

Pupil premium strategy statement – Thornhill Community Academy

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
Name of school	Thornhill Community Academy
Number of pupils in school	907
Proportion (%) of pupil premium eligible pupils	
	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Matthew Burton
Pupil premium lead	Bryonny Wrighton
Governor / Trustee lead	Sahera Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,803.00
Reserves	£8,000
Accounting adjustment (1year windfall only as treatment of PP is updated in accounts)	£55,342.00
Total budget for this academic year	£386,145
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Thornhill Community Academy, we understand the significant and lasting challenges that disadvantaged students face, made worse by the current cost of living crisis. These challenges create both academic and personal barriers, which disproportionately affect students from disadvantaged backgrounds. Our Pupil Premium strategy is designed to address these issues and ensure all students receive the support they need to succeed.

We are dedicated to identifying and addressing the specific barriers that each of our students faces. Financial pressures, limited access to resources, and interrupted education have compounded these challenges. Without focused intervention, we risk limiting our students' prospects and undermining social mobility.

We believe that every student, regardless of their background, should leave our Academy with the qualifications, skills, and attributes needed to succeed in life. Disadvantaged students often need additional support to reach their full potential, and our strategy is centred on providing this support through structured, evidence-based interventions.

Our strategy for this academic year is focused on three key priorities:

- 1. Teaching Priorities**
- 2. Targeted Academic Support**
- 3. Wider Approaches**

Our ultimate objectives for our disadvantaged students are to:

- Address academic barriers so that disadvantaged outcomes are the same as non-disadvantaged
- Teachers and leaders help disadvantaged to achieve the highest academic standards and A8 scores for disadvantaged students will narrow in comparison to non-disadvantaged students
- The proportion of disadvantaged students successfully completing EBacc at the end of KS4 will improve to ensure an ambitious curriculum for all
- Provide appropriate and timely interventions to address gaps in learning, academic and pastoral
- Raise low levels of literacy and numeracy impacting students' ability to access the curriculum
- Raise reading ages, so reading is not a barrier to attainment

- Provide a curriculum and learning experience which raises aspirations and supports students, regardless of background to go onto appropriate education, employment or training
- Provide support for disadvantaged students so that attendance, behaviour and mental or physical health are not barriers to learning

Our current pupil premium strategy plan works towards achieving these strategies by:

- Clearly identifying the challenges facing our disadvantaged students, both academically and in wider academy life
- Having clear intended outcomes and success criteria enabling all involved parties to work towards positive outcomes for disadvantaged students
- Having specific activities which will directly contribute towards the improved outcomes of disadvantaged students
- Regularly reviewing the impact of the interventions, making changes to strategies where necessary and keeping student's outcomes at the centre of all initiatives

This pupil premium strategy plan, works to achieve these objectives through three priority areas:

- **Teaching Priorities**
- Continuing to improve the quality of curriculum implementation in supporting students to work on more challenging work, supported by the use of effective quality assurance (QA) mechanisms (both at subject level and whole school)
- Development of a QA team to support the embedding of the above and create an ambitious implementation profile across the whole Academy
- High quality training for middle leaders to enable them to effectively QA work within their subject areas linked to challenging, independent work being embedded
- Provide targeted support through dedicated teaching staff and reading intervention programs.
- Staffing for holiday sessions, and Saturday School specifically aimed at helping students catch up and excel, particularly those affected by lower attendance

Staffing costs linked to teaching priorities:

- Primary Teacher Closing the Gap (£50,118)
- Staffing of holiday intervention (£5,000)

b) Targeted academic support

- A school-led catch-up program addresses knowledge gaps caused by poor attendance, specifically targeting disadvantaged students to help them regain lost learning through tailored approaches. This program also supports high-

attendance students who are not achieving well, ensuring that their academic needs are met effectively.

- Specialist staff, including phonics experts, support reading interventions to improve literacy, which is crucial for disadvantaged students' wider academic success.
- The Ethnic Minority Achievement (EMA) team and ETA staff offer tailored academic support to disadvantaged
- Disadvantaged Most Able Year 9 students participate in The Brilliant Club, designed to challenge and mentor them, helping to bridge the gap between potential and achievement.
- Additional pastoral staff provide critical emotional and behavioural support to vulnerable students, improving engagement, attendance, and overall well-being.

