Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Judgemeadow Community College
Number of pupils in school	1033
Proportion (%) of pupil premium eligible pupils	24.59%
Academic year/years that our current pupil premium strategy plan covers	25-27
Date this statement was published	17/12/2025
Date on which it will be reviewed	01/09/2026
Statement authorised by	Alex Grainge (Principal)
Pupil premium lead	Emma Andrews (Assistant Principal)
Governor / Trustee lead	Rishma Dattani (Governor link for disadvantaged learners).

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,860
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£74,839
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£357,699

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

As part of the Lionheart Educational Trust, we subscribe to a philosophy of equity and excellence for all. Our aim at Judgemeadow is to use the Pupil Premium funding to ensure that all our students, regardless of socio-economic background can fulfil their potential through addressing the identified challenges which impact on their learning and success. Our long-term aim is to improve and sustain higher attainment for disadvantaged pupils at our school so that it is comparable with that of non-disadvantaged pupils nationally. We also want to ensure that the student's experience is pupil-centred, ensuring our provision aligns with their needs and their time in our school is positive and is comparable with those students not eligible for the pupil premium.

How does your current pupil premium strategy plan work towards achieving those objectives?

- The strategy for 2025-26 represents the beginning of a new three year plan. Most of the approaches in this new plan are a continuation and development of those implemented in the last three years, which are proving to be effective in addressing the impact of socio-economic disadvantage **on learning**. As we are moving away from the COVID era, we recognise the impact it still has on our students but are moving away from some strategies.
- Our long-term key priorities are based on the identified needs of our students and are focused on: ensuring our teachers receive quality CPD based on evidence research to help further improve the quality of teaching and learning, improving behaviour for learning through our whole school culture and ethos and improving literacy and attendance. Further priorities include providing financial support, widening cultural capital and providing opportunities for skill building and guidance for future study / career choices.

What are the key principles of your strategy plan?

- All students including those that are disadvantaged have access to a challenging, knowledge rich and broad curriculum. All students are encouraged to aim high and to acquire and develop their academic ability whilst building on key essential skills necessary to help them pursue their future chosen educational and career pathway.
- Many of the approaches in our strategy plan are whole school strategies, which serve to embed our ethos and culture and are mirrored each year in our whole school development plan.
- PP students benefit as there is a clear focus on high quality teaching and learning, routines are set, guidelines and expectations are explicit and there are clear systems in place.

- All members of the Senior Leadership Team, HOYs, AHOYs, HODs play a role in implementing the strategy thus ensuring it is a whole school endeavour.
- There is a whole staff CPD session each year to ensure all staff understand the PP Strategy and their role within it.
- PP reps in every faculty ensures the learning, progress and inclusion of PP students remains high profile and is everybody's business.
- We have a dedicated full-time non-teaching PP Champion whose sole role is to support students in raising attainment, attendance and aspiration as well as providing social and emotional support. We have also appointed 2 full- time PP Learning Mentors, supporting in Maths and English. Our PP team ensure there is effective communication with pupils and families.
- All students who are eligible for the Pupil Premium are given a £100 personal grant per year to ensure their school life and experiences are not hindered by financial barriers.
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Challenges

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

Challenge number	Detail of challenge
1	**Application of metacognition skills and self-regulated learning.** Our disadvantaged students need to experience **consistently high-quality teaching** in all lessons and understand how to be more effective learners. Many of our disadvantaged students still find it hard to memorise, retain and recall knowledge, which can result in a lack of resilience and motivation.
2	**Behaviour and attitude for learning:** Although the picture is improving rapidly, the behaviour and attitude to learning of a proportion of our disadvantaged students still adversely affects their progress.
3	**Low literacy**: A proportion of disadvantaged year 7 students have low levels of literacy on entry and have not made the expected progress at KS2. This prevents them from making rapid progress in KS3 (Y7&8) and later from achieving higher outcomes at the end of KS4. In addition, many of our PP students rarely read for pleasure so their vocabulary is not broad enough to cope with the new, more demanding GCSEs. The average **reading age** of **GCSE** exam papers is 15 years and 7 months.
4	**Attendance:** The correlation between good attendance and strong student outcomes is very evident in our KS4 data year on year. Although there was a significant improvement in PP attendance 2022-23, we need to continue to address the attitudinal culture of some of our students and families towards attendance through a whole school approach. Students need to be in school to learn and make progress.
5	**Finance**: Disadvantaged students may not have equal access to enrichment opportunities, correct uniform, extra tuition, educational resources through lack of finance which impacts their learning. Finance has become a deeper challenge with the increase of the cost of living.
6.	**Cultural capital deficit and aspiration:** Our disadvantaged students often have a narrower experience of life and limited opportunities outside school than their non- disadvantaged counterparts and can lack the knowledge and skills to get ahead in education and life more generally. Whilst many of our PP students are aspirant, they often need extra support and guidance in learning what is out there and which pathways to follow.

