to learning and promoting cultural capital (early intervention and prevention) through a focus on wider strategies

- Further support with transport and uniform costs where required.
- Greater focus on our mental health support and Citizenship PSHE provision.
- Structured support courses that could include counselling and mentoring.
- Outdoor learning and support
- Further strengthening our parental support and guidance.
- Development of pupils' social and emotional learning.
- Specialist staff to support pupil attendance & welfare issues.



Challenges

Issues identified from PP review as barriers to learning (e.g: curriculum gaps/ wellbeing) and grouped in key areas:

Institutional: *Arising from the unresponsiveness of our institution or lack of flexibility in the provision on offer, such as content of provision and scheduling of information evenings.*

Dispositional: *relating to the attitudes, perceptions and expectations of the pupils, such as lacking confidence, interest and engagement.*

Situational: *Arising from a pupil's personal and family situation, such as additional responsibilities like caring for siblings etc.*

Challenge number	Detail of challenge
A (KPI 1&2)	<p>Raising Achievement and Ensuring Pupils Catch-up</p> <p>National data suggests that pupils who are eligible for PP have been adversely affected by previous school closures and current cost-of-living crisis, particularly with regard to their levels of attainment. A key part of our strategy is to ensure that all pupils, particularly PP pupils, are provided with the tools and support to catch-up and make significant attainment progress, in line with their NPP peers.</p> <p>B1: Literacy skills- Reading tests to be completed with all year groups to assess knowledge gaps. The use of Accelerated Reader and targeted reading support aims to address this issue.</p> <p>B2: Gaps in curriculum as identified by each CTL/ HOF.</p> <p>B3: Understanding T&L strategies within the school and national context.</p> <p>B4: Gaps in 'careers and further education' advice and guidance.</p> <p>B5: Gaps in knowledge that have appeared (as identified through internal assessment in Term1).</p> <p>B6: Understanding the ability of our new Y7 intake and significant number of midterm arrivals.</p> <p>B7: Ensuring our key groups: SEND, EAL and new arrival pupils are making social, emotional and academic progress.</p> <p>B8: Ensuring all pupils in school have taken the CATs test to identify learning needs</p>
B. (KPI 3)	<p>Digital Technology and Extended Learning</p> <p>Completion and monitoring of Extended Learning is inconsistent, particularly for PP pupils; this means pupils in KS4 are unprepared for the quantity and depth of independent work required for success at GCSE level. School survey data indicates that many PP pupils have limited access to effective learning environment at home. Ensuring that pupils are provided with the digital tools to access EL is a priority for the</p>



	<p>school. The Maths Sparx programme and Educake (science initiative) which the school has invested in is being well utilised to support this and sessions are offered at lunchtimes in school to support pupils who do not have access at home. A homework club supports pupils online learning after school.</p> <p>C1: Ensuring all pupils can access online learning at home.</p>
c. (KPI 1)	<p>Meta-Cognition and Self-Regulation</p> <p>As per EEF (2020) guidelines, promoting meta-cognition and providing pupils self-regulation strategies can support them to make significant progress with their learning. Currently, some pupils lack the skills needed to overcome challenges with their learning build resilience.</p>
D. (KPI 3)	<p>Social and Emotional Learning</p> <p>Ensuring all pupils, particularly PP, are provided with opportunities for reflection, to recognise previous trauma, and develop effective strategies to deal with social and emotional challenges is important to ensuring pupils are engaged and reconnected with their learning. The school has significantly invested in our pastoral provision and achieved the Sandwell Chartermark in 2024/25. In 2025/26 the school hopes to achieve the Attune accreditation.</p> <p>Enrichment Opportunities and Wider Learning</p> <ul style="list-style-type: none"> - In collaboration with the Local Authority, the school has commissioned a Poverty Proofing audit to take place in autumn term to review our procedures and view the school through the lens of a disadvantaged child. This work is designed to enhance our work supporting this cohort and assist us with removing further barriers to attainment. <p>E1: Wellbeing: Concerns around anxiety and safeguarding issues.</p>
E. (KPI 3)	<p>Parental Involvement</p> <p>Strengthening our relationships with parents/ carers will help to support the school's work to improve PP pupils' attainment. There has, at times, been a lack of engagement from parents/ carers with their child's learning which does result in pupils making less progress than others. Arbor parent app has now been launched to improve communication with parents.</p>

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.



