

Pupil premium strategy statement – Acklam Grange School

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 | 1469 |
| Proportion (%) of pupil premium eligible pupils | 31.4% |
| 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) | 2024-25 2025-26 2026-27 |
| Date this statement was published | 31.12.2024 |
| Date on which it will be reviewed | 31.12.2025 |
| Statement authorised by | M Laidler Head Teacher |
| Pupil premium lead | D Dixon Pupil Premium Lead |
| Governor / Trustee lead | S Ali |

Funding overview

| Detail | Amount |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £495,575 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £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> | £495,575 |

Part A: Pupil premium strategy plan

Statement of intent

At Acklam Grange School our Intent is to build on the successes of our previous three year plan and for all disadvantaged students to:

- Achieve in line with, if not higher than, their peers
- Obtain a broad and balanced suite of qualifications to support progression into post-16 provision
- Have high levels of literacy, numeracy and IT skills
- Develop as responsible citizens with the skills to be successful
- Have Equity and Equality within school and society

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Vulnerabilities: Some students arrive at the academy with multiple vulnerabilities, resulting in significant gaps in terms of personal developments, including attendance, mental health, SEND needs. |
| 2 | Social and income deprivation: Students do not have access to childhood experiences to develop and deepen cultural capital. |
| 3 | Reading: A proportion of Pupil Premium students have gaps in phonetical knowledge, fluency, comprehension and vocabulary. We intend to continue to improve engagement and the ability to access a broad and balanced curriculum and increase outcomes. |
| 4 | Conduct: some students need support to regulate their behaviour and require additional help to develop strong, trusted and respected relationships with adults. |

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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading: Pupil Premium Students will have the basic tools to be successful readers and are becoming more enthusiastic readers. Teachers read aspirational books to all Pupil Premium students which broadens their vocabulary and oracy | All Pupil Premium students to be at age related reading age or above on leaving secondary school. Students' work provides evidence of use of subject specific vocabulary used appropriately across the curriculum |
| Pupil Premium students make accelerated progress | External Examination results show that progress is in line with or above other students |
| Pupil Premium Students' barriers to learning reduced to ensure high percentage attendance in order to access the "One Curriculum" | Pupil Premium attendance to be in line with or above their peers in school, regional and national. Pupil Premium persistent absence to be in line with or below their peers in school, regional and national. |
| Pupil Premium students demonstrate positive attitudes and behaviour towards their learning and others | Pupil premium suspensions and exclusions are in line with school, regional and national data and their peers. |
| Pupil Premium students are well prepared and have the support, confidence and knowledge to allow them to be successfully transitioned at all phases. | Pupil Premium NEET figures are below or in line with national figures. Pupil Premium outcomes are positive at all phases. |

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: £132,020

| Activity | Evidence that supports this approach | Challenge number addressed |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------|
| Curriculum Design: Bespoke Learning Pathways to suit the needs of PP students. Regular, targeted pathway reviews, | EEF research shows high impact for very low cost. Regular internal and external assessments and data captures. | 3, 4 |

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| personalisation of Teaching and Learning. Literacy intervention for Blue and Green pathway. | | |
| Resolution and THRIVE Provision for students with highest needs | <p>External Examination results</p> <p>Attendance and PA outcomes for key cohorts</p> <p>Suspension and re-integration plans to prevent PEX</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> | 3 |
| Equality and Equity via high quality teaching | <p>Key priority of past and current Whole School Development Plans</p> <p>Student outcomes</p> <p>Quality Assurance cycle</p> <p>Faculty leader and TLR walkthroughs</p> <p>Peer observation and discussion</p> <p>Research based CPD Programme (see below)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1,2,3,4 |
| <p>Oracy and Vocabulary Development</p> <p>Independent reading widely used at lesson starts for settling</p> <p>Tutor reading with tutor group</p> <p>Whole school focus on disciplinary literacy</p> <p>Reading and Literacy thread through CPD sessions</p> | <p>Weekly reading sessions</p> <p>Quality assured fortnightly via school QA processes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> | 2,3 |