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
1. Teachers deliver lessons following the guidance of Barack Rosenshine's Principles of Instruction to ensure a common narrative in the quality of teaching and learning across the curriculum. The Effective Learning Strategies based on the work of "The Learning Scientists" are embedded into practice so all of our students understand how to become **good learners**.	Evidenced through dept reviews, learning walks, book looks, LAT reviews and student voice. Students are able to demonstrate that they know how to learn and show greater resilience. Improved progress outcomes for PP students.
2. Behaviour and attitude for learning continue to improve which will in turn have a positive impact on the academic progress of PP students.	The proportion of PP students receiving behaviour points, SLT detentions and on-calls continues to reduce. The proportion of merits and rewards for PP students continues to increase. Improvement in progress of PP students.
3. The literacy skills of our lowest attaining identified PP students on entry are caught up in line with their peers so that they are able to access the secondary curriculum and start to make more rapid progress. Students are equipped with reading strategies they can use when tackling informational texts and make better progress by strengthening their comprehension skills.	All PP students are reading a class book in form times. Long term desired outcome: disadvantaged students will meet at least national average in Basic measures at 4+ and 5+ by the end of Year 11.
4. Further improved attendance of disadvantaged students, narrowing the gap relative to other students in the school.	Attendance of disadvantaged students across the school is moving in line with that of non-disadvantaged students.
5. The school life and experiences of disadvantaged students are not hindered by financial barriers.	Analysis of pupil premium personal grant spreadsheet shows the percentage of students who have used the money to fund educational resources, uniform, enrichment opportunities.
6. More guided aspirations within the Pupil Premium cohort and experiences outside school are broadened. Students are more motivated to aim high and accelerate their progress so that they can attain well. Students in both key stages have opportunities to develop and evidence essential skills.	Students aim high and post Judgemeadow destinations are appropriate. Maintain our low NEET figure. Data shows that disadvantaged students are proportionally represented in visits to universities, trips, visits, talks, and are given priority with careers advice, support and guidance. % of PP students holding Leadership roles continues to increase.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus on Metacognition, positive framing, self-evaluation and improvement with a particular focus on whole class participation and live marking and feedback. Give Teachers real opportunities to develop their teaching and learning practice AND their behaviour for learning practice by building a bespoke, individualised programme within a clearly calendared and frameworked CPD programme. This includes use of: -National College subscription -Walkthrus subscription -Pedagogical texts purchased for all staff. -Dept subject specific meeting time -Calendared CPD and am briefings IRIS Connect is being used to drive the Instructional Coaching where staff can record and review their practice	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium strategy to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium". **The EEF guide to the Pupil Premium: Key Principles** https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-on-professional-development Sherrington: 'effective CPD: evidence seeking, expertise harnessing, evaluative of processes, cyclical in reviewing, personalized, sustained over time.' https://www.headteacher-update.com/best-practice-article/the-golden-triangle-how-to-improve-performance-management-in-schools-appraisal-improvement-cpd-support-teachers-teaching-lessons-observation-1/243674/	1,2
Further embedding of Barack Rosenshine's 'Principles of Instruction' in lesson planning and delivery	Clear and concise evidence-based research guide to the most effective teaching and learning methods. https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867 High quality teachers and lessons with clear signposting enable PP students to make better progress.	1

