

Pupil premium strategy statement – Kettlethorpe High School December 2025

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	1619
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 1	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Roisin Paul
Pupil premium lead	Gemma Greenhalgh
Governor / Trustee lead	Lindsey Barszczak

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	492,505
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£492,505

Part A: Pupil premium strategy plan

Statement of intent

At Kettlethorpe High School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support Disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We want everyone 'Together, to be the best that we can be' and to be 'Present, Achieving and Excelling'.

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

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

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through monitoring and supporting the reading development of the Disadvantaged .

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure Disadvantaged pupils are challenged and supported in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for Disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our ultimate aim for Disadvantaged pupils is to support them in overcoming any potential barriers they have and challenges they face so that they make progress in line with their non-Disadvantaged peers and engage fully in wider school life.

This plan works towards achieving the above by addressing the main issues which are currently impacting the secondary school experience for our Disadvantaged pupils:

- Attendance and persistent absence
- GCSE outcomes
- Reading and literacy
- Parent/carer engagement
- Engagement with school and a sense of belonging
- Behaviour

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance & Persistent Absence</p> <p>Our attendance data over the last 3 years indicates that attendance among Disadvantaged pupils has been between 11 –13% lower than for non-Disadvantaged pupils.</p> <p>All students: 2024-5 88.5% 2023-24 91.73% 2022-23 93.75%</p> <p>Disadvantaged students: 2024-25 76.85% 2023-24 79.03% 2022-23 82.72%</p> <p>47-53% of Disadvantaged pupils have met threshold for PA ‘persistently absent’ compared to 24-29% their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting Disadvantaged pupils’ progress.</p> <p>2024-25 PA All students: 27.8% 2023-24 PA All students: 29.12% 2022-3 PA All students: 24.37%</p> <p>2024-5 –PA Disadvantaged students: 53.40% 2023-4 PA Disadvantaged students: 47.27% 2022-3 –PA Disadvantaged students: 47.95%</p> <p>We want to improve punctuality to lessons and school of all students. We have begun the work on this and had significant success. A comparison of the data from September 1st -November 25th from 2024 to 2025 shows a session attendance summary of lates reduction for ‘All’ students from 4.64% to 1.49%; Disadvantaged students from 7.76% to 3.11% and SEND from 5.01% to 1.74%.</p>

2	<p>GCSE Outcomes</p> <p>A8 for Disadvantaged students has been considerably lower than non Disadvantaged over the last three years:</p> <p>2023 32 (vs 50 for ALL).</p> <p>2024 31.5 (v's 46.6 for ALL).</p> <p>2025- 28.5 (v's 46.8 for ALL).</p> <p>In 2025:,</p> <p>BASICS 4+ was 28.6% (V's 66% for ALL)</p> <p>BASICS 5+ 12.9% (V's 46.8% for ALL)</p> <p>EBacc APS was 2.61 (v's 4.44 for ALL).</p> <p>SPIs/Performance measures were negative for all subjects except Fine Art and Textiles.</p>
3	<p>Reading and literacy</p> <p>Assessments, observations and discussion with KS3 pupils indicate than Disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 36-50% of our Disadvantaged pupils arrive below age-related expectations compared to 36-44% of their peers.</p> <p>Therefore there is a greater number of Disadvantaged students with lower reading ages but the school needs to focus on ALL students below chronological age.</p>
4	<p>Parent/Carer Engagement</p> <p>Attendance at consultation evenings and other events for parents/carers is lower for our Disadvantaged pupils than it is for their non-Disadvantaged peers. The proportion of Disadvantaged pupils for whom the school has good positive relationships with parents and carers is lower than we want it to be. The secondary school experience is more likely to be successful for a pupil if we can work with their parents/carers to support them.</p> <p>In 2022-3 there was as much as 50% difference with engagement in one year group; whilst the gap so far this year has reduced, there is still a gap of approx 25%.</p>
5	<p>Engagement with School and Sense of Belonging</p> <p>Disadvantaged students are under- performing and under represented in enrichment and extra-curricular activities in school and wider opportunities such as school leadership, academic awards and attendance awards. Students need to have an equitable experience in the classroom and the wider school community and enrichment offer.</p> <p>There currently isn't full participation data for all extra curricular; this is to be established January 2026.</p>
6	<p>Behaviour</p> <p>Our Disadvantaged pupils receive more negative behaviour concerns, suspensions and permanent exclusions than their non- Disadvantaged peers. They also receive fewer rewards and positive praise.</p> <p>Behaviour sanctions</p>