1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A. (KPI 3)	<p>Behaviour Interventions</p> <p>St Regis Way</p> <p>Improve behaviour for learning and engagement of all pupils in all lessons and reduce number of behaviour incidents for pupils; particularly PP pupils.</p>	<p>Proportion of behaviour incidents involving PP students is equal to or lower than proportion of NPP students in the school</p> <p>Total number of behaviour incidents is reduced and the number of PP pupils involved in behaviour incidents is reduced</p> <p>ASR and pupil voice all evidence improved behaviour for learning in all year groups</p>
B. (KPI 1&2)	<p>Raising Achievement</p> <p>Continue to Improve the attainment and progress for all pupils, particularly PP, and ensure any barriers have been addressed and overcome through detailed analysis, evaluation and action.</p>	<p>KS3 progress of PP pupils in line with those of NPP pupils and in line with their targets.</p> <p>Progress scores of PP pupils in line with NPP pupils and national averages.</p> <p>Where PP pupils are falling behind, interventions are put in place, recorded and measured, overseen by CTLs, HOY and SLT</p> <p>All KS3 pupils engage in Progress Week</p>
C. (KPI 3)	<p>Digital Technology and Extended Learning</p> <p>Ensure that PP pupils are confident and safe using digital technology at school and at home. Support pupils with accessing online lessons, particularly via Microsoft Teams, and work with PP pupils and parents/ carers to access their Extended Learning via Class Charts so it is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. Class Charts' EL is monitored by all, particularly HOFs. "Extended Learning" measures on reports indicate completion and quality of extended leaning is improved.</p>	<p>"Extended Learning" measures for PP pupils show an increased proportion of "greens" to indicate completion is good and deadlines are met.</p> <p>Extended Learning is set, recorded and completed in all subjects using Class Charts.</p> <p>Learning walk, ASR, book monitoring and pupil voice all evidence improved completion of Extended Learning in all year groups</p>



<p>D. (KPI 1)</p>	<p>Metacognition and Self-Regulation</p> <p>Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” ratio scores improve over time. Proportion of PP pupils retaining their <i>Ready to Learn</i> behaviour points and achieving positive ATL scores increases across the academic year.</p> <p>Proportion of school leadership positions filled by PP pupils increases. PP pupils are fully re-engaged with their learning.</p>	<p>Average AtL ratios of PP pupils improve and are in line with non-PP pupils. Average AtL ratios improve for all pupils</p> <p>Proportion of PP pupils continuing into Post 16 education increases. (3yr trend)</p> <p>Proportion of PP students moving on to universities/Russell Group universities increase (3yr trend)</p> <p>Proportion of PP pupils in the 100% Ratio Club increases each term.</p> <p>50% PP aim for all pupil leadership positions.</p>
<p>E. (KPI 3)</p>	<p>Social and Emotional Learning</p> <p>Pupils are more confident in expressing themselves and responding/ reflecting on issues in and outside of the school. Pupils will be able to react and adapt to learning challenges more effectively and their resilience to overcome any learning barriers will increase.</p> <p>Improved attendance and punctuality records for PP pupils</p>	<p>Trends show that attendance rates of PP pupils are improving and are in line with NPP pupils in the school and national averages for all pupils</p> <p>The percentage of PP pupils who are persistent absentees is reduced</p> <p>Improved attendance and engagement of PP pupils at extra-curricular activities monitored through Class Charts. Rewards to be used to promote engagement.</p> <p>Improved ATL rates across all year groups.</p> <p>Improved pupil voice responses.</p>
<p>F. (KPI 3)</p>	<p>Parental Involvement</p> <p>Improved parental engagement so that attendance at Parents’ Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils. Focused subject interventions to start earlier in the academic year with attendance compulsory for selected PP pupils.</p>	<p>Improved rates of attendance at parents’ evenings and other events.</p> <p>Increased parental engagement with school learning systems- Class Charts, VLE etc.</p> <p>All parents to feel supported with regard to speaking with the school to discuss the progress of their child, either at a parents’ evening or at a virtual alternative.</p> <p>Parents feel more involved in their child’s education as evidenced in parental surveys</p>