Continue to consolidate PROUD presentation policy.	Consistency throughout the year of presentation and work in PP books/ folders. Students have clear guidelines as to what is expected, have pride in their work and maintain high standards.	1
Implementation of feedback policy	EEF: feedback (+ 6 months)	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit PP review last year highlighted some inconsistencies in the quantity of feedback students received in certain subject areas.	
PP Reps in every Faculty. Conduct PP enquiry via student voice regarding their learning in lessons / metacognition. Conduct book looks – PROUD, progression in learning, feedback.	"When it is at its most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it". **EEF guide to the Pupil Premium** The progress of PP students is everybody's business.	1
Extra support given to PP students where necessary eg. organisation / somewhere to work. Parental contact and support.	EEF: homework (+ 5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Continue to create passports for all PP students accessible in staff shared drive	Teachers understand their students' individual barriers to learning, strengths and aspirations. EEF: Individualised instruction (+4 months) PP students are all individual and should not be seen as a homogenous group. The development of relationships is the foundation for learning. Research evidence: Addressing Educational Disadvantage in schools and colleges: the Essex Way (ed.Marc Rowland)	1
LAT rolling programme of digital support, which started during the pandemic, to continue to provide "Chromebooks" / Internet access to those disadvantaged students who require it at home. (New yr 7 prioritised initially).	Lessons learned from school closure during the pandemic showed that those students with no or very limited ICT access at home were further disadvantaged. PP student work engagement figures improved significantly once support with ICT was provided. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 5
QA processes to have specific focus devoted to PP provision and progress	HODs need to be pro-active in securing more positive outcomes for PP students. The progress of PP students is everybody's business. PP focus forms part of each department's QA process.	1

Continue to embed JM as a Reading School. Continue to promote reading through the form time books, the Lionheart Canon and the Reading Rampage One book fair this academic year – PP help support with this. All the money given back to the school is given to PP to provide year 7 PP students with a free book Reading and Reciprocal Reading strategies to support students in the classroom are regularly communicated to teaching staff. RR is also a Trust wide priority, woven into schemes of work Further develop the supported reading programme and 1 -1 phonics interventions with TAs some of who support PP students.	"Language comprehension facilitates independence in learning. It helps ensure pupils do not opt out and contributes to belonging. It builds confidence and self-esteem. It can help all aspects of school life". (Addressing Educational Disadvantage – Marc Rowland) EEF: Reading comprehension strategies +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 "Every moment in school needs to be a language development and comprehension moment ". (Addressing Educational Disadvantage – Marc Rowland) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1700711925	3
Continue Tutor Group novels Form Tutors model to students how to read well out loud - with feeling and expression. Opportunity to discuss themes and unknown vocabulary.	"When a text is read aloud by a capable reader, who provides scaffolding, 'a less fluent reader can experience autonomy and fluency and bypass frustrating sticking points at phonemic, semantic and word level to focus on comprehension". School of Education and Social Work, University of Sussex, Brighton. (Jo Westbrook)	3
PP Learning Mentor Intervention	Learning mentor TA's in Maths and English lessons with PP students. Targeting around 150 PP students a week for Maths and English https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
PP team Form Time equipment checks	PP team on Tuesday to Thursday meet with PP students to do check ins for equipment to make sure they are fully equipped.	
Careers Support	The PP team assists Year 10 PP students with completing their work experience forms. The PP team helps Year 11 PP students complete post-16 applications, ensuring they understand what to apply for and the relevant deadlines. In September/October, the PP Maths Learning Mentor meets with all Year 11 PP students, providing them with a post-16 information leaflet, a "How to Revise for GCSEs" book, and a revision guide checklist to support their success in Year 11.	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme: Purple Ruler 1:1 tuition to help secure improved outcomes for PP students in subjects they are not achieving their target grade. All year 11 PP students are offered the tuition in subjects they are not achieving their target grade in	EEF – 1:1 tuition (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,5
Continue a PP support programme for year 11 students PP champion and PP Maths Learning Mentor will meet all year 11 students twice a year	PP Maths Learning mentor and Champion will meet with the year 11 students at the start of the academic year to discuss their end of year 10 report (current working at grades, target grades, attendance and behavior), their end of year 10 mock results, provide them with a leaflet about post 16 and a "How to Revise for GCSE's" book and complete a revision guide check list with them In January year 11 PP students are seen again by the PP champion and the PP Maths Learning Mentor for a catch up	All
Continue with 1:1 interview with targeted PP students (and pupil passports created and shared with staff).	The 1:1 interviews, give students the opportunity to offload and to talk freely. Students feel that they are being listened to. The interviews also help build a trusting relationship between the PP Champion and the students, which often leads to subsequent sessions. These meetings deal with a whole range of issues – social and emotional / well-being / behaviour / academic. Strategy tried and tested over the last 5 years - shown to have impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	All
1:1 interviews with targeted KS3 PP students and pupil passports created and shared with all staff. Use as an opportunity for 1:1 discussion re: • engagement in soft skills POLISHED programme • essential skills • leadership opportunities	Greater understanding of the individual needs, barriers and aspirations of our PP students. Building trusting relationships. Students know who they can go to for support if needed. Strategy tried and tested over the last 2 years - shown to be having an impact. Intervention needs to start in KS3 so that there is sustained and meaningful progress over time. PP students are supported in aiming high and developing their soft skills essential for further education and employment.	All