	<p>24-25 – C2 34% of Disadvantaged pupils (1705 points) (All pupils - 18% of pupils - 4190 points)</p> <p>C3 30% of Disadvantaged pupils (1063 points) (All pupils 13.8% of pupils - 2288 points)</p> <p>C4 15.7% of Disadvantaged pupils (141 points) (All pupils - 3% of pupils – 276 points)</p> <p>S5 29% of Disadvantaged pupils (6010 points) (All pupils – 10% of pupils – 10545 points)</p> <p>Truancy 35.2% of Disadvantaged pupils (3956 points) (All pupils – 12.6% of pupils – 7244 points)</p> <p>Detentions 67% of Disadvantaged pupils (7754 detentions) (All pupils - 52% of pupils – 16201 detentions)</p> <p>Suspensions</p> <p>2023-24 – 18.2% of Disadvantaged pupils (76 pupils) (623/5 days) vs 8.11% of all pupils (136 pupils) (1011 days)</p> <p>2024/25 – 26.9% of Disadvantaged pupils (113 pupils) (1207 days) vs 11.15% of all pupils (184 pupils) (1768 days)</p> <p>The School is working hard to reduce the proportion of Disadvantaged students gaining more sanctions than non- Disadvantaged students. This is part of our plan to improve engagement with school from developing our sense of belonging strategy with students and parents and improving out behaviour interventions.</p>
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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
<ul style="list-style-type: none"> To achieve and sustain improved attendance for all pupils, particularly our Disadvantaged pupils. 	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 8% and the attendance gap between Disadvantaged pupils and their non-Disadvantaged peers being reduced by 7%. the percentage of all pupils who are persistently absent being below 24% and the figure among Disadvantaged pupils being no more than 10% lower than their peers.
<ul style="list-style-type: none"> Improved outcomes among Disadvantaged pupils across the curriculum at the end of KS4, 	<p>KS4 performance measures in 2027/28 demonstrate that Disadvantaged pupils achieve an average Attainment 8 score of at least 42 and at least 60% pass GCSE BASICS at grade 4 or above.</p>

particularly in Basics 4+/5+.	
1. Improve the literacy levels of Disadvantaged pupils. Increase the proportion of Disadvantaged pupils whose reading age is their chronological age or higher.	<p>Establish robust reading interventions in Year 7 and Year 8 that demonstrate positive impact for all students.</p> <p>Assess reading on a twice yearly basis and redefine interventions based on outcomes.</p> <p>The proportion of Disadvantaged pupils who are predicted to achieve their end of KS4 target in English Language is in line with that of pupils who are not eligible.</p> <p>Disadvantaged 4+ English is 80%</p> <p>Proportion of Disadvantaged pupils whose reading age is lower than their chronological age will be reduced year on year.</p>
2. Improve the attendance of parents/carers of Disadvantaged pupils to consultation evenings and other events to bring it in line with that for non-Disadvantaged pupils.	<p>Parent/Carer attendance for Disadvantaged pupils is in line with attendance for the parents/carers of pupils who are not eligible.</p> <p>Parent/Carer voice for Disadvantaged eligible pupils confirms that relationships with the school are good and that they feel able to approach the school for support.</p>
3. Disadvantaged pupils engage in enrichment and extra curricular activities, feel they belong and engage in student leadership	<p>All Disadvantaged students are known, identified in 'Know Who, Know How' files and explicit support/intervention and strategies exist to provide an equitable experience and improved outcomes.</p> <p>.Disadvantaged students are tracked and engagement in extra curricular activities and enrichment is in line with/much closer to non-Disadvantaged .</p> <p>Disadvantaged students are not disadvantaged in terms of resources: revision and school equipment, school trips etc</p> <p>The student leadership team is reflective of the school community and there is the proportionate number of Disadvantaged students reflected in the body.</p>
4. The behaviour of Disadvantaged	Disadvantaged students receive proportionately as many positive rewards as non-Disadvantaged students.

