

Pupil premium strategy statement – Abbeyfield 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	1311
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	17/11/25
Date on which it will be reviewed	17/11/26
Statement authorised by	Henry Gowney-Hedges
Pupil premium lead	Hollie Tomlinson (Assistant Headteacher)
Governor / Trustee lead	Ben Driver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,460
Pupil premium funding carried forward from previous years	£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>	£337,460

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is devolved to schools in order that they target support and provision to learners within the following categories:

1. those who are eligible for free school meals (FSM)
2. those who have been eligible for free school meals at any point in the last 6 years
3. children looked after by local authorities and referred to as looked-after children (LAC)
4. post looked-after children (post-LAC)

Funding is allocated to schools for the purposes of the school to spend in any of the following ways:

- ✓ for the educational benefit of learners registered at that school
- ✓ to support the quality of teaching, such as staff professional development
- ✓ to provide targeted academic support, such as tutoring
- ✓ to deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support
- ✓ for the benefit of learners registered at other maintained schools or academies
- ✓ on community facilities, for example, services whose provision furthers the benefit of learners at school
- ✓ for the benefit of learners at the school or their families, or people who live in the locality in which the school is situated

Here at Abbeyfield, our priority is delivering high-quality teaching, prioritising the teaching and learning that takes place in classrooms, and ensuring that the needs of disadvantaged pupils who require the most support are recognised and met. Research shows that this strategy effectively narrows the attainment gap while also benefiting non-disadvantaged students. The intended outcomes reflect our commitment not only to sustaining but also to enhancing the achievement of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

As a Trust, our core values are **equity, opportunity and ambition**. At Abbeyfield, we ensure that the Pupil Premium budget allows for opportunities where they might not otherwise exist and that the spending of this budget is equitable, enabling all pupils to access the support, experiences and resources they need to thrive.

In line with the Department for Education's guidance that Pupil Premium funding should be used to "*improve educational outcomes for disadvantaged pupils by closing the attainment gap between them and their peers*", we are committed to ensuring that

the majority of the budget is spent on high-quality academic support and on providing rich cultural capital opportunities that broaden horizons and remove barriers to learning.

Our ultimate objective is to ensure that all disadvantaged pupils achieve their full potential, both academically and socially, enabling them to achieve in line with their peers. We aim to close the attainment gap, foster a lifelong love of learning, and equip pupils with the skills, knowledge and resilience necessary for future success. We envision a supportive, inclusive and equitable environment where every student feels valued, challenged and empowered to thrive

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils enter school with lower baseline assessments compared to their peers.
2	Persistent underperformance in core subjects such as reading, writing, and mathematics.
3	Higher rates of absenteeism due to various socio-economic factors.
4	Reduced participation in extracurricular activities that enhance learning and social skills.
5	Increased prevalence (especially post-pandemic) of mental health issues, including anxiety and low self-esteem.
7	Insufficient access to books, technology, and learning materials at home.
8	Challenges in accessing enrichment opportunities, such as trips and after-school programs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Equity of Opportunity: Ensuring all students have access to high-quality teaching and resources, regardless of their background.</p>	<p>All students have access to high-quality teaching materials and technology. Measured by a percentage of students utilising these resources effectively.</p> <p>Pupil premium students in KS3 will have the opportunity throughout the year to receive some tuition for maths and English. Including the MyTutor programme which targets students currently performing under expected progress in English and Maths. Our regular termly assessments allow us to ascertain which students would benefit from this intervention. On a 12-weekly cycle, this allows us to do multiple interventions throughout the year.</p> <p>Students will all have access to Chromebooks and maintenance services to support their learning. 50% of the cost of the Chromebook will be supported by the PP Budget.</p> <p>PP students' resources needed for their food technology classes are fully funded.</p> <p>Breakfast club funding to support this incentive. All students have access to the morning breakfast club and to the pupil premium station where there are breakfast and break snacks to access throughout the day.</p>
<p>Holistic Support: Recognising the importance of emotional and social well-being in academic success and providing comprehensive support to address these needs.</p> <p>To narrow the gap in attendance and punctuality between Pupil Premium and other learners</p>	<p>Part of the funding is used to support the counselling and mental health services offered in house. Ensuring students participating in programs are supported with emotional well-being; Consistently provided free mental health support (whether through 1:1 counselling, check ins, workshops or assemblies) to all students. Our processes make sure that no group of students are excluded or</p>