LAC students supported with well-being, attendance, progress, additional resources.	Improve outcomes for LAC students. "Lack of educational achievement is one of the biggest barriers for looked after children and young people to realise their potential. The educational attainment of looked after children and young people is below that of the general population". https://www.nice.org.uk/about/nice-communities/social-care/tailored-resources/lacyp/statement-7	All
Literacy catch up programme. Ensure the progress of those Yr 7 PP students with the lowest attainment on entry.	"Low attainment in KS1 and 2 is a strong risk factor for disadvantaged pupils' later attainment". (Supporting the attainment of disadvantaged students – briefing for school leaders Nov 2015) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	3
Continued literacy support in yr 8 and 9 for PP catch up students.	To ensure those students continue to make good progress and don't slip behind. Strategy has a proven track record.	3
Scrutiny of PP cohort by year group following data drops. Names of PP students not on track in each yr group shared to ensure support and intervention in their curriculum area. Additional support from pastoral / PP team - parent and student interviews with books.	To identify quickly when progress is slipping and to address. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF: individualised instruction (+2 months) Feedback (+8 months) Parental involvement (+ 3 months)	1

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of the whole school culture of "attendance matters".	If students are not in school they will have gaps in their learning. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance Continue to improve awareness about attendance, knowledge and attainment correlations with both students and staff. Committing staff to our targets and aspirations for improved attendance. Aiming for long-term profound impact.	4

Continue to ensure attendance including that of PP students, is a standing agenda point on all pastoral LM meetings and integral to PM. Continue to use the 'Have you tried' document. Tracking, monitoring and intervention from Pastoral and PP Champion.	Ensure key pupils are discussed and measures are taken to secure improvements. Ensure extensive efforts are made to reverse negative attendance patterns.	4
Attendance clinics conducted by PP Learning Mentors	PP attendance is monitored weekly – attendance drops and trends are looked at every Monday During catch ups, the PP team has attendance as the first point of their discussion. If attendance is below 90% the student is always set an attendance-based target for improvement Students are set two weekly challenges with rewards at the end if attendance and/or behaviour have improved.	4
Engagement with parents regarding attendance	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4

Pupil Premium Personal grant increased to £100 per student and is accessed by all those who need it.	Good practice initially shared from other local schools. The school life and experiences of disadvantaged students are not hindered by financial barriers.	5
Increase engagement with parents from the PP Team regarding PP spending / wellbeing of both themselves and their child / offers of support / help with requests for support PP Champion available for support at parents evenings	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Hardship fund	To support parents of both PP and non-PP who may be experiencing hardship. More parents are experiencing financial hardship and contacting the school for support	5
The Careers Development plan now structured to deliver the programme across the 5 years. PP and other vulnerable groups prioritised for guidance and support. Further development of "Unifrog" to inform and support student choices.	Students need to receive the right information and know how to do their own research in order to make informed choices.	6
Continue to embed links to the Essential skills across the curriculum and in key communications to students. Reinforced by PP Champion in 1:1 interview	Students develop self-awareness & the skills needed to make successful career decisions Students develop the skills they need alongside their academic qualifications and develop cultural capital.	6

