

Pupil premium strategy statement

This statement details our school's use of pupil premium 2023/4-2024/5 It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Detail	Data
Number of pupils in school	830 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	283 (34%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	01.12.2025
Date on which it will be reviewed	31.10.2026
Statement authorised by	Sam Orsborne
Pupil premium lead	Ian Tilbury
Governor / Trustee lead	Jackie Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334'325
<i>Carry forward</i>	£68'562
Total budget for this academic year	£402'887

Part A: Pupil premium strategy plan

Statement of intent

The intent of our PP strategy is underpinned by our school values of: Respect, Resilience and Responsibility.

Our aim is for all our students, regardless of their background, to achieve to their potential in order to successfully progress onto their chosen life path. We want to raise aspirations so that our students actively consider a range of post 16 pathways.

The combination of high-quality teaching and high-quality pastoral care are at the heart of our strategy. A proactive approach to identifying specific needs in order to remove all barriers to learning is a driving force of the school's work. Continuous development and adaptations to the curriculum drive improvements in teaching, learning and attainment and enables all students to achieve.

Use of robust evidence is at the heart of our approach. This includes internal and external use of summative assessments as well as work scrutinies, lessons observations and student inter- views. In addition, pastoral evidence such as attendance analysis and behaviour logs are used to identify trends, needs and potential solutions.

The school's decisions on strategies are researched informed using the EEF toolkit alongside other reputable sources of educational research to aid planning of teachers' professional learning.

Challenges

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

Challenge Number	Detail of challenge
1	<p><u>Attendance</u> Attendance of students eligible for pupil premium funding is year on year lower than that of their non- pp peers. In the past three years on average this gap is 12% in overall attendance. The persistent absence gap is even higher at 14%.</p>
2	<p><u>Pastoral and Social Factors</u> Complexities linked to pastoral and social factors can impact on both student welfare and progress, and include: challenging behaviours; poor attendance and/or punctuality; and potential safeguarding concerns.</p>
3	<p><u>Students who are Disadvantaged and/or have Additional Needs</u> Students who are disadvantaged and also have SEND (particularly SEN-K) make less progress and have poorer attitude to learning data in many areas of the curriculum, suggesting that there needs to be significant work done around meeting these needs.</p>
4	<p><u>Deprivation Impacting the Progress and Attainment Gap</u> There is a clear gap in both attainment and progress between disadvantaged and non disadvantaged students, which fluctuates depending on other factors including gender and qualifications/subjects. We need to ensure accurate tracking of these patterns is used to identify specific individuals and cohorts for targeted interventions.</p>
5	<p><u>Reading Ages Below Chronological Ages</u> Many students arrive at the school with reading ages significantly below their chronological age; this creates challenges around accessing the full curriculum and – if not addressed through well-planned and impactful interventions – will impact on their ability to access qualifications at KS4, thus affecting their ability to perform, and their next steps.</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.

Intended outcome	Success criteria
<p>The progress gap between disadvantaged and non-disadvantaged students to narrow in core subjects so that it demonstrates significant progress for disadvantaged students, at least in-line with national.</p>	<ul style="list-style-type: none"> ● Both 9-4 and 9-5 including English and maths attainment and progress for disadvantaged students are in-line with this cohort nationally. ● The gaps between disadvantaged and non-disadvantaged students' P8 scored narrows ● Significantly in core elements, and overall.
<p>All key pastoral/behavioural factors (attendance, FTEs etc) for disadvantaged students to improve so that the gap between disadvantaged and non-disadvantaged students is negligible.</p>	<ul style="list-style-type: none"> ● Attendance gap between disadvantaged and non-disadvantaged student narrows. ● Exclusion data for disadvantaged students reduces, so that the gap narrows between disadvantaged and non-disadvantaged students. ● There is no discernible variation between the schools internal behaviour data for disadvantaged and non-disadvantaged students.
<p>Students with SEND to achieve progress which represents their full capabilities, as a result of high quality tailored planning, teaching and interventions to ensure student success.</p>	<ul style="list-style-type: none"> ● P8/ basic measure score for students with SEND to improve significantly. ● Ongoing QA of provision for students with SEND shows an improving picture, which impacts on outcomes. ● Approaches to intervention tailored to the needs of students with SEND as significant, measurable impact.
<p>Students with reading ages below their chronological age receive carefully planned interventions, delivered by experts, which enable them to 'catch up' quickly and access a full, rich and varied reading curriculum.</p>	<ul style="list-style-type: none"> ● Reading age data shows significant improvements over the course of KS3. ● Students following the phonics programme make rapid progress, which is reflected in their curriculum performance. ● Students benefit from well-planned reading across the curriculum, which supports fluency, comprehension and learning in each subject.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development Development of LEARN PD curriculum	EEF toolkit What makes great teaching - Rob Coe Building a teacher learning culture.docx Professional Learning Communities.pdf A research-informed approach is increasingly critical to helping students thrive (schoolsweek.co.uk) Future-of-Teaching_Final.pdf 48747_chartered-college---international-teacher-cpd-report.pdf KC Poster Education_EN_download.pdf Impact_Top5.pdf	1-5
Curriculum Design Develop Reading and Oracy programmes Reciprocal reading programme Talk the talk	EEF_KS3_KS4_LITERACY_GUIDA_NCE_Report.pdf EEF_KS3_KS4_LITERACY_OVERV_I EW.pdf Home Learning Overviews 2022 - 2023 https://edumoorend.my.sharepoint.com/:b:/g/personal/ns_tokes_edu_moorend_org/EYlxZVXu	1 -5
Appointment of Reading and Communications lead	EEF_KS3_KS4_LITERACY_GUIDA_NCE_Report.pdf EEF_KS3_KS4_LITERACY_OVERV_I EW.pdf Home Learning Overviews 2022 - 2023	3-5
Assessment • Purchasing and staff training of Go4schools and pupil progress	Didau & Rose (2016) Chapter 9 - Assessment (1).pdf Visible learning John Hattie	3 -4