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: **£49,405**

Activity	Evidence that supports this approach	Challenge (Barrier) letter addressed
<p>Consistent use of protocol allows pupils to develop their own understanding and include elements of self-regulation (Ready to Learn), metacognition and collaborative learning (as detailed in ADP).</p> <p>Heads of Year to focus on the tracking and monitoring of academic progress identifying links between poor attendance, punctuality, behaviour and achievement.</p> <p>C1: Extended Learning completed more consistently and completion viewed as an integral and necessary part of learning. Leaders to monitor Class Charts regularly.</p> <p>CATS testing for all Y7 pupils.</p> <p>Purchase and implement reading tests for all pupils Y7-11. Additional testing to take place in Y12 to support.</p> <p>Purchase additional reading book materials,</p>	<p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" and Class Chart ratios are in line with other pupils.</p> <p>Improved attainment and progress of PP pupils in internal and external assessments in order to continue to reduce attainment gap between PP and other pupils.</p> <p>Extended learning is used consistently and effectively to support learning in class and promote independent learning (as detailed in ADP).</p> <p>B6: To identify the ability of all students so as they can be set in CORE subjects from October 2025. Use this information to inform intervention both in and out of the classroom.</p> <p>Staff on intervention timetables to support identified 1-2-1 pupils in maths lessons. Additional focus on identified pupils lacking engagement at virtual parents' evenings- additional phone calls/ meetings held with these parents.</p> <p>B1: The book sets purchased will include BAME authors to ensure a diverse menu for</p>	<p>A & C</p> <p>B</p> <p>A</p>



<p>Accelerated Reader and redesign new library space to broaden menu of books available.</p> <p>B1: Track reading ages and highlight the positive impact our literacy strategy is having through implementation of reading tests for all pupils.</p> <p>B5: Internal assessments for all pupils in all subjects. Staff on intervention timetables to support identified 1-2-1 pupils in maths lessons.</p> <p>No pupils to miss learning time; 'protect every lesson' to avoid any further gaps in knowledge.</p> <p>Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.</p> <p>Y11 Making the Grade sessions to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching</p> <p>Purchase revision guides for all pupils who request additional financial support in all subjects to ensure independent work can be completed at home. 50% subsidy for PP pupils for revision guides to be offered. All KS4 pupils have access to</p>	<p>pupils e.g. (B Zephaniah/ M Blackman/ R. Sepetys and a range of diverse poetry covering themes such as gender, sexuality, identity, multiculturalism and socioeconomics). Students will be exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation during lessons and tutors lead on the 15 minute weekly DEAR programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum. The focus on oracy also places a strong focus on the development of vocabulary.</p> <p>Use this information to inform intervention both in and out of the classroom</p> <p>B3: There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.</p> <p>B2: Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way</p> <p>B2: Period 7 'Making the Grade' sessions should plug gaps in subject knowledge and prepare students for their examinations (PPEs and summer exams).</p> <p>C1: We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home. Improved attainment and progress scores between internal assessments and November/ February PPEs in Year 11.</p>	<p>A</p> <p>A</p> <p>A</p> <p>A</p> <p>A & B</p> <p>B</p>
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<p>GCSE Pod and Pearson online revision guides.</p> <p>Purchase classroom clickers, electronic whiteboards and other tools for classrooms to support the staff.</p> <p>B2: Ensure that the SENECA/ Educake platform is embedded successfully and monitor the usage across year groups.</p> <p>Continue the tracking of home learning engagement to ensure that EL is completed consistently.</p> <p>Continue to focus on Rosenshine strategies leading to all students knowing more and remembering more of the common curriculum being taught.</p> <p>Sharing of best practice through CPD resources which include a focus on curriculum, T&L, behaviour and pupil premium</p> <p>Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.</p> <p>B3: Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing will help leaders target specific subject domain knowledge students are</p>	<p>B3: These will support high quality T&L as they will enable staff to model from the front.</p> <p>SENECA/ Educake allows for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (PPEs). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students’ work then builds over time and interleaved practice and revision is created.</p> <p>C1: Home learning/ EL will improve the independence of our students as well as support progress when it comes to key assessment points (internal assessments/ PPEs)</p> <p>B3: Evidence-based strategies are supporting students’ learning potential in knowing more and remembering more. Embed strategies that allow students to maximise learning and retain key subject knowledge.</p> <p>B3: School CPD webinars/resources will give teachers access to the very best of what exists across our school. This will lead to the most effective classroom practice being shared and pupil learning optimised.</p> <p>B3: Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders’ understanding of effective catch up in the classroom.</p>	<p>A</p> <p>B</p> <p>B</p> <p>A</p> <p>A</p> <p>A</p>
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<p>not yet secure in. A cycle of plan – do – review will also support leaders’ understanding of effective catch up in the classroom.</p> <p>Review of PPE results at class teacher and HOF level to include a PP review. Interventions in lessons and out of lessons to support. All pupils get QLA after internal mock exams.</p>		

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

Budgeted cost: £151,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group sessions for Year 11 PP pupils with support staff.</p> <p>Small group intensive programme for PP pupils with low attainment in years 7 and 8 – Numeracy and literacy. <i>Catch-up</i> literacy programme to provide intervention through phonics and Accelerated Reader Programme.</p> <p>Assistant SENDCo-C&L to coordinate the intervention programme for Y7s who require catch up</p> <p>Revision guides supplemented (and/or printed) for PP pupils.</p>	<p>B. Improved attainment and achievement of PP pupils, <i>measured across all year groups through teacher assessment (moderated within and across departments, faculties and through school partnerships) and internal and external assessments.</i></p> <p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time</p> <p>C1: All PP pupils to be able to access revision material.</p>	<p>A</p> <p>B</p>