Staffing costs linked to targeted academic support:

- Partial funding of the School Improvement Lead with responsibility for Closing the Gap (£23,430)
- Attendance Officer (£28,933)
- Partial funding of the EMA coordinator (£13,526)
- Partial funding of the EMA teaching assistant (£7,342)
- Partial funding of the Assistant Director of Inclusion (£14,604)
- Brilliant Club (£2,779)
- Senior Improvement Lead of Attendance (£2,573)
- Academic Tuition (£48,856)

- **Wider Approaches**

This strategy focuses on improving attendance among Disadvantaged students, with targeted support for social, emotional, and mental health (SEMH) to reinforce the link between well-being and academic success. Part of the budget will fund extracurricular activities and essential learning resources, ensuring all students have access to enriching experiences and necessary tools. By fostering positive engagement and reducing suspensions, this approach aims to build an inclusive, supportive environment that promotes better behaviour and academic progress.

Staffing costs linked to wider approaches:

- Partial funding of the Pastoral Attendance Manager (£22,611)
- Partial funding of the Designated Safeguarding Lead (£19,016)
- Partial funding of five Student Managers (£41,778)
- Partial funding of the Deputy Headteacher with responsibility for behaviour and attendance (£25,052)
- Partial funding of SENCO with responsibility for transition of vulnerable students (£15,705)

- Partial funding of Student Support Manager roles (£17,031)
- Extra-Curricular TLR (£4,937)
- Safer School Support Officer (£3,000)
- Student counselling, £450 pw x 38 weeks (£17,271.00) (2 days a week)
- Disadvantaged Rewards Trips (£5,000)
- Theatre Visit- Pantomime (£4,000)
- Food ingredients for DA students (£3,000)
- Peripatetic tuition fees from Musica Kirklees (£3,900)
- Additional resources for DA students (Uniform, Leavers Hoodies and PE KIT) (£1,000)
- Bushcraft Y7 Trip (£960)
- Pizza and Coke (£1,200)
- Aim Higher Target group (£1,000)
- Transport (£1,000)

£386,144.97

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students often struggle with literacy and numeracy, limiting their ability to access the curriculum and achieve strong outcomes across subjects.
2	Disadvantaged students experience significant gaps in their learning, exacerbated by lower attendance rates. As a result, only 25.4% of disadvantaged students currently achieve a grade 5+ in five subjects, including English and Maths.
3	Disadvantaged students at Key Stage 3 often enter with gaps in foundational knowledge and lower learning resilience, which limits their ability to access and retain a challenging, knowledge-rich curriculum. This can result in reduced engagement, lower confidence, and weaker readiness for the demands of KS4.
4	Disadvantaged students are disproportionately affected by mental health concerns, creating barriers to learning and contributing to lower engagement and safeguarding referrals.
5	Disadvantaged students face a greater risk of sanctions, suspensions, and exclusions, often connected to attendance, behaviour, and unmet needs. Reducing these disparities is a key priority.

6	Financial and family issues often prevent disadvantaged students from accessing extracurricular opportunities, healthy lifestyle initiatives, and wider community-building activities, limiting their holistic development, wellbeing, and resilience.
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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
<p>Improve disadvantaged students' literacy and numeracy so they can access the full curriculum and achieve strong outcomes across all subjects.</p>	<ul style="list-style-type: none"> • By July 2026, at least 70% of disadvantaged students (DA students) will improve their Standard Age Score (SAS) in reading by a minimum of 5 points, measured via standardised reading assessments at the start and end of the academic year. • The percentage of disadvantaged students achieving grade 5 or above in English and Maths will increase from 25.4% → 40% by July 2026, closing the attainment gap with non-disadvantaged peers. Progress will be tracked through termly assessments and SAS data, reviewed at key intervals (December 2025 and April 2026). • 80% of DA students engaged in Reading Recovery interventions will demonstrate at least a 5-point increase in SAS vocabulary scores by the end of the intervention, compared to their baseline scores in HT1/HT2. • By the end of the intervention period (July 2026), at least 50% of Y7, Y8, and Y9 disadvantaged students who access Reading Recovery will graduate from the program, based on improvement of at least 5 SAS points and the ability to independently comprehend grade-level texts. • QA will demonstrate that students are more confident with oracy in lessons, as this skill is integrated across Schemes of Learning in English. • QA will demonstrate that Tier 2 and Tier 3 vocabulary is explicitly taught across the English curriculum through the 'Word of the Lesson' approach.

