

# Pupil premium strategy statement

This statement details our college'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.

## College overview

| Detail                                                                  | Data                                       |
|-------------------------------------------------------------------------|--------------------------------------------|
| Number of students in college                                           | 837                                        |
| Proportion (%) of pupil premium eligible pupils                         | 36.1%                                      |
| Academic year/years that our current pupil premium strategy plan covers | 2026/2027                                  |
| Date this statement was published                                       | December 2026                              |
| Date on which it will be reviewed                                       | August 2027                                |
| Statement authorised by                                                 | Stewart Duguid, Chair of the Academy Board |
| Pupil premium lead                                                      | Belishia Visser, Principal                 |
| Governor / Trustee lead                                                 | Chair Local Advisory Board                 |

## Funding overview

| Detail                                                                                                                                                                               | Amount    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Pupil premium funding allocation this academic year                                                                                                                                  | £293,700  |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                            | £0        |
| <b>Total budget for this academic year</b><br><i>If your college is an academy in a trust that pools this funding, state the amount available to your college this academic year</i> | £293, 700 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Furthermore, we also aim for all students to achieve their personal and social potential so that they are able to grow into confident and mature adults. We recognise that disadvantage is not synonymous with low ability, and our approach is designed to ensure that all pupils receive the support, challenge and opportunities they need to succeed.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our college. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our aim will be to ensure that disadvantaged students have access to effective intervention and appropriate academic challenge.

We recognise that in order to close the gaps successfully, we also have to address nonacademic barriers such as attendance, behaviour and the wellbeing of our students. Where additional support is required, we will identify this early and respond appropriately.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our actions will be underpinned by strong relationships between pupils, families and staff. We will work with parents and carers and, where appropriate, external agencies to ensure that support is coordinated and responsive to individual needs.

The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole college approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Low literacy and communication skills: a high number of PP students arrive with low language and communication skills.                                                                                                |
| 2                | Resilience for learning: a significant number of PP students lack concentration and stamina for learning, which can manifest in low disruption in class. These students require support for completion of their work. |
| 3                | Low social and emotional skills: we need to put in support for PP students who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.           |
| 4                | Attendance: attendance rates of PP students are typically lower than that of their peers.                                                                                                                             |
| 5                | Engagement of parents, guardians and carers: attendance at Academic Review and information evenings is low for PP. Many cannot or do not support their child with their homework.                                     |
| 6                | Aspiration: some PP lack aspirational goals and disengage with education.                                                                                                                                             |

## 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                                                                                          |
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| Close the literacy achievement gap between national all students and Pupil Premium. | PP attainment is at least in line with the national figure, or the gap is reduced to 0 percentage points. |

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|                                                                                                                                                                 | <p><b>EEF Teaching and Learning Toolkit July 2018</b> states that ,<i>'The emphasis on literacy makes clear that every teacher communicates their subject through academic language and that reading, writing, speaking and listening are at the heart of doing every subject in secondary school'</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>Ensure PP students have equatable time, space and resources to complete their work in class. Ensure PP students achieve or exceed their subject targets.</p> | <p>Staff adopt appropriate strategies such as scaffolding, modelling and targeted support where required to ensure PP students are able to access the support they need. PP students are confident to work independently and as a result, a high proportion of these students are able to produce classwork that is in line with, or better than, their non-PP peers. There is clear evidence that PP students' work demonstrates progress towards curriculum expectations and subject-specific success criteria.</p> <p><b>EEF guide states that,</b> <i>'Progress towards individual subject targets will be regularly monitored, with additional support provided where assessment indicates that a pupil is at risk of falling behind. The intended outcome is that PP students make strong progress from their starting points and achieve or exceed their agreed subject targets.</i></p> |
| <p>Reduce the number of behaviour incidents of PP students through pastoral support from the teacher and support staff.</p>                                     | <p>By the end of the academic year, the number and frequency of behaviour incidents involving Pupil Premium students will have reduced, with targeted students demonstrating improved behaviour as a result of consistent pastoral support from teachers and support staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                                                                                                                                   | <i>EEF evidence supports a combination of consistent classroom behaviour management and targeted pastoral support for pupils experiencing behavioural difficulties. Behaviour interventions have an average impact of +3 months' additional progress'</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Attendance of disadvantaged students to be better than national averages.                                                                                         | <p>The attendance of disadvantaged students will improve to meet or exceed national averages, with a sustained reduction in persistent absence and the attendance gap between disadvantaged and non-disadvantaged students. Regular monitoring, early intervention and targeted pastoral support will ensure that disadvantaged students attend school consistently and are supported to overcome barriers to attendance.</p> <p><i>EEF evidence indicates that disadvantaged pupils are disproportionately affected by persistent absence and that poor attendance is associated with poorer educational outcomes. An effective attendance strategy should therefore combine regular monitoring and analysis of attendance data with early identification of pupils at risk of persistent absence, proactive communication with families and individualised support to address specific barriers to attendance</i></p> |
| A greater number of parents, guardians and carers attend meetings and ensure their child has access to after college and holiday booster and activity programmes. | A greater proportion of parents, guardians and carers attend targeted meetings and engage with communication about their child's progress and support. Participation in after-college, holiday booster and activity programmes increase, with disadvantaged students having equitable access to these opportunities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 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: £ £128,600