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| Research Informed Professional Development CPD Programme contains highest impact strategies, most suited to the needs of our students | <p>“AG Way” including our “Teaching and Learning” Handbook provides staff with key principles and routines to support our academic ethos and classroom practices.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1,2,3,4 |
| Accurate assessment strategies | <p>Pupil Premium Students at KS4 identified on Underachievers’ Checklist and appropriate actions put in place to monitor, support and challenge</p> <p>Following data analysis, 1to1 meetings take place for underachieving students at both Key Stages with key staff, where target setting takes place.</p> <p>Use of seating plans in response to ability, data and assessment as well as pastoral needs.</p> <p>Progress Meetings with Faculty Leaders following data captures include proforma to identify individual needs and suitable strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> | <p>1,3,4</p> <p>3,4</p> <p>3,4</p> <p>1,2,3,4</p> |
| Induction Processes | High quality Induction for all new teaching staff relating to Safeguarding, Teaching and Learning, Behaviour Management, SEND, EAL provision, Child Protection, Pastoral Support, Literacy and Reading, Multi-culturalism and the local context, Prevent Agenda | 1,2,3,4 |

Targeted academic support

Budgeted cost: £236,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Reading for Progress: Specialised, timetabled intervention programmes to address a range of needs relation to reading and comprehension. Delivered by trained staff / specialists: | EEF research shows high impact for very low cost in Phonics teaching and very high impact for very low cost in terms of Reading comprehension strategies. | 2, 3 |

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| Lexonic Inference training The Connect curriculum Reading mentors | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading | |
| Reading for Pleasure: High profile reading strategies: Read around the World Read to Succeed Star Readers (Pupil Premium students are prioritised) | EEF research shows very high impact for very low cost based on extensive evidence | 2,3 |
| Study Support: After school homework clubs Access in school for Bedrock Year 11 Study support sessions, where Pupil Premium students' attendance is carefully monitored Daily KS4 Independent Study room (lunchtime and after school) Year 11 study / subject focused tutor groups e.g. Maths and KS3 Maths groups KS4 students provided with laptops as a result of 1to1s Targeted holiday / weekend intervention sessions | KS3 internal data and outcomes KS4 external data / outcomes Attendance data Data trackers | 1,2,3 |
| Academic Mentoring Programme | Student outcomes, including external examination results Attendance data Data trackers | 1,2,3 |
| Enrichment and Cultural Capital | Eton College Summer School (via charitable foundation) for a group of Pupil Premium students, Summer 2024 Scholars Programme: Pupil Premium students are targeted to become involved | 2 |

Wider strategies

Budgeted cost: £126,805

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Uniform and Equipment (Family approach): | <p>Badged uniform items provided based on individual needs. Removing barriers to attendance.</p> <p>Uniform swap shop allows parents to donate and acquire uniform as required</p> <p>Pupil Premium Equipment slips to allow students to quickly get the equipment they need.</p> | 1 |
| Staff School Culture (One Curriculum) | 2024 Launch with all staff to ensure consistency in approach to supporting students in all areas of the wider curriculum. Strategies include Stop and Drop, PIP and RIP. | 1,2,3,4 |
| Behaviour: | | 4 |
| PROCLAIM / PACE model, including staff training. | Evidence via data on student engagement and suspension data. | |
| Targeted intervention and support meetings, home visits, Behaviour modification programme. | <p>Evidenced via exclusions data and home visits tracker (prioritises Pupil Premium students)</p> <p>EEF research shows very high impact for very low cost in terms of self regulation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour </p> | 4 |
| Attendance: Targeted intervention and support meetings. Key workers. Personalised timetables. Counsellor. Rewards events and trips | <p>Evidence via attendance data.</p> <p>Individual plans for KS4 students to ensure attendance at examinations</p> <p>Attendance Boards</p> <p>Celebrating weekly in assemblies, winning tutor groups</p> | 1,4 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance | |
| <p>Wellbeing: Free breakfast for every student, every day.</p> <p>Year 11 preexamination breakfast sessions.</p> <p>Financial support for Prom tickets, dresses, suits, haircuts so that no students miss out</p> | <p>Resulting in increased attendance and punctuality, fewer AM behaviour points</p> <p>All eligible students able to attend.</p> | <p>1,2</p> <p>2</p> <p>2</p> |
| <p>CEIAG: Shine Event / Careers Trips / College Visits/ Visiting Speakers / Enterprise Day. Personalised careers interviews and 1to1 meetings for KS4 options.</p> | <p>Evidenced via destinations data and student outcomes at KS4.P</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention</p> | <p>1,2</p> |
| <p>ARC Services: Thrive / Counselling Services/ ELSA / Keyworkers / mindfulness training</p> <p>ARC Forum, to bring key teams together</p> | <p>Attendance data Behaviour and exclusions data Outcomes data (internal and external)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</p> | <p>1,2,4</p> <p>1,2,4</p> |
| <p>Communication with parents: Face to face approach.</p> | <p>Attendance data Meetings data Behaviour and exclusions data</p> | <p>1,2,4</p> |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Use of non teaching staff increases availability for meetings | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=study%20support | |
| Extra Curricular and Enrichment : Visits to London, Normandy and Barcelona were all provided with financial support to meet the needs of Pupil Premium students. Financial support for Music lessons (extra curricular) for Pupil Premium students | Attendance and attitude to learning trips and rewards Tracking of extra curricular attendance (SOCSFM) to monitor attendance and ensure Safeguarding. High uptake of Pupil Premium students. | 1,2,4 1,2,4 |