	<ul style="list-style-type: none"> • By summer 2026, 100% of DA students completing Entry Level Maths will achieve their qualification.
<p>Increase progress of disadvantaged students to close learning gaps and raise the proportion achieving grade 5+ including English and Maths.</p>	<ul style="list-style-type: none"> • By the end of the academic year (July 2026), Attainment 8 (A8) for disadvantaged students will improve, with the attainment gap between DA and non-DA students narrowing from -12.99 → around -8.0. Progress will be monitored termly through data collection points. • Increase the TCA A8 score for disadvantaged students from 35.9 in 2025 → 42.5 by Summer 2026. • The gap between DA and non-DA students passing both English and Maths at grade 5 or above will increase from 25.4% → 40% by Summer 2026. • By July 2026, at least 60% of borderline 4–5 students achieve grade 5+, and 40% of 7–9 students improve by at least one grade, tracked termly via QLA-informed assessments, ensuring pupils have sufficient time to practise Golden Knowledge. • At least 80% of disadvantaged students' exercise books meet quality standards, demonstrating structured, well-sequenced practice that builds Golden Knowledge over time and reduces variability with non-disadvantaged students. • By year-end, at least 80% of disadvantaged students can work independently on tasks aligned to learning goals, showing consistent and clear routines that support hard work and effective learning.
<p>Disadvantaged Key Stage 3 students will have strengthened foundational knowledge and improved learning resilience, enabling them to engage confidently with a challenging, knowledge-rich curriculum and be fully prepared for the demands of KS4.</p>	<ul style="list-style-type: none"> • QA of Y10 will monitor how effectively Golden Knowledge, built in KS3, is embedded across all schemes of learning, ensuring lesson plans address misconceptions and knowledge gaps while supporting sequenced knowledge development. • QA will demonstrate that the enhanced Year 9 transition programme effectively prepares disadvantaged students for KS4, evidenced by engagement, participation, and readiness indicators. • QA will demonstrate that the Year 9 Graduation Event positively reinforces student achievements, awareness of KS4 expectations, and understanding of future pathways. • QA activities and termly student surveys show that at least 90% of disadvantaged students feel confident, positive, and happy about their learning.

	<ul style="list-style-type: none"> • QA will show that high-quality, bespoke support ensures measurable outcomes for disadvantaged students, including those reintegrating from Marsden House. • At least 85% of disadvantaged students demonstrate enthusiasm for learning and understand how their education connects to future pathways, evidenced through QA and student voice. • The overwhelming majority of students, including DA, enjoy learning across the curriculum, as measured through student surveys, lesson observations, and QA data. • Teachers skilfully adapt teaching strategies to meet the needs of all students, particularly DA, with a high degree of consistency, evidenced through lesson observations, QA checks, and CPD application. • Staff value CPD and can identify its impact, demonstrated through post-training reflections, observed changes in teaching practice, and improved student outcomes.
<p>Strengthen support for disadvantaged students' mental health and wellbeing to remove barriers to learning, improve engagement, and reduce safeguarding concerns.</p>	<ul style="list-style-type: none"> • QA will demonstrate that health support and advice are effectively signposted to students and staff through half-termly Pastoral CPD sessions and assemblies, with at least 90% reporting awareness of available health and wellbeing resources. • The Student Support Hub will provide timely and effective pastoral support, with at least 85% of students reporting reduced barriers to learning and improved sense of belonging, measured via surveys conducted in HT1, HT3, and HT6. • Collaboration with CAMHS and MHST will contribute to a 15% reduction in health-related absences and a 20% improvement in student-reported wellbeing, tracked via health assessments and student feedback by HT6. • Mental health concerns will be triaged to the appropriate staff member within 24 hours, with 95% of cases logged and addressed within 48 hours, monitored through internal systems. • QA will demonstrate that enhanced student support led by the Student Support Manager provides disadvantaged students with timely guidance and

	<p>pastoral care, ensuring their needs are addressed effectively throughout the school day.</p> <ul style="list-style-type: none"> • QA will demonstrate that the expanded lunchtime extra-curricular offer provides structured mental health and wellbeing activities, with evidence of increased student engagement and social development, particularly for disadvantaged students. • QA will demonstrate that collaboration with the Safer Schools Police Officer delivers targeted support to identified disadvantaged students, evidenced by improved behaviour, attendance, or wellbeing outcomes. • QA will demonstrate that the uniform and resource store ensures disadvantaged students have access to required school resources and uniform, removing barriers to participation, as shown by student uptake and engagement data. • QA will demonstrate that health and wellbeing are embedded across the curriculum, with 100% of teaching staff completing safeguarding and mental health training by September 2025 and applying this knowledge in classroom practice. • Participation in extra-curricular clubs has increased significantly, particularly for disadvantaged students (2025 = 36.2% / 2026 = 45%).
<p>Disadvantaged students achieve improved attendance rates through targeted interventions, leading to enhanced academic progress and greater overall engagement in school.</p>	<ul style="list-style-type: none"> • DA attendance will improve from 85% to at least 93% by Summer 2026, closing the gap with national FFT figures. • DA SEND students' attendance will improve from 82% to at least 87% by Summer 2026. • White British DA cohort attendance will improve from 82% to at least 86% by Summer 2026. • Year 9 to Year 10 cohort (2025–26): Maintain improvement so that Year 10 attendance reaches 90%+, monitored closely throughout the year. • Daily analysis of key disadvantaged students ensures a 95% response rate to those at risk, with improvements tracked weekly in KPI meetings and reviewed monthly. • Form tutors conduct weekly check-ins and contact parents when attendance drops below 90%, with the