| Activity                                                                                                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
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| <p><b>Sufficient revision material so that ALL students can prepare adequately for their examinations</b></p> <p>Use of appropriate and high quality platforms to deliver additional learning and support, for example MathsWatch and Kerboodle. This includes study guides given to year 11 students</p> | <p>There is a strong evidence to support the approach that providing sufficient, high-quality revision materials helps all students prepare adequately for examinations. Effective revision resources give students clear guidance on the knowledge, concepts and skills they need to revisit content, whilst reducing barriers to independent study. This is particularly important for students who may have less access to suitable resources, structured study support or a quiet environment outside college.</p> <p>Based on the above we want to ensure that revision material is available to all students – including those that may not have access to the online platforms. Revision material packs will be prepared and given to students as a hard copy so that they can access the content from home. We believe that if all students are able to access small spells of revision at home each day that concepts will become embedded and students will be more confident answering examination questions.</p> | 1, 5                          |

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| <p><b>Parent workshop to introduce them to materials</b></p> <p>Improve engagement from parents of PP students so that they are able to give their children the necessary support at home</p>                                                                                                                                                      | <p><i>The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is most effective when used as a short and focused intervention. EEF Teaching and Learning Toolkit October 2018.</i></p> <p>Some feedback from parents is that they want to support their children at home but they do not always know how to. We therefore want to show parents how the online homework platforms work so that they can provide the necessary support to their children at home.</p> | <p>5</p>    |
| <p><b>Professional development, training and support.</b></p> <p>Focused CPD to improve quality of teaching and learning from good to outstanding. Staff to attend external courses and feed back to whole body of staff at CPD sessions. This information to be discussed at alliance meetings and become a focus during lesson observations.</p> | <p>Focused, evidence-informed and sustained CPD will strengthen teachers' knowledge, skills and classroom practice, leading to greater consistency and improved quality of teaching and learning. By targeting identified areas for development and providing opportunities for practice and feedback, CPD will support teachers to build on existing good practice and move towards consistently high-quality, outstanding teaching and improved student outcomes.</p> <p>Based on the above, we want to make PP a focus during lesson observations so that it will become embedded with all staff to vary teaching methods so</p>                                                                | <p>1, 6</p> |

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|                                                                                                            | <p>that all students can make progress during lessons.</p> <p><i>Good teaching is the most important lever colleges have to improve outcomes for disadvantaged students. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p><i>EEF Guide to Pupil Premium.</i></p> |      |
| Recruitment of additional support staff to help with small group interventions and in class interventions. | <p>Programmes involving Teaching assistants or volunteers can have a valuable impact. Overall, the evidence is consistent and strong.</p> <p>Establish RAISE group to do small group work with students struggling to build friendships and relationships</p>                                                                                                                           | 1, 3 |

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

Budgeted cost: £ 123,400

| Activity                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Additional interventions in literacy and numeracy for disadvantaged students.</b> | <p>Evidence from the <b>Education Endowment Foundation (EEF)</b> supports the use of targeted literacy and numeracy interventions for disadvantaged pupils, particularly when support is based on identified gaps and delivered through structured, small-group or one-to-one teaching.</p> <p>Evidence from literacy interventions demonstrates improvements in</p> | 1, 2                          |

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|                                                                                                                                                                                                                                                                                                                                                                                                   | reading outcomes, while mathematics evidence indicates positive effects, particularly when interventions are frequent and delivered by appropriately trained staff. These interventions will address gaps in learning and help to improve student attainment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |
| <p><b>PP students to receive extra support for their learning through small group tuition both during and after college time</b></p> <p>PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments. They will be invited to attend half term booster classes as well as targeted intervention sessions during exam times</p> | <p>Research from the Education Endowment Foundation (EEF) suggests that targeted small-group tuition can have a positive impact on pupil attainment, with an average of approximately four months' additional progress over the course of a year. The approach is particularly appropriate for pupils who are disadvantaged, have identified learning gaps or are at risk of falling behind.</p> <p>Small-group tuition enables teaching to be closely matched to individual needs, providing additional explanation, practice, feedback and opportunities to address misconceptions. Evidence also indicates that tuition is most effective when it is additional to, and explicitly linked with, high-quality classroom teaching. Providing targeted support during and after college hours therefore provides PP students with additional opportunities to consolidate learning, close identified gaps and improve progress and attainment.</p> | 1, 2 |