restricted in accessing mental health support – for example in our first full term 26% of our referrals were for students accessing FSM/PP, which was 5% higher than in our student body as a whole (21% at that point) We provide wide-ranging wellbeing support across the school community, run anxiety and exam-support workshops for Year 11, facilitated in-school pop-up events with NHS services and local agencies. Host Wellbeing Fair - welcoming 13 charities and community organisations to engage with every student. We reduced barriers to mental health care by supporting access to NHS services on site, offered families practical signposting during school holidays, distributed and co-created wellbeing resources with students, ran a fortnightly bereavement group, and produced clear information sheets to support parents and carers. All Pupil Premium students have access to these services, and the budget supports in the effective running of them.

Students have access to the RESET Programme which has mentors from Think for the Future, Northampton Town Football Club. Students also have support from ProAction The aim of RESET is to provide behaviour shaping and habit changing techniques. Interventions focused on supporting students' emotional wellbeing, behaviour, and personal development through targeted, relationship-based work. Support included anxiety education and coping strategies, emotional regulation and grounding techniques, behaviour reflection, resilience building, and self-esteem development. Sessions explored healthy relationships, communication skills, empathy, conflict resolution, and understanding the impact of behaviour on self and others. Students were also supported with goal setting, managing setbacks, recognising progress, and identifying trusted sources of help, alongside ad hoc, student-led discussions responding to individual needs.

	<p>Currently of the students involved in the programme 53% are pupil premium.</p> <p>All students are given the opportunity to attend the breakfast club each morning.</p> <p>All Pupil Premium students are formally introduced to their designated Pupil Premium Champion within school, providing them with a clear, trusted point of contact. This ensures students know exactly who to approach should they require support at any stage.</p> <p>The Pupil Premium Champion offers targeted support across a wide range of needs, including access to uniform, essential equipment, sanitary products, revision resources, and daily breakfast and break-time snacks. These provisions are available on a needs-led basis through a centralised support area, ensuring support is both discreet and easily accessible.</p> <p>Beyond practical support, students are actively encouraged to engage with their Pupil Premium Champion for any pastoral or academic concerns, as well as for support in overcoming barriers to learning, participation in extracurricular activities, and access to cultural capital opportunities. Where barriers are identified, tailored support is provided to enable full and equitable participation, ensuring all students are able to access the same opportunities to thrive, regardless of circumstance.</p>
<p>Cultural Capital: Enabling students to receive support to have the same enrichment opportunities</p>	<p>Students all have access to funding to make trips and visits more affordable with a minimum 50% contribution to trips and visit costs.</p> <p>Enrichment intervention opportunities (fully funded) for those eligible. These trips offer to support those from a disadvantaged background receive the</p>

	cultural capital needed to be successful in their exams.
<p>Outcomes: Ensuring that the gap between disadvantaged and non-disadvantaged students is reduced in the 25-26 outcomes</p>	<p>Our in-house literacy strategy is designed to secure strong progress in reading and writing, ensuring students reach at least national expectations while significantly narrowing the attainment gap between disadvantaged pupils and their peers.</p> <p>Although Pupil Premium students make up just 23% of the cohort, they are a clear priority within our provision. Currently, 60% of students accessing our most intensive literacy intervention (on pathway A), are Pupil Premium, and a further 37% of students following Pathway B are also Pupil Premium. This demonstrates a highly targeted and proactive approach, with resources directed well beyond proportional representation to ensure our most vulnerable learners receive the support they need to succeed.</p> <p>Through this approach, we are not only meeting need but actively over-allocating specialist support to maximise progress, outcomes, and long-term literacy confidence for our most disadvantaged students.</p> <p>KS4 students to receive fully funded revision guides to support their outcomes. By fully funding these resources, we are deliberately investing in equity, enabling our most disadvantaged students to revise effectively, build independence, and secure stronger outcomes at GCSE.</p> <p>Targeted year 11 interventions (following on from PPE1 and PPE2). Pupil premium students will be offered extra intervention in and out of school hours which they can attend. Including KS5 students to support the revision sessions for PP students. This will start to be rolled out to year 10 students in the summer term also.</p>