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

Budgeted cost: £ 95,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and interventions/ holiday catch-up sessions	Students' aspirations, expectations and school achievement: what really matters? - Khattab - 2015 - British Educational Research Journal - Wiley Online Library One to one tuition EEF (educationendowmentfoundation.org.uk)	4
High-Quality SEND Appointment of Pathway Manager	EEF Toolkit	1-5
New IT system for tracking progress "SISRA" and "Pupil Progress"	Visible learning John Hattie	1-5
Reading Interventions <ul style="list-style-type: none"> • Delivery of Reciprocal reading • Develop the use of NGRT data to identify students for specific reading interventions (LB). Develop approaches to structured reading for KS3 in the library led by English specialist teacher <ul style="list-style-type: none"> • Sparx Reader 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Literacy	3,4,5

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

Budgeted cost: £ 170'600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <ul style="list-style-type: none"> Continue with daily monitoring of vulnerable student attendance, prioritised by Safeguarding for welfare checks and home visits Create accessible attendance information for parents, which is easy to engage with and promotes the benefits of improved attendance for their child Go4schools. Increase the staffing for attendance matters 	<p>School attendance guidance May-2022.pdf</p> <p>Working together to improve school attendance.pdf</p> <p>Disadvantaged Report Final Issued 270622.pdf</p> <p>EEF Parental Engagement Guidance Report.pdf</p>	1-5
<ul style="list-style-type: none"> Mental health lead 	<p>EEF TOOLKIT:</p> <p>Social and emotional learning +4 months</p> <p>Mentoring +2 months</p>	

Total budgeted cost: £ 361,600

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2025 academic year.

Overall the PP/ non pp gap has been consistent across 3 years to date between 27% and 33% in relation to percentage of pupils gaining 8 GCSE including English and Maths at grades 9-4. Attendance gaps have also remained stable but significant in this time period. However earlier indications show an improvement in attendance of all students including those eligible for PP funding.

Pupil Premium Students (54)	2025	Total	Non Pupil Premium Students (108)	2025	Number
9 to 4% (Including Maths / English)	24.10%	13	9 to 4% (Including Maths / English)	53.70%	58
9 to 5% (Including Maths / English)	13%	7	9 to 5% (Including Maths / English)	33%	36
Pupil Premium Students (58)	2024	Total	Non Pupil Premium Students (110)	2024	Number
9 to 4% (Including Maths / English)	27.60%	16	9 to 4% (Including Maths / English)	60%	66
9 to 5% (Including Maths / English)	17.20%	10	9 to 5% (Including Maths / English)	41.80%	46
Pupil Premium Students (47)	2023	Total	Non Pupil Premium Students (73)	2023	Number
9 to 4% (Including Maths / English)	29.80%	14	9 to 4% (Including Maths / English)	56.20%	41
9 to 5% (Including Maths / English)	23.40%	11	9 to 5% (Including Maths / English)	24.70%	18
Pupil Premium Students (57)	2022	Total	Non Pupil Premium Students (85)	2022	Number
9 to 4% (Including Maths / English)	31.60%	18	9 to 4% (Including Maths / English)	63.50%	54
9 to 5% (Including Maths / English)	21.10%	12	9 to 5% (Including Maths / English)	42.40%	36