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

Budgeted cost: £ 41,700

| Activity                                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
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| <p><b>Supporting the social, emotional and mental health needs of disadvantaged students through additional PSHE workshops, MHWB support staff, additional pastoral support and a package of resources from the PSHE Association.</b></p> | <p>Evidence indicates that disadvantaged students can have greater social and emotional needs and that these needs can affect wellbeing, behaviour, engagement and academic attainment. <b>Evidence from the Education Endowment Foundation</b> shows that effective social and emotional learning can improve pupils' social and emotional skills, attitudes to learning and academic outcomes. A combination of PSHE provision and targeted support is recommended, as well as dedicated mental health and wellbeing staff and enhanced pastoral support to ensure disadvantaged students are supported appropriately. Disadvantaged students will be given the necessary skills to develop emotional resilience, healthy relationships, self-regulation and the confidence to seek support when needed.</p> | <p>3, 4</p>                   |
| <p><b>PP students are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in college and at home.</b></p>                                                                           | <p>Research from the Education Endowment Foundation provides strong support for explicitly developing metacognition and self-regulation among disadvantaged students. Metacognitive approaches have an average impact of around eight months' additional progress and can support learners to manage their</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>2, 3</p>                   |

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| <p>All staff to attend CPD sessions and alliances to discuss strategies that all staff in their alliance will focus on to improve the wellbeing of PP students.</p> | <p>motivation, thoughts and behaviour, set goals, monitor their responses and evaluate the effectiveness of different strategies. Developing students' emotional self-regulation alongside metacognitive skills can therefore help PP students become more independent in managing challenges, regulating their emotions and making effective choices both in college and at home.</p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Total budgeted cost: £ 293,700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

The College reviewed the impact of its Pupil Premium strategy at the end of the 2025–2026 academic year. Overall, the strategy had a positive impact on attendance, engagement and academic progress for disadvantaged pupils, although some gaps remain and will continue to be a focus of the 2025–26 strategy.

The attainment 8 figure for non-pupil premium students in the college at the end of the 2025–2026 academic year was 54.48. In comparison, the attainment 8 number for disadvantaged students was 43.22.

The percentage of non-pupil premium students within the College that achieved a grade 5 and above in English and Mathematics was 64.2%. In comparison, 35.7 % of disadvantaged students achieved a grade 5 and above for English and Maths.

Progress 8 for Non pupil premium students were 0.28 whilst the number for the PP students was 0.77.

#### **KEY OUTCOMES**

During the 2025-2026 academic year, the College had 323 pupil premium students on roll. This amounted to 31.6% in terms of the national average and 34.6% of the College average.

There was a very slight improvement in the attendance gap between disadvantaged pupils and their peers. At the end of the 2024-2025 academic year, the gap was 3.41%. This slightly improved to 3.14% at the end of the 2025 – 2026 academic year. The overall attendance percentage for all students was 92.08% whilst the percentage for PP students was 88.94% which is in line with national average.

Persistent absence among disadvantaged pupils was 24.3% whilst persistent absence for non-pupil premium students was 20.6%. The College met with all the families and support plans were put in place to support both parents and students to remove barriers to the children attending college regularly.

Targeted small-group tuition in reading and mathematics resulted in both pupil premium and non-pupil premium students making positive progress in both English and Maths. In English the

progress score for pupil premium students was 0.82 whilst the number for non-pupil premium students was 1.35. In Maths, the progress for pupil premium students was positive, 0.7. For non-pupil premium students, it was 1.77.

The College dedicated a significant amount of time to pastoral and wellbeing support for disadvantaged students. Although there was initially an increase in the amount of behaviour incidents involving PP students, the support mentioned earlier did begin to take effect and fewer disadvantaged pupils required repeated behaviour interventions.

The College had three parent meetings throughout the year giving parents the opportunity to speak to their child's teachers. These meetings combined with information evenings for parents as to how to support their child at home, helped to improve communication and parents of disadvantaged students were keen to be involved in their child's education.

### **What worked well**

In order to ensure all pupils within the College had ample opportunities to make significant progress, the College provided a range of support over the course of the academic year. Targeted academic intervention, particularly small-group tuition, had the greatest measurable impact. The College also did a lot of work to ensure attendance concerns were identified early on and closer communication with families helped to reduce persistent absence. Although there is a difference in the progress score of pupil and non-pupil premium student progress in both Maths and English, the score for pupil premium students in both subject areas are positive. This confirms that intervention strategies the College has in place for these students are working.

### **What did not work as expected**

Although the College provided additional support for disadvantaged pupils, a gap in attainment remains an area for improvement. Results show that non pupil premium students still outperform pupil premium students when it comes to achieving the higher end grades. The College will need to focus on more enrichment opportunities for pupil premium students so that they can grow in confidence when having to answer the higher end questions.

There is still a gap between the amount of pupil premium students achieving a grade 5 in English and Maths compared to non-pupil premium students. More in depth, targeted intervention needs to be offered to pupil premium students in English and Maths to narrow this gap. This may have to take the form of conferences and intervention days.

Whole staff CPD will also focus on ensuring that expectations for all pupil premium students remain high. Regular communication with home will ensure parents are informed about the progress of their students and parent information sessions will ensure parents are equipped to support their children at home.

The College will continue to prioritise high-quality teaching and targeted academic support. There will be a specific focus on both numeracy and literacy across the College. All staff will be expected to have a numeracy and literacy focus in their lessons regardless of the subject they teach. Progress will be more closely monitored through half-termly reviews of pupil progress, attendance and engagement to ensure that resources are directed towards pupils where they are having the greatest impact.