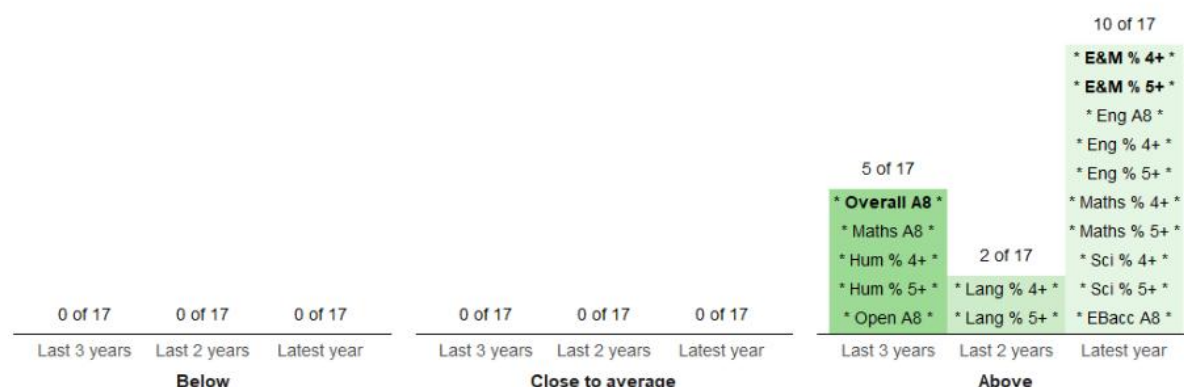
Total budgeted cost: £495,575

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall Headline Measures

Acklam Grange PP students continued a positive 3 year trend outperforming the national for all Attainment Measures.



Acklam Grange PP students did not receive a progress score for 2025. Our positive 3-year trend outperforming the national for all Progress Measures can be seen below from the latest available data in 2024.



PP Attainment 8 overall was 41.6 significantly outperforming the PP national of 34.9. The in school Gap of 11.05 is significantly narrower than the national Gap (15.4).

Disadvantaged pupils - Overall A8

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 41.6 | 34.9 | Above (sig+) |
| 2024 | 93 | 40.8 | 34.6 | Above (sig+) |
| 2023 | 86 | 43.8 | 35.0 | Above (sig+) |

From the latest available data, PP students significantly outperformed the national PP and achieved broadly in line with non-PP nationally for the past 3 years.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2024 | 89 | 0.00 | -0.57 | Above (sig+) |
| 2023 | 84 | 0.00 | -0.57 | Above (sig+) |
| 2022 | 121 | 0.08 | -0.55 | Above (sig+) |

58.7% of PP students achieved a standard pass in both English and Maths which was significantly above the national PP of 43.5%, continuing our 3 year trend of outperforming national.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 58.7% | 43.5% | Above (sig+) |

37.5% of PP students achieved a good pass of 9-5 in both English and Maths which was significantly above the national PP of 25.6%, continuing our 3 year trend of outperforming national.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 37.5% | 25.6% | Above (sig+) |

Ebacc Outcomes

- 24% of PP students were eligible for the Ebacc which is higher than the PP National.
- Ebacc APS for all PP students was 3.61 which outperformed the PP national of 2.99.
- 20% of PP students achieved an overall standard pass across the Ebacc outperforming the national PP (13%).
- 20% of all PP students achieved an overall good pass across the Ebacc, outperforming the national PP of 8%.