	<p>Students have access to a wide range of targeted intervention strategies and motivational incentives designed to maximise outcomes. These include Period 6 intervention sessions, holiday revision sessions, <i>My Tutor</i>, the in-house literacy support programme, and <i>Humanutopia</i>.</p> <p>Students and families are clearly informed that any barriers to engagement—academic, pastoral, or practical—can be discussed directly with the Pupil Premium Lead. Where barriers are identified, bespoke support is offered to overcome them, ensuring that all students are able to access and benefit from the intervention available.</p>
<p>Safeguarding Support</p>	<p>We currently have 43 students open to the safeguarding team. Of these, 29 students are supported by Pupil Premium (67.44%). The safeguarding team supports these students to thrive at school, at home, and in the community. We complete welfare checks, attend meetings, and build strong relationships with students and families.</p>
<p>SEND Provision</p>	<p>Following a recent review of SEND data, the school currently has:</p> <ul style="list-style-type: none"> • Total SEND register: 144 students • SEND + Pupil Premium: 71 students • EHCP + Pupil Premium: 15 students (of 30 total EHCP students across all year groups) <p>This represents a snapshot of our current position. As new interventions begin during the 2025–2026 academic year, the number of Pupil Premium students accessing SEND provision is expected to increase significantly.</p>

	<p>HLF (Literacy) – targeted reading and comprehension support for KS3 students.</p> <ul style="list-style-type: none"> - Year 7: 15 PP (24 total) – highest PP cohort and largest group accessing HLF - Year 8: 2 PP (3 total) - Year 9: 8 PP (15 total) <ul style="list-style-type: none"> • Sensory Garden project supporting emotional regulation. • Regulation spaces and skills-based programmes increasing PP engagement. <p>Thinking Reading Intervention</p> <p>Thinking Reading is a structured one-to-one literacy intervention designed to rapidly accelerate progress in reading for pupils significantly below age-related expectations. Students are identified through NGRT assessments and detailed diagnostic testing. The programme combines phonics, fluency, and comprehension within highly structured sessions delivered three times per week by trained staff.</p> <p>This intervention is a key part of the school’s literacy strategy supporting inclusion, attainment, and long-term academic success.</p>
<p>Alternative Provision</p>	<p>Students struggling with behaviour may be placed into alternative provision if the range of internal opportunities are not successful/appropriate. DfE-registered provisions can be accessed up to 5 days per week; non-DfE-registered provisions for up to 3 days per week. These placements support emotional regulation and reintegration into mainstream education.</p> <p>Current AP placements:</p>

	<ul style="list-style-type: none"> • 10 students in external alternative provision • 8 are Pupil Premium, 2 are disadvantaged <p>Many students reintegrate successfully, with approximately 80% seeing improvement in engagement. However, raw suspension data is not always reflective as these students spend less time on-site.</p> <p>AP funding:</p> <ul style="list-style-type: none"> • Example: CE Academy costs £15,000 per student per year • Current AP budget: £80,000 • Transport is often funded due to high PP attendance in AP and families without access to transport
<p>Targeted Year 11 Support (Exam and revision)</p>	<p>Targeted Pupil Premium interventions for Year 11 include:</p> <ul style="list-style-type: none"> • Holiday revision sessions • Paid one-to-one maths tutoring • MyTutor online tuition programme, offering targeted academic support delivered by trained tutors • Subject revision books and study materials • Additional resources to reduce barriers to independent study