	<p>target that 100% of students below 90% are monitored and at least 5% attendance improvement is achieved each term.</p> <ul style="list-style-type: none"> • Attendance Manager delivers interventions for persistently absent students, targeting 100% receiving interventions and 50% improving attendance by 10% or more by Summer 2026. • Attendance rewards issued each half term, with the target that 85% of students report valuing rewards and attendance improves in rewarded cohorts. • Weekly VIP passes, postcards, letters, and trips reward 100% weekly attendance, with the target that 90% of recipients maintain weekly 100% attendance and participation increases by 10% over the year. • Home visits and welfare checks for at-risk students, with the target that 100% receive visits/checks and attendance or engagement is maintained or improved termly.
<p>Reduce disparities in sanctions, suspensions, exclusions, and suspendable behaviours by embedding inclusive behaviour systems that address attendance, behaviour, and unmet needs.</p>	<ul style="list-style-type: none"> • Suspensions for PP students will reduce by 10%, from 160 total suspensions in 2024–25 to 144 total suspensions in 2025–26, with a corresponding reduction in days excluded from 295 to 266 days. • Launch of 'Zero Hero' will provide DA students with small wins to promote positive behaviour. • CPD for staff, including ECTs, on the SEMH toolkit and the power of language, will support classroom management, strengthen relationships, and foster a nurturing environment, contributing to a reduction in B3 removals. • Permanent exclusions will remain below the national average by the end of the academic year, ensuring minimal exclusions for all students. • Internal exclusions for DA students will decrease by 5% from the previous year, ensuring access to the full curriculum is not impacted. • Leaders monitor behaviour KPIs termly and implement actions to address any emerging gaps, with progress reviewed at each data collection point. • The B3 rate for DA students will reduce to 0.25 by Summer 2026.

	<ul style="list-style-type: none"> • At least 70% of students in rewards events will be from disadvantaged backgrounds, reflecting positive behaviour and engagement with learning. • Disadvantaged students' behaviour in classrooms will be rated as good or better (based on teacher observations) in at least 90% of AToL data collection by July 2025. • The proportion of disadvantaged students at risk of becoming NEET will reduce, with all identified students supported through bespoke post-16 apprenticeship or college programmes.
<p>Enhance disadvantaged students' access to financial support and resources so they can fully participate in extracurricular and enrichment activities, fostering holistic development, positive communities, strong aspirations, and a sense of belonging.</p>	<ul style="list-style-type: none"> • At least 50% of disadvantaged students will participate in culturally rich experiences, including curricular and extra-curricular activities, increased physical activity to promote healthy lifestyles, and a residential trip, with participation tracked through Arbor by the end of the academic year • Targeted rewards trips for DA students to support their cultural capital and foster a sense of belonging. • The take-up of extra-curricular opportunities by disadvantaged students will continue to be in line with non-PP, tracked using Arbor to monitor and report DA participation on a termly basis. • The careers programme will be delivered to 100% of students from Year 7 to Year 11. • The EMA department will support identified male students to raise their aspirations, with 100% of this cohort progressing into post-16 education, training, or employment. • The EMA group will engage with parents to promote reading and strengthen relationships between boys and their mothers. • 100% of KS4 DA students participate in Aim Higher Programme, with 60% reporting increased aspirations for university and individual progression plans in place. • Whole-school show to involve 70% disadvantaged, and 85% of participants fully engaged, showing improved teamwork and school belonging. • Family festival day to engage ≥150 families with 50% disadvantaged, and 80% reporting stronger school engagement.