English Outcomes

- A8 score for all PP students in 2025 was 8.9 which significantly outperformed the PP national of 7.8.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 8.9 | 7.8 | Above (sig+) |

- There was no data for the progress the PP students made in 2025. The latest available data for 2024 showed all PP students in English significantly outperformed the PP national.

- 70.2% of PP students achieved grades 9-4 in Best English, significantly outperforming the national PP of 56.2%.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 70.2% | 56.2% | Above (sig+) |

- 53.8% (Nat 41.2%) of PP students achieved 9-5 grades in Best English significantly outperforming the national PP of 41.2%.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 53.8% | 41.2% | Above (sig+) |

Maths

- A8 score for all PP students in 2025 was 8.6 which significantly outperformed the PP national of 6.9 and continues the 3 years significantly above trend.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 8.6 | 6.9 | Above (sig+) |
| 2024 | 93 | 8.0 | 6.9 | Above (sig+) |
| 2023 | 86 | 8.3 | 6.9 | Above (sig+) |

- There was no data for the progress for all the PP students made in 2025. The latest available data for 2024 showed all PP students in Maths significantly outperformed the PP national and this is a positive 3-year trend.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2024 | 89 | -0.02 | -0.52 | Above (sig+) |
| 2023 | 84 | -0.14 | -0.51 | Above (sig+) |
| 2022 | 121 | 0.04 | -0.49 | Above (sig+) |

- 65.4% of PP students achieved 9-4 grades in maths, significantly outperforming the national PP of 49.5%.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 65.4% | 49.5% | Above (sig+) |

- 42.5% of PP students achieved 9-5 grades in maths, significantly outperforming the national PP of 30.7% continuing a 3 year above national trend.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 104 | 45.2% | 30.7% | Above (sig+) |

Science

- 61.8% of PP students achieved 9-4 grades in Science significantly outperforming the national PP of 47.2% in 2025.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 102 | 61.8% | 47.2% | Above (sig+) |

- 43.1% of PP students achieved 9-5 grades in Science, significantly outperforming the national PP of 29.5% in 2025.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|
| | | School | National | National distribution banding |
| 2025 | 102 | 43.1% | 29.5% | Above (sig+) |

- There was no data for the VA for all the PP students in 2025 available. The latest available data for 2024 showed all PP students in science significantly outperformed the PP national **AND** outperformed the national non-PP students.

| Year | Cohort | School disadvantaged compared to national disadvantaged | | | School disadvantaged compared to national non-disadvantaged | | |
|------|--------|---------------------------------------------------------|----------|-------------------------------|-------------------------------------------------------------|------|-----------|
| | | School | National | National distribution banding | National (non dis) | Gap | Gap Trend |
| 2024 | 87 | 0.16 | -0.42 | Above (sig+) | 0.14 | 0.03 | No gap |

Pupil Premium Attendance 2024/25 (validated for Term 1 only) 2023/24 (Full year)

Attendance

- The overall PP attendance was 89.7% higher than the National 88.2% with the in-school gap narrower than the national gap.
- The PP attendance for all groups and year groups is higher than national for all PP starting points

| Year | Cohort | School | National | National distribution banding |
|---------|--------|--------|----------|-------------------------------|
| 2024/25 | 503 | 89.7% | 88.2% | Close to average |
| 2023/24 | 457 | 88.1% | 86.0% | Close to average |

Persistent Absence

- PP Persistent Absence 31.6% was lower than the national 34.5% with the in-school gap is smaller than the national gap.
- The PP Persistence Absence for all groups and year groups is lower than PP national for all starting points.

| Year | Cohort | School | National | National distribution banding |
|---------|--------|--------|----------|-------------------------------|
| 2024/25 | 503 | 31.6% | 34.5% | Close to average (non-sig) |
| 2023/24 | 457 | 36.5% | 42.5% | Below (sig-) |

Pupil Premium Suspensions

- The % of incidents of suspension for our PP students were significantly lower than the national PP and lower than the Non-PP national.
- Number of PP students suspended one or more times at AGS was 8.93% which is significantly lower compared to 16.57% nationally. Continuing the 3 years significantly below the national trend.