<p>B7: Additional support for identified pupils in lessons.</p> <p>Mentoring and guidance for targeted PP pupils in year 11, including how to manage pressure, expectation and work load in the lead up to exams</p> <p>Underachieving PP pupils in year 11 to have an allocated staff mentor-assertive mentoring</p> <p>B2: Develop pupils' confidence through delivery of full programme of revision techniques during PSHE sessions.</p> <p>Virtual university events to motivate, inspire, raise aspirations and increase cultural capital for PP pupils.</p> <p>A2: Provide alternative provision for those pupils who need ongoing, specific support.</p> <p>A2: Continue to develop onsite AP provision to support pupils at risk of suspension.</p> <p>Sparx maths subscription</p>	<p>Additional support provided in lessons by intervention colleagues leading to smaller group tuition.</p> <p>B4: Raising aspirations and achievements of pupils in years 10 and 11 through: 8/9 Club to support and raise aspirations for most able Y11 pupils targeted 8/9 in Maths/ Eng/ Sci</p> <p>Teaching revision techniques is a helpful way of preparing students for internal assessments and PPEs. Using experienced staff to deliver revision strategy sessions.</p> <p>Use of school support team to support with small group interventions.</p> <p>Fully develop and realise onsite AP provision to provide the best setting to support pupils at risk of suspension/ PEX. Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.</p> <p>C1: Close and systematic tracking of Sparx maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.</p>	<p>A</p> <p>A & B</p> <p>D</p> <p>D</p> <p>B</p>



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

Budgeted cost: £142,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full access to enrichment activities for PP pupils improves confidence, sense of belonging, staff/pupil relationships, motivation and outcomes.</p> <p>Pay for additional hours of counselling/ art therapist time</p> <p>Subsidise peripatetic music lessons to increase PP cultural capital.</p> <p>Weekly quiz on current affairs to promote PP pupils understanding of the world around them and increase cultural literacy.</p> <p>Encouragement of more PP pupils to take part in extra-curricular sports, including weekly inter-house sports competitions improve cultural capital.</p> <p>Use of class charts and provision map allowing teachers to create strategic seating plans and know their students better.</p> <p>Continue to subsidise school meals</p> <p>Establish breakfast club and after school homework club. Engage with Magic</p>	<p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time</p> <p>E1: Having additional counsellors or provision will allow for more children to have access to specialist advice and guidance. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.</p> <p>B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils</p>	<p>C & D</p> <p>D</p> <p>D</p>



<p>Breakfast provision to support.</p> <p>D: Utilise findings from Poverty Proofing audit to improve practice and provide further support to families and pupils.</p> <p>Whole school approach to improving behaviour for learning through provision of CPD, behaviour policy (St Regis Way) and behaviour interventions (as detailed in the ADP), IS.</p> <p>Ensure that staff know PP pupils in lessons and understand the barriers to learning pupils face and use quality first teaching strategies that work for each PP pupil. CPD/ INSET training to focus on this area.</p> <p>Improve attendance through improved engagement. Employment of educational welfare officer and Student Welfare Officer to liaise and support parents to encourage good attendance.</p> <p>Whole school approach to improving parental engagement and reporting to parents (as detailed in ADP)</p> <p>Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown.</p> <p>C1: The process of accessing online learning resources is easy to do and is bespoke for</p>	<p>Utilise audit to identify and remove barriers to learning for our pupils in receipt of PP funding.</p> <p>A. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils</p> <p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning”, Class Charts Ratio scores improve over time (at least 2.5 and in line with other students.)</p> <p>A1: Improved attendance and punctuality records for PP pupils.</p> <p>F1: Improved parental engagement so that attendance at Parents’ Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils.</p> <p>Parent/carer of each PP pupil in a year group to be contacted, by phone, by a member of</p>	<p>A- E</p> <p>D</p> <p>D</p> <p>A</p> <p>E</p> <p>E</p>
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<p>each subject in all years. The use of Oak Academy, Sparx Maths, Educake is key here.</p>	<p>SLT to ensure attendance at parents' evening and, where they cannot attend, an alternative meeting arranged. Minibus will be provided for parents evening to encourage attendance.</p>	<p>E</p>
<p>Purchasing of Class Charts provision</p>	<p>allowing parents and students to track set homework more effectively to lead to higher completion and engagement rates. This is key to ensuring that pupils are engaging and completing bespoke catch up homework.</p>	<p>E</p>
<p>Improve reading ages for pupils in years 7 and 8 through use of targeted intervention.</p>	<p>B. Improved attainment and achievement of PP pupils, measured across all year groups through teacher assessment (moderated within and across departments) and internal and external assessments.</p>	<p>A</p>
<p>Staff to use data analysis system SISRA/ ARBOR to inform planning and future interventions.</p>		
<p>Ongoing training/CPD to ensure all staff can use SISRA/ ARBOR effectively.</p>		
<p>B4: Ensure that Y11 pupils receive essential advice and guidance to think about what they will be doing next academic year and beyond.</p>	<p>Ensure all Year 11s benefit from a 1:1 careers interview, particularly our most vulnerable groups.</p>	<p>A</p>
<p>To continue to ensure regular communication between home and school regarding academic performance.</p>	<p>F1: To maintain communication between the school and parents regarding academic performance.</p>	<p>E</p>
<p>Attitudinal ATL survey to look at pupil attitudes to school to enable early intervention.</p>	<p>A2: To identify students who would benefit from a re-engagement programme for their learning.</p>	<p>A</p>