Selected PP students from all years are invited to attend a wide range events, visits and workshops organised by the widening participation programmes of 3 local universities.	Feedback from students who have participated previously was extremely positive and contributed to many of them becoming far more aspirational about their futures.	6
To continue to positively discriminate PP students when applying for student leadership roles and opportunities.	To encourage positive and responsible behaviours. To develop leadership skills.	6

PP Champion to discuss in 1:1 interviews.	Our experience is that PP students feel valued and that they are contributing to the school community	
Teachers are encouraged to proportionally represent PP students on all trips, visits and life and enrichment experiences (students can use their PP Personal grant to fund their place). Participation to be captured in provision maps. Termly analysis of these enables students who are not experiencing any sort of enrichment to be targeted.	To allow PP students to engage in a range of experiences to positively impact on their progress and build their cultural capital. https://thenationalcollege.co.uk/hub/view/webinar/maximising-cultural-capital-secondary	6,5
Bespoke PDC lessons on mental health and wellbeing created for all year groups. Focused on positive mental health and resilience.	To provide students with mechanisms to be resilient. Students need to be aware of how to promote positive mental health within their lifestyles.	All
Staff and pupil referral system for 1:1 session with school councillor / school nurse.	EEF: Social and emotional learning (+ 4 months) The sessions allow students to discuss issues that they believe are impacting on them as individuals. This allows the counsellor to work with the school nurse for referrals where required.	All
PP Lead to write and review PP Strategy. Strategy and Review published on the college website. PP Lead to oversee implementation of strategy.	There is a clear plan in place to address priorities and key barriers to progress. Review of actions ensures only those which are proving effective are continued.	All
PP Lead to deliver whole staff CPD session on how socio-economic disadvantage impacts on learning and remind all how, through the strategy, we are addressing and working to overcome this.	"When it is at its most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it". EEF guide to the Pupil Premium. "The foundation of an effective approach to addressing disadvantage is that a school's strategy should focus on the impact of socio-economic disadvantage on "learning". "Addressing Educational disadvantage- the Essex Way" Marc Rowland (ed)	All

Cultural Capital	PP students in year 7, 8 and 9 are invited to attend a DMU trip 30 PP students from each year attend a trip to a local university to experience university life The aim of this is to raise aspirations for the future and make students aware that university is accessible in the future	
Ensuring our students are ready to learn and attending by supporting them with correct uniform and equipment	https://www.sec-ed.co.uk/blog/poverty-proof-your-school-uniform-disadvantage-pupil-premium/	4,5
Remaining funds to be used to address needs as the year progresses.	In these uncertain times, we need to be flexible and respond to circumstances as they arise.	All
Boot-camp induction for all pupils returning to site at start of year to re-embed the Culture and Ethos of Judgmeadow Community College. “Being Judgemeadow” Programme	All students including PP have a sense of belonging and are proud of their school and their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of pupil premium funds on outcomes – 2024:

Outcomes for disadvantaged pupils at KS4 show a consistently improving picture at Judgemeadow, with the gap between PP and Non-PP continuing to fall year on year.

This year was measured on Attainment 8 rather than Progress 8 but the gap from 24 to 25 has shrunk from -1.1 to -0.77

Purple Ruler tuition –

Out of the 30 allocated space for the tuition, 25 were filled with year 11 students. Based on their year 10 mocks and then their year 11 actual GCSE results, there were many positives from the tuition –

- **84%** of the 22 students in the tuition program either maintained or improved their grades from their Year 10 mocks (21 out of 25 students).

Quality First teaching and learning

The Teaching and Learning Handbook for 2024-2025 was updated with guidance and support for increasing the quality and consistency of feedback at Judgemeadow for all. CPD foci has changed to be focused on whole class participation, pace and live marking and feedback to further improve inclusion.

This year, teachers have been given real opportunities to develop their practice by creating a personalised programme as well as been given more independent time to work on pedagogy and professional development pertinent to them, their classes and subject area.