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: 117,013.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised GL assessments. Reading (NGRT).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2,
Thinking Reading	This programme will target pupils with PP who have reading ages of 3+ years below their age. Staff will be trained in the Thinking Reading curriculum and will deliver this over a 6 week period. Weekly monitoring will track progress.	1, 2
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:	1, 2
Hearts For Learning (Literacy Intervention) – targeted reading and comprehension support for KS3 students. <i>Year 7 currently represents the highest group of PP students and is also the largest cohort in HFL.</i>	Year group breakdown: Year 7: 15 PP (24 total) – largest PP cohort and highest overall participation, Year 8: 2 PP (3 total), Year 9: 8 PP (15 total). It's evidence-informed: it draws on a researched basis of reading fluency (automaticity, accuracy, prosody) and uses a set of core strategies. It is offered alongside training for teachers (CPD) so that the intervention is implemented with fidelity	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance – using White Rose Maths to support. We will continue to fund teacher release time to embed key elements of the guidance in school, and to access support and training.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:	1, 2
Improving literacy in all subject areas in line with recommendations in the EEF Improving	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:	1, 2

<p>Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. Thinking Reading will also support with this.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	
<p>Non-teaching student services. Including: Behaviour Inclusion, Careers Lead, Counsellors, Inclusion Assistants, Personal Welfare Assistants, Safeguarding & Attendance Officers. Student Mentors, Student Support Officer and Teaching Assistants</p>	<p>Pupil Premium funding enables the school to employ a range of pastoral and support staff who remove barriers to learning for disadvantaged students. For example, the Counsellor, Student Mentor, and Inclusion Assistant provide targeted emotional and academic help to PP students, ensuring they feel safe, supported, and ready to learn. Meanwhile, the Safeguarding Team and Attendance Officer work directly with PP families to improve attendance and engagement. Teaching Assistants and welfare staff provide day-to-day academic support, helping PP students access the curriculum more effectively. Overall, the investment ensures PP students receive tailored support that boosts wellbeing, attendance, and academic progress.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: 129,319.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Support: Tailored tutoring and intervention programs to boost literacy and numeracy skills.</p>	<p>Effective Tutoring: EEF studies highlight that one-to-one or small group tutoring can lead to significant gains in student achievement. Tailored sessions address individual learning needs and gaps, making the intervention more effective.</p>	<p>1, 2</p>

KS3 maths and English tutoring	MyTutor Programme this year has been rolled out to KS3, this is to support those underperforming with earlier interventions.	
Supplying of educational and resources, including revision guides for all subjects, scientific calculators, stationery etc.	Access to Resources: EEF studies how that providing students with necessary materials can remove barriers to learning. Research shows that when students have the tools they need—such as revision guides and calculators—they are more likely to engage in effective study habits.	1, 2, 7
Inclusion interventions in school include: the Hub, RESET, Re-entry and counselling services.	Tailored support and inclusion programmes can address specific barriers to learning that PP students face. EEF Research shows that targeted interventions often yield significant improvements in academic performance and social skills. The Inclusion Hub provides direct teaching of core subjects and therapeutic intervention.	3, 5
Careers support for all year groups, with a drive to support PP students to realise their aspirations.	Personalised Guidance: Tailored careers advice helps students understand their strengths, interests, and potential pathways. Personalised support can make a significant difference in raising aspirations among disadvantaged students. Work Experience Opportunities: Practical experiences, such as internships or job shadowing, provide real-world insights into different careers. These opportunities can significantly influence students' perceptions of what is achievable, especially for those who may have limited exposure to various professions.	3, 8
Academy curriculum bonus spent on creating smaller groups for English, Maths and Science	We have additional groups at KS4 in English, maths and science to reduce the class sizes and give heads of core departments more scope to rearrange students based on need to ensure gaps are filled before the final examinations in Y11.	1, 2
My Tutor supports 3-4, 4-5 borderline students in Maths and English	While the EEF may not specifically mention platforms like "My Tutor," they do emphasise the effectiveness of	1, 2, 7