students has improved significantly	<p>The ATL grades for Disadvantaged students are broadly in line with non-Disadvantaged .</p> <p>The number of detentions and suspensions has reduced significantly for Disadvantaged students. Currently in the last two years Disadvantaged students receive between 10-15% more suspensions that non Disadvantaged students. The % of Disadvantaged students receiving suspensions is no more than 7% higher than non PP.</p>
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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: £246,252.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality first teaching experience of pupils eligible for the Pupil Premium by continuing to improve the quality of Disadvantaged Pupil Profiles. Ensure that staff use these profiles to understand the individual challenges and barriers to learning that each Disadvantaged eligible pupil needs to overcome and then adapt their lessons and plan appropriate interventions for their Disadvantaged eligible pupils.	Knowing students and motivations is an important factor in Improving Behaviour in Schools EEF and building belonging in Supporting school attendance EEF	1, 2, 3, 4, 5, 6
Broad curriculum offer that includes a wide variety of Open bucket subjects, particularly in DT, Media and BTECs including Sports Studies, IMedia and Hospitality to appeal to students of all abilities and interests		1,2,3,4,5,6
Introduce 'Know who, Know How' files and strategies for promoting belonging; ensure colleagues know all Disadvantaged students, knowing quantitative and qualitative data and using it to inform strategic seating plans.	Knowing students and motivations is an important factor in Improving Behaviour in Schools EEF and building belonging in Supporting school attendance EEF	1,2,3,5, 6
Develop the SSAT assessment for learning programme to ensure that assessment is robust and to maximise learning. Ensure that Disadvantaged students are prioritised during assessment and questioning.	Embedding Formative Assessment - subsidised programme EEF	1,2,3,5,6
Use the EEF recommendations for effective professional development to plan this year's CPD programme for staff in order to ensure maximum impact.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will focus on professional development and instructional coaching focused on each teacher's subject area.</p> <p>It will be rolled out first in English and Maths.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	<p>1,2, 3,5 6</p>
<p>Improve the use of reading age data to support students in accessing lessons and adaptive teaching. CPD.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>word-gap (Oxford University Press)</p>	<p>1,2,3,5,6</p>
<p>Teachers and TLs analysis of data at data review points –focus on strategies for ALL Disadvantaged students and identifying gaps -use of assessment data to inform Q1st teaching and interventions</p>	<p>Teaching and Learning Toolkit EEF</p> <p>Feedback and grouping.</p>	<p>1,2,3,6</p>
<p>CPD for a variety of areas including but not limited to: SEND, SEMH leads, EBSA training, Behaviour and Attendance Hub</p>		<p>1,2,3,4,5,6</p>

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

Budgeted cost: 123,126.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Year 11 Disadvantaged students supported during 40 minute morning form tutor time by specialist teachers with bespoke interventions.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1,2,3,5,6
<p>Develop and implement intervention programmes to improve reading and literacy skills for those below chronological reading age. These programmes will include use of: Lexia and Sparx Reader, and a separate handwriting intervention programme during tutor.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5, 6
<p>Homework Club staffed daily to support homework needs and provide IT.</p>	<p>Average impact of 5 months.</p> <p>Teaching and Learning Toolkit EEF</p>	1,2,3,4,5,6
<p>Support pupils to make the right choices at KS4 through a reviewed and re-vamped 'Guided Destinations' process which will lead to high-quality guidance and new curriculum choices in line with updated whole school curriculum vision and principles.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Careers and future destinations introductory sessions in tutor groups and assembly • A 'Guided Destination' evening for pupils and their parents/carers 	<p>Government empowers Disadvantaged pupils to reach university - GOV.UK</p>	1, 2, 3, 4, 5, 6

<ul style="list-style-type: none"> • SLT meetings with pupils about their 'Guided Destinations' with priority support for Disadvantaged eligible pupils. • Disadvantaged eligible pupils will also be prioritised as part of the process for allocation of chosen courses of study • Evaluate success of this approach and further develop as necessary. 		
<p>Support pupils progress at KS3 in line with updated whole school curriculum vision and principles.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Additional meetings and events on transition to KS3 • Smaller KS3 alternative learning groups across the curriculum where required 		1,2,3,4,5,6