Training has been given on (a) how to use IRIS as a developmental tool and (b) how the Instructional Coaching process will work this year.

Behaviour and attitude for learning

- PP behaviour points decreased compared to the previous year:
  - **2023-2024: 31.16%**
  - **2024-2025: 29.9%**

07/03/2025

Pupil Premium	No. of Pupils	Avg Points	Highest Points	Points Total	Incidents	Incidents%
Non PP	772	22.7	236	17543	12754	70.1%
PP	262	30.0	246	7857	5431	29.9%

- The PP team supported behaviour improvement through:
  - Regular conversations with students
  - Behaviour challenges with rewards
  - Recognition for consistently positive behaviour

Merits

- PP merit points increased significantly:
  - **2023-2024: 21.93%**
  - **2024-2025: 24.6%**

07/03/2025

Pupil Premium	No. of Pupils	Avg Points	Highest Points	Points Total	Incidents	Incidents%
Non PP	769	287.3	611	220923	220923	75.4%
PP	261	276.6	591	72200	72200	24.6%

- Staff were encouraged to consistently reward positive behaviour and effort.
- PP learning mentors also awarded merits using their iPads during lessons, including to non-PP students, promoting a culture of recognition.

Low literacy

Identified Y7 PP students who received Direct Instruction have seen improvements in reading age of 4 points on their Standardised Score on average.

Reciprocal Reading intervention continues to takes place with TAs 1-1 during morning registration in Years 7-9. This intervention is for students who score 90 or below on the NGRT. This has also been successful, particularly in Year 7 last year where 75% of students improved their reading score.

Our writing strategy, which incorporates *The Writing Revolution* and Doug Lemov's *Teach Like a Champion,* is designed to give all learners the opportunity to express their voice and to be able to write with confidence. Middle leaders have begun to embed writing strategies into their subject areas, with data showing an improvement in outcomes for disadvantaged students.

Regular briefings to staff from SEND team on reading strategies to use in the classroom to improve literacy, which includes reminders of the Reciprocal Reading techniques.

Attendance

- PP attendance improved significantly compared to the previous academic year:
  - **2023-2024: 88.5%**
  - **2024-2025: 90.7%**

10/01/2025

Pupil Premium	Current Cohort	Attendance %	PA	SA
PP	261	90.7%	32.4% (91)	4.3% (12)
Non PP	774	94.7%	16.1% (130)	2.2% (18)

- The PP team has actively promoted attendance through:
  - Regular conversations with students
  - Attendance challenges with rewards
  - Recognition for students maintaining high attendance
- A four-week **100% attendance challenge** (starting 23rd May 2025) was launched, with 119 out of 262 students successfully competing it. Winners received one of four £50 vouchers, and all participants earned 10 merits.

Finance

PP information sheet emailed to all parents /carers about PP grant at start of year
PP champion emails parents/carers about the PP grant every start of term and the individual PP balances of all students
The PP champion had direct contact with 231 out 263 PP students parents/carers throughout the year
£471.99 hardship fund used last academic year

- The grant was used to support students with uniform costs, revision materials, stationery and educational trips.
- **96.19%** of PP students (253 out of 263) accessed their grant through themselves or their parent/carer.
- **30.42%** (80 out 0f 262) used the full £100 allocation during the academic year.

Funds used for the following –
GCSE revision guides, school uniform and food technology ingredients

Cultural Capital deficit and aspiration:

All Year 7, 8 & 9 students have had a real Encounter with an employer through ‘Speed Networking and ‘what’s my Job’ and ‘what can I do with’ Career events.
All Year 10 students have had the opportunity to go on work experience. All PP students were contacted by the PP team and provided further support with completing their work experience forms

DMU trips for year 7, 8 and 9 PP students. 30 PP students from each year group were given the opportunity to visit a local university to experience university life

All year 11 PP students were met by the PP champion to discuss their college applications and to ensure they had support throughout the whole process. They were also provided with all their revision guides and a “How to Revise for GCSE’s book”

PP team will support students with Unifrog tasks and completing their Careers electronic portfolio of skills and achievements.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP	Purple Ruler

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A