	tutoring and personalised learning approaches, which are core features of such platforms. The EEF's guidance indicates that one-to-one tutoring can have a significant impact on student achievement, often resulting in an average of five additional months of progress. Platforms like "My Tutor" offer personalised support that can be tailored to individual student needs.	
Extended School Time	EEF research shows that extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year. Homework clubs and summer schools.	1, 2, 7, 8
Exam Support – Access arrangement testing	<p>A portion of spending is also allocated to exam support, including the assessment and testing required to identify students who need access arrangements such as extra time, a reader, a scribe, or rest breaks. This includes costs for specialist assessments, staff time to complete testing, administration of evidence, and payment for external professionals where required.</p> <p>This investment is crucial, as it ensures that all students—particularly those eligible for Pupil Premium—are able to demonstrate their true ability under fair exam conditions. By identifying needs early and putting appropriate support in place, the school removes barriers to achievement and helps PP students gain qualifications that open future pathways in education, training, and employment.</p>	1,2

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

Budgeted cost: 91,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extracurricular Opportunities: Providing funding for students to access extracurricular activities, enrichment programs, and educational trips to broaden experiences and interests.	The EEF emphasises the importance of cultural capital in education, particularly for disadvantaged students. Students need access to: cultural experiences, curriculum enrichment opportunities for a long-term impact on students' life chances and societal dynamics.	3, 4, 8,
Direct Budget (38,475)	This budget is to support academic interventions and cultural capital opportunities on an adhoc basis	1,2,3,4,5,6,7,8
Reward and incentive opportunities	All PP students have access to reward programmes and opportunities including: ePraise, reward days, golden ticket draws.	8, 7, 4, 3

Total budgeted cost: £ £337,460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2024-2025

PP Attendance = 85.8% PA who are PP = 39% (This means 39% of our PA are PP)

Comparing PP PA for Half Term 1 and 2 for 2024/25 compared to 2025/26 has shown an increase of 4.1% from 32.2% to 36.3%. We have also seen an increase of 0.3% in our whole school attendance in Half Term 2 comparing 2024/25 to 2025/26 from 91.2% to 91.5%. With regards to attendance of PP students Half Term 2 2024/25 was 84% and has increased in 2025/26 to 84.6%. With regards to comparative data to National average, our PP students sit below at 85.8% compared to the National average for PP at 88.6%. We are continuing to strive to improve PP attendance and close the gap between PP and non-PP attendance through various reward initiatives and hope to see further improvements in Term 3.

In comparison with this time last year, we have had a reduction of PP PA from 37.6% (2024/25) to 37.2% (2025/26) and attendance overall improved by 4.70%. The gap between PP national attendance at ABS is closing with national PP attendance at 85.4% YTD compared to ABS 85.8% YTD as of 15/01/26. ABS PP PA stands at 38% YTD which is below national PP PA (46% YTD as of 15/01/26) compared to 40.3% 2024/25.

Northampton Town Football Club mentors, and in-school academic tutors, this initiative ensures a bespoke timetable for students to reconnect with lost learning before full reintegration and has had a particularly positive impact upon students eligible for PP.

Furthermore, the National Breakfast Programme, continues to promote positive attendance, by prioritising student breakfasts for those with low attendance or at-risk profiles, demonstrating a holistic approach to support.

Outcomes:

Measure	Non-PP	PP	Difference
Attainment 8	46.7	30.4	16.3
English & Maths Grade 4+	68.4	30.2	38.2
English & Maths Grade 5+	48.6	15.1	33.5

Key Messages for 2025–2026

- **Achievement Gap:** Data continues to show a significant attainment and progress gap between Non-Pupil Premium and Pupil Premium students across all key measures.
- **Focus Areas:** There is a critical need for sustained and targeted interventions to support Pupil Premium students, with particular emphasis on raising overall attainment, improving progress, and increasing engagement across all year groups.
- **Actions:** Planned actions for 2025–2026 include individual learning plans, small-group tutoring, and increased access to academic and pastoral support services. The school is prioritising earlier intervention at KS3, rather than relying on last-minute support in Year 11.
- **Budget Priorities:** A greater proportion of the direct budget for 2025–2026 will be allocated to cultural capital opportunities and academic support, recognising their long-term impact on outcomes. While some help with equipment and uniform will still be available, the emphasis will shift towards activities and resources that drive sustained improvement in learning and aspirations.