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

Budgeted cost: 123,126,25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Create and deliver a clear implementation plan to improve attendance that meets statutory guidance and KCSIE .</p> <p>Ensure attendance team receive training, engage with the regional hubs for behaviour and attendance, stay up to date with new guidance published on attendance.</p> <p>Evaluate implementation and adapt plans accordingly.</p> <p>This will include:</p> <ul style="list-style-type: none"> Use of data to identify trends and a pro-active approach to tackling these once they are identified Regular communication with families Daily first absence texts and follow up phone calls Use of 2025 data to show pupils the impact that poor attendance has on outcomes Sharing of links between poor attendance and negative impact on financial, social and mental wellbeing Sending weekly attendance texts home for all students and praise for 100% that week, alongside weekly text of number of lates Creation of departmental catch-up policies and resources to support pupils returning from absence, 'Keep up, catch up.' 	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Keeping children safe in education 2025</p>	1, 2, 3, 4, 5, 6

<ul style="list-style-type: none"> - Weekly attendance incentives and rewards for all and bespoke interventions for those who are PA/at risk of PA - Targetted Disadvantaged students challenges eg Christmas challenge etc - Use of form tutors to engage with tutees attendance and wellbeing, prioritising Disadvantaged - Additional Attendance Staff, including Attendance Manager to prioritise DISADVANTAGED students 		
<ul style="list-style-type: none"> - Rigorous application of the agreed procedures for consultation evenings and other parent/carer events so that we improve attendance from the parents/carers of pupils who are Disadvantaged eligible by contacting all Disadvantaged parents - Improve procedures for reporting to parents/carers, ensuring that the data shared is accessible and easy to understand. This will be informed by a review of the current systems and processes in place including what grades are shared with parents, when are they shared, how are they shared and what opportunities are there for discussion and intervention once grades have been shared 	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	2, 1, 3, 4, 5, 6
<p>The school's Culture and Behaviour Policy includes the following menu of support:</p> <p>Welfare Calls each week from tutors –45 mins per tutor prioritising Disadvantaged students</p> <ul style="list-style-type: none"> - Additional support from form tutors, year managers, key stage achievement leaders and senior leadership - Provision in the Inclusion Hub for those with additional needs and for those requiring additional support including sessions on social skills, zones of regulation, touch typing and SEMH support and more bespoke interventions as required. The Inclusion Hub also provides for Disadvantaged eligible pupils with SEND including check-ins and access to the hub for struggling pupils. - The use of trauma informed practice as part of the behavioural support programme - A staged process for pupils who avoid lessons so they can reflect on their behaviour and make positive choices 	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Behaviour Interventions EEF (educationendowmentfoundation.org.uk)	6, 1, 3, 4, 5
<p>Enhanced provision for CEIAG for Disadvantaged students:</p> <p>Priority access to enrichment linked to careers</p> <p>Financial support to remove barriers eg trips</p>	Government empowers Disadvantaged pupils to reach	1,2,4,5,6

	university - GOV.UK	
<p>Give Disadvantaged eligible pupils roles and responsibilities in school to improve their sense of belonging</p> <p>This will include:</p> <ul style="list-style-type: none"> - Equality Ambassador - School Council - Pupil panels - Tours of the school for interview candidates or potential pupils - Buddy for a new pupil 		4, 1,5, 6
Y6 to 7 Transition package for all students and enhanced for all Disadvantaged students to ensure high quality transition and establishing foundations.	Early transition work in 2024-5 led to no students not attending in Y7.	1,2,3,4,5,6
<p>Fund/ Subsidise ALL Educational Trips and visits directly linked to the curriculum for Disadvantaged students during to ensure that no student is excluded from any opportunity due to financial constraints.</p> <p>This includes providing £50 contribution to uniform per student.</p>	Research undertaken by 'A New Direction' illustrated the importance of cultural and arts opportunities to support the wider learning of DISADVANTAGED students and enhancing cultural capital.	1,2,4,5,6
Provision in our Re-Engagement Zone	Successful case studies show re-engagement works to improve behaviour and attendance	1,2,4,5,6
Set aside contingency funding so that we can respond quickly to address emerging needs which have not yet been identified.		1, 2, 3, 4, 5, 6, other

Total budgeted cost: £492,505

Part B: Review of the previous academic year

Outcomes for Disadvantaged pupils

We have analysed the performance of our school's Disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that Disadvantaged students performed well below their peers and national averages in attendance, attainment and behaviour.