| Year | Cohort | School | National | National distribution banding | Trend | School context |
|---------|--------|--------|----------|-------------------------------|---------------|----------------|
| 2023/24 | 459 | 8.93% | 16.57% | Below (sig-) | No sig change | - |
| 2022/23 | 467 | 7.71% | 15.16% | Below (sig-) | No sig change | - |
| 2021/22 | 527 | 7.97% | 13.01% | Below (sig-) | Not available | - |

- Number of PP students suspended more than one time at AGS was 3.7% which is significantly lower compared to 9.4% nationally. This has continued being lower than national significantly for the past 3 years.

| Year | Cohort | School | National | National distribution banding | Trend | School context |
|---------|--------|--------|----------|-------------------------------|---------------|----------------|
| 2023/24 | 459 | 3.70% | 9.40% | Below (sig-) | No sig change | - |
| 2022/23 | 467 | 4.07% | 8.31% | Below (sig-) | No sig change | - |
| 2021/22 | 527 | 2.47% | 6.56% | Below (sig-) | Not available | - |

Internal Year 7: INITIAL PROGRESS DATA AGAINST KS4 PREDICTED OUTCOME TARGETS

English

- 88% of PP students are working towards their target or above in English (Gap 9%)
- 35% of PP students are working on target or above in English (Gap 17%)

Maths

- 88% of PP students are working towards their target or above in Maths (Gap 5%)
- 66% of PP students are working on target or above in Maths (Gap 12%)

Science

- 78% of PP students are working towards their target or above in Science (Gap 7%)
- 39% of PP students are working on target or above in Science (Gap 24%)

English & Maths

- 79% of PP students are on track to achieve their target in English and Maths combined

Internal Year 8: INITIAL PROGRESS DATA AGAINST KS4 PREDICTED OUTCOME TARGETS

English

- 91% of PP students are working towards their target or above in English (Gap 5%)
- 46% of PP students are working on target or above in English (Gap 16%)

Maths

- 77% of PP students are working towards their target or above in Maths (Gap 12%)
- 61% of PP students are working on target or above in Maths (Gap 17%)

Science

- 74% of PP students are working towards their target or above in Science (Gap 17%)
- 56% of PP students are working on target or above in Science (Gap 15%)

English & Maths

- 73% of PP students are on track to achieve their target in English and Maths combined

Internal Year 9: INITIAL PROGRESS DATA AGAINST KS4 PREDICTED OUTCOME TARGETS

English

- 78% of PP students are working towards their target or above in English (Gap 19%)
- 30% of PP students are working on target or above in English (Gap 20%)

Maths

- 82% of PP students are working towards their target or above in Maths (Gap 9%)
- 69% of PP students are working on target or above in Maths (Gap 9%)

Science

- 54% of PP students are working towards their target or above in Science (Gap 24%)

- 22% of PP students are working on target or above in Science (Gap 19%)

English & Maths

- 71% of PP students on track to achieve their target in English and Maths combined

CEIAG

- In 2025 93% of PP students went onto further education (7% NEET) which is significantly higher than the PP national value and inline with the non-PP national.
- The latest validated figures in 2023 saw 83% of our PP student staying in education or post-16 activity, however 5% of students were not captured.

Extra-Curricular

- 98% of all PP students attended 1 or more enhanced curriculum session in 2024/25 demonstrating an offer that is accessible for all.
- 56% of all students attended an external visit during this year.

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 |
|---------------------------------------------|------------------------------|
| 3-year subscription to Unifrog / Placements | Unifrog- 3 year subscription |
| Computing & Business Subscription | SimplyTeach |
| English Subscription | BizzWizard |
| Leapsite renewal | Lexonik |
| Thrive | Thrive |
| SPARX Maths | SPARX Maths |
| SOCS | SOCS |
| Juniper | Juniper |
| TWINKL | TWINKL |
| Maths Subscription | MathsBox |
| Science/PE/Maths & English | Exampro |
| Award Scheme | Duke of Edinburgh |
| Whole School Subscription | PIXL |
| Class Charts | TES |
| School Robins | TES |
| Maths Subscription | La Selle Education |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year |
| The allocation contributed to the cost of PP Champion, Pastoral care, Attendance, including Behaviour Support and Counselling Service. |
| The impact of that spending on service pupil premium eligible pupils |
| All service children have access to pastoral care, counselling if needed and support with attendance and behaviour where necessary. |