To promote equality of access for our disadvantaged students, we have previously funded a variety of initiatives aimed at ensuring proportional representation of Pupil Premium (PP) students in enriching experiences. These initiatives include:

- **Duke of Edinburgh Award:** Funding for both Bronze and Silver awards, including necessary equipment. This year 50% funding will be available for those eligible
- **Year 7 Pantomime Visit:** Ensuring all students can participate in this cultural experience.
- **Theatreland Trip:** A weekend residential in the West End, allowing students to engage with the arts.
- **History Visits:** Excursions to Chester House and Towcester Cemetery War Graves to deepen historical understanding.
- **Geography Field Trip:** Hands-on learning opportunities in the field.
- **PGL:** A weekend sporting residential trip
- **Prom Discounts:** Making the end-of-year celebration accessible for all students.
- **Ski Trip** – funding to support a percentage of PP students attending the week long residential.

Additionally, we have focused on ensuring proportional representation in student leadership positions, including Primary Ambassadors, Prefects, School Council, and School Senate, empowering PP students to have a voice in their school community.

Additional support Services and Resources:

- **Chromebooks Funded:** Provided for all Y11, Y10, and Y7 PP students; available for Years 8/9 on request.
- **Music Lessons:** Partially funded individual and group lessons.
- **Transport Support:** Bus passes for 11 students and taxi funding for alternative provision were funded. This is no longer a provision offered, but parents are fully supported with alternative support.
- **Vision Support:** Glasses provided for scotopic sensitivity, moving away from previous coloured paper policy.
- **BTEC PE and Dance T-Shirts:** Partially funded to foster a sense of identity and belonging.

Pastoral Support

Mental Health Services:

- Last academic year we:
- Delivered 1384 formal 1:1 counselling sessions
- Supported students through over 340 check ins
- Delivered a series of Anxiety and Exam support workshops to our year 11s
- Facilitated local external agencies such as Lowdown and NHS services to host pop up events in school
- Put on the Wellbeing Fair, which invited 13 local charities and community organisations into school to meet every student on site
- Supported students to access NHS mental health support in school, eliminating barriers such as travel, or parents needing to take time off work to attend appointments
- Provided local signposting information to students and families over the school holidays (including food banks, warm spaces and clothing exchanges)
- Gave out wellbeing resources to students such as pens, pencil crayons, colouring, notebooks, stickers, snacks, bottled water and period products
- Supported students to create their own wellbeing packs
- Ran a fortnightly Bereavement group
- Put together information sheets for parents & carers

In conclusion, while last year's funding strengthened extra-curricular opportunities, cultural capital experiences, and essential support such as uniform and transport, persistent disparities in outcomes show that **equity remains the primary concern**. This year requires a renewed commitment to investing in targeted academic and pastoral interventions that directly address the disadvantaged gap. By prioritising resources where they are needed most, the school can create a more equitable environment in which every student—regardless of background—has the support, access, and opportunities required to achieve their full potential.

Planned actions for 2025-2026 include:

- Strengthening classroom practice through regular learning observations focused on how well Pupil Premium learners are supported.
- Reviewing and refining assessment and feedback approaches to ensure PP students are both supported and appropriately challenged.
- Sharing successful strategies with staff to help remove the specific barriers that disadvantaged students face.
- Providing structured mentoring, including guidance from KS5 students, to help raise aspirations and confidence.
- Offering careers guidance, interviews, and work-experience placements to broaden future pathways.
- Running homework support opportunities to extend learning time and offer targeted assistance outside of lessons.
- Maintaining revision sessions that reinforce learning and prepare students effectively for assessments.
- Gathering PP student voice to understand their perspective and shape support around their needs.
- Continuing to use RESET as a constructive method for supporting behaviour, reflection, and re-engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme:

Sparx Maths

MyTutor

Bedrock Learning Platform

Think Reading Interventions

Hearts for Learning