Performance measures.

To help us gauge the performance of our Disadvantaged pupils we compared their results to those for Disadvantaged and non-Disadvantaged pupils at national and local level and to results achieved by our non-Disadvantaged pupils.

Y11 Results 2024/25

A8 2025 All 47.05 v's national 45.9 v's Wakefield LA 45.2

A8 Disadvantaged 2025 28.88 v's national Disadvantaged 34.9 v's Wakefield 34.4

Basics All 9-7 15.9 v's Disadvantaged 9-7 1.45

Basics All 9-5 47.3% v's national 45.2 v's Wakefield LA 45%

Basics Disadvantaged 9-5 13% v's national Disadvantaged 25.5% v's 26% Wakefield LA

Basics All 9-4 66% v's national 64.5% v's Wakefield LA 65%

Basics Disadvantaged 9-4 29% v's national 43.5% v's Wakefield LA 46%

Ebacc entries All: 80.3% PP: 58%

Ebacc outcomes for All at 4+: 41.3% PP: 11.6%

Ebacc outcomes for All at 5+ :32.9% PP: 4.3%

All measures for Disadvantaged students are below their peers and national averages except for Ebacc entries.

Therefore the gaps between All and Disadvantaged students remain wide.

The data demonstrates that the school has not yet had sufficient success with the previous Disadvantaged strategy in relation to outcomes.

The school is working hard to have robust systems in place to identify early any Disadvantaged students' underperformance promptly and to establish bespoke and rapid interventions to enable sustained progress to be made.

Close robust analysis of Basics crossover students is being undertaken to identify those at risk of not getting English and /or Maths at 4+.

School is improving the offer to ensure equity of experience through Quality First Teaching and small group and One to One intervention.

2025-26 -Currently the predicted gaps between All and DISADVANTAGED in Year 11 (2026) and Year 10 (2027) are reducing year on year. In 2026, PP Attainment has increased by

7.62/0.76 average grades from 2025 and gap reduced by 0.49 grades. In 2027, PP Attainment has increased by 10.42/1.04 average grades from 2025 (nearly a grade on average) and gap reduced from -1.81 to -1.13 grades; P8 is -0.24 v's all 0.25, therefore the gap has reduced to -0.49.

We have also drawn on school data and observations to assess wider issues impacting Disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance

Our attendance data over the last 3 years indicates that attendance among Disadvantaged pupils has been between 11 –13% lower than for non-Disadvantaged pupils.

All students: 2024-5 88.5% 2022-23 91.73% 2022-23 93.75%
DISADVANTAGED students: 2024-5 76.85% 2023-24 79.03% 2022-23 82.72%

Persistent Absence

47-53% of Disadvantaged pupils have met threshold for PA 'persistently absent' compared to 24-29% their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting Disadvantaged pupils' progress.

2024-5 PA All students: 27.8% 2024-5 PA Disadvantaged students: 53.40%

2023-4 PA All students: 29.12% 2023-4 PA Disadvantaged students: 47.27%

2022-3 PA All students: 24.37% 2022-3 PA Disadvantaged students 47.95%

Attendance for FSM and Disadvantaged students is well below their peers and national averages. Although there was a slight increase of 0.4% in 24/25 for Disadvantaged students.

However the Disadvantaged Strategy from 2022-25 did not enable Disadvantaged students to improve attendance.

The data demonstrates that there is significant work to do to improve the attendance of Disadvantaged students over the next three years, particularly Disadvantaged .

Punctuality

However, the work that we did to improve punctuality to lessons and school of all students has shown real impact. We have begun the work on this and had significant success. A comparison of the data from September 1st -November 25th from 2024 to 2025 shows a session attendance summary of lates reduction for 'All' students from 4.64% to 1.49%; Disadvantaged students from 7.76% to 3.11% and SEND from 5.01% to 1.74%.

Behaviour

24-25 Positive Behaviour

79% of behaviour points are positive *PP*

92% of behaviour points are positive *non-PP*

23-24 Positive Behaviour

81% of behaviour points are positive *PP*

91% of behaviour points are positive *non-PP*

Disadvantaged students still remain lower at receiving positive praise; the gap has slightly widened.