Total budgeted cost: £ £344,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Data from the previous academic year's national assessments and qualifications, once published.**

Attainment 8 score average (from exams 2023/24)	PP 31.29	NPP 41.32
Attainment 8 score average (from exams 2024/25)	PP 35.64	NPP 40.98

Building on the work completed last year, we have already identified key situational, dispositional and institutional barriers to learning for our disadvantaged pupils since returning to us in September. We also commissioned an external review of the school (Poverty Proofing Project) that took place in September 2025. This information has helped to inform our Pupil Premium Strategy 2025/26.

Further Reflections:

ADP monitoring and evaluation indicates that more work can be done to build pupils' metacognition and self-regulation in lessons.

A review of the ATL criteria has been carried out ready for the Autumn term of 2025/26 to ensure consistency of the data and create an even more aspirational culture.

Ensuring that Y11 subject intervention and other strategies takes place earlier in school year will aid improvement in this area.

More regular update meetings involving SLT and Year 11 Head of Year will provide opportunities for shared dialogue and action.

Setting of EL reviewed by HOFs through class charts on a more regular basis. Learning walks and work scrutinies to include also looking at the marking on CC of completion of EL to support parent/school partnerships further. Figures show that there is a similar usage across PP/NPP. While NPP have a slightly higher average weekly on-time completion by 1.7%, this is counteracted by PP students catching up as the compulsory tasks remain on the student's page. SPARX, 100% completion rates for PP are 35% and 47% (2024/25). This does not reflect, however, those that attempted it and achieved a lower percentage. The difference between PP and NPP is significantly narrowed by Year 11 at only 8% lower. In 2025/6 the introduction of SPARX generated emails home involves parents at an earlier stage so should increase expectations and completion for all.

Sci Educake is now at 85% completion regularly. Using corridor promotion and additional positives to further increase this.

CATS to be a key part of our annual transition process – for all year groups.

Success of reading test programme with KS3 to be repeated moving forward. All year groups to receive CATs testing in 25.26 and more rigorous testing procedures put in place across the academy.

New and refurbished library space supporting pupils across year groups and reading intervention sessions in form time. Exploring greater use in faculty areas moving forward.



Further work to be completed to ensure that the school builds an effective mentoring process for 2025/26 that includes 6th form pupils and Year 11. ATL analysis completed and linked to enhanced progress week strategy.

Feedback suggests that attendance at enrichment sessions need to be recorded and tracked more closely- use of Class Charts to aid this. Starting subject intervention sessions earlier in the academic year has had greater impact.

Continue to build a provision map and overview of all PP support to ensure that provision is effective and monitored. Monitor parental support and engagement and link to pupil support strategy.

Continue to develop our onsite AP provision to ensure that there is less reliance in 2025/26 on off-site provision.

For school trips/visits evaluation form to measure impact of trip/visit with a specific section for impact on PP pupils.

Ensure that impact of these peripatetic lessons is evaluated. For PP pupils receiving tuition through school, ensure they receive a personalised progression report to be shared more frequently with parents.

Explore more effective tracking of PP lunchtime engagement- particularly around FSM pupils accessing lunch provision.

Continue to focus on improving pupils' IT skills, particularly PP Y7 pupils. All pupils in KS3 have Computer Science lessons which also addresses online safety and coding.

Systems are now in place to improve communications and the destination meeting process for the KS5 pathways.

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)

*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***

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.