2024-25 summer average Attitude To Learning (ATL grades) (23/24)

Y7 Average ATL (1= excellent 4= poor)

2.07 Disadvantaged (2.17)

1.76 non- Disadvantaged (1.88)

Y8 Average ATL

2.25 Disadvantaged (2.1)

1.82 non- Disadvantaged (1.86)

Y9 Average ATL

2.14 Disadvantaged (2.14)

1.85 non- Disadvantaged (1.84)

Y10 Average ATL

2.25 Disadvantaged (2.32)

1.88 non- Disadvantaged (1.89)

Y11 Average ATL

2.36 Disadvantaged (2.08)

1.89 non- Disadvantaged (1.92)

The ATL of Disadvantaged students still remains lower than ALL students, however it has improved in most year groups from the previous year.

Suspensions and behaviour sanctions

Behaviour sanctions

24-25 – C2 34% of Disadvantaged pupils (1705 points) (All pupils - 18% of pupils - 4190 points)

C3 30% of Disadvantaged pupils (1063 points) (All pupils 13.8% of pupils - 2288 points)

C4 15.7% of Disadvantaged pupils (141 points) (All pupils - 3% of pupils – 276 points)

S5 29% of Disadvantaged pupils (6010 points) (All pupils – 10% of pupils – 10545 points)

Truancy 35.2% of Disadvantaged pupils (3956 points) (All pupils – 12.6% of pupils – 7244 points)

Detentions 67% of Disadvantaged pupils (7754 detentions) (All pupils - 52% of pupils – 16201 detentions)

Behaviour Praise

24-25 – Ethos 97% of Disadvantaged pupils (124846 points) (All pupils – 83% of pupils - 655438 points)

Positive Referral 87.6% of Disadvantaged pupils (14206 points) (All pupils – 80.1 of pupils – 64761 points)

4Rs 85% of Disadvantaged Pupils (4769 points) (All pupils – 77.4% of pupils – 22646 points)

Suspensions

2023-24 – 18.2% of Disadvantaged pupils (76 pupils) (623/5 days) vs 8.11% of all pupils (136 pupils) (1011 days)

2024/25 – 26.9% of Disadvantaged pupils (113 pupils) (1207 days) vs 11.15% of all pupils (184 pupils) (1768 days)

The School is working hard to reduce the proportion of Disadvantaged students gaining more sanctions than non- Disadvantaged students. This is part of our plan to improve engagement with school from developing our sense of belonging strategy with students and parents and improving out behaviour interventions.

Parent/Carer Engagement 2023-24 (2022-23)

In 22-25 there was a focus on improving parental engagement

Parent/Carer attendance to consultation evenings: (All students)

Year group event	2022-3	2023-4	2024-5	2025-6
Y7 Tutor Evening	63.64% (81.03%)	64.07% (86%)	n/a	64.79% (82.55%)
Y7 Consultation Eve	48.75% (81.08%)	51.45% (80.87%)	59.43% (83.07%)	Not occurred yet
Y8 consultation Eve	43.96% (76.49%)	37.5% (76.09%)	48.96% (72.08%)	Not occurred yet
Y9 consultation Eve	73.33% (73.97)	51.22% (83.08%)	53.41% (64.51%)	50.68% (75.16%)
Y10 Consultation Eve	43.24% (76.45%)	47.75% (83.54%)	51.52% (71.84%)	59.74% (85.03%)
Y11 consultation Eve 1	35.29% (80.83%)	79.35% (88.79%)	58.11% (82.90%)	45.07% (70.44%)

The current position is that we need to continue to work on parental engagement with Disadvantaged and non Disadvantaged students. Whilst we have made some improvements with engagement, it needs further improvement.

Evaluation of impact

Our evaluation of the approaches delivered over the last 3 years indicates that the new leadership of the school is needing to consider a different approach to improving outcomes, behaviour, attendance and engagement.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Please see this outlined in the challenges, intentions and Activities sections of this document as this is a fully revised 3 year plan.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback, using the SSAT Training Programme and instructional coaching. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for Disadvantaged pupils.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.