	<ul style="list-style-type: none"> Community Iftar & Christmas lunch: At least 50% of invited DA families attend, with 85% reporting increased inclusion and sense of belonging.
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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: £55,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Implement a comprehensive staff CPD program with a focus on:</p> <ul style="list-style-type: none"> • Reading Catch-Up (Little Wandle) • Reciprocal reading Intervention • Strategies to support disadvantaged students in working independently (You do), and the understanding of 'Golden Knowledge' • CPD around incorporating challenge into the classroom (Check, Challenge, Champion). 	<p><i>Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</i> (EEF 2021)</p> <p>According to the Department for Education (DfE), schools with a high proportion of disadvantaged students saw learning losses 50% higher than those with fewer disadvantaged pupils. This is especially evident in language and vocabulary acquisition, as access to enriching home learning environments during lockdown was limited for many families from low-income backgrounds (DfE 2021)</p> <p><i>The educational outcomes of pupils from disadvantaged households in England are significantly lower than their more affluent peers and the gap gets wider as pupils get older</i> (EEF, 2018).</p> <p>Of the children who persistently experience poverty, 75% arrive at school below average in their language development (<i>Transforming teaching and learning through talk p.6</i>)</p> <p><i>SEMH Toolkit</i></p>	<p>1 & 2</p>
<p>Effective Wave 1 intervention in the classroom meets the needs of DA students, especially those who are disadvantaged and SEND</p>	<p><i>Disadvantaged pupils with SEN support or an Education Health and Care plan (EHCP) were predicted to have significantly lower outcomes, than their disadvantaged peers who did not have some form of SEND identification.</i> (National Foundation for Educational Research 2019)</p> <p>The attainment gap in secondary reading between non-SEN pupils and</p>	<p>1 & 2</p>

	those with SEND support is around 24.8 months, and even larger for those with an EHCP (Education Policy Institute)	
Recruit and retain strong, proven teachers in shortage subjects to ensure ongoing consistency and continuity in education.	<p><i>Access to high-quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils from socio-economically disadvantaged backgrounds (EEF 2023)</i></p> <p>Hiring excellent teachers in areas with shortages reduces the likelihood of students having a worse classroom experience compared to their more advantaged peers.</p>	1, 2 & 3

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

Budgeted cost: £142,079.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide academic and reading catch up intervention to support increased numbers of students requiring additional reading support. This includes:</p> <ul style="list-style-type: none"> • EMA groups • Little Wandle • Reciprocal Reading 	<p>Internal assessment indicates that Between Y8 – Y11, the average of all KS2 scaled scores for reading, writing and maths for disadvantaged students is 3 points below their non-disadvantaged peers, and the average for ‘all’ students is a further 3 points below national average.</p> <p>The 2022 report emphasises that the gap, which already existed pre-pandemic, has become harder to close due to increased challenges such as access to resources and support (EEF 2022).</p>	1

	<p><i>Due to the Covid 19 pandemic there is a significant learning loss in literacy and numeracy. This is greatest in the Yorkshire & Humber region (Institute of Education 2021)</i></p> <p>The basic underpinning principles of literacy are key in ensuring that disadvantaged students are supported to achieve through the curriculum.</p> <p>The Education Endowment Foundation (EEF) emphasises that reading comprehension strategies can yield an average of six additional months of progress, especially for lower-attaining students (EEF 2021).</p>	
<p>Use of school-led intervention groups for those students not meeting expected outcomes, including:</p> <ul style="list-style-type: none"> • Year 11 students accessing P6/Pizza and Coke Nights/Saturday School/holiday lessons • KS3/Y10 students being identified as underperforming • Additional teaching time within the curriculum for students in need of extra support • Review of EBacc route for key 	<p><i>Disadvantaged students, generally, display lower reading ages than non-disadvantaged peers. This has been exasperated by the Covid 19 Pandemic.</i> (Institute of Education 2021)</p> <p><i>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.</i> (DfE School-Led Tutoring Guidance 2021)</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to</p>	1

underperforming students and	<p>overcome barriers to learning and increase their access to the curriculum. (EEF, 2021)</p> <p><i>Beyond the Classroom</i> report (2025) shows enrichment activities (sports, arts, volunteering, trips etc.) correlate with improved school attendance, particularly among those at risk of absence, and recommends a minimum hours standard and secure funding for enrichment in schools with high absence.</p>	
<p>Provide a range of equipment to those students who need it including:</p> <ul style="list-style-type: none"> • Revision resources including stationary, calculators and revision guides • Technology including laptops, tablets and WIFI connections • Uniform and PE Kit provided for PP 	<p>Our student voice shows that KS4 disadvantaged students are under time pressure to ensure that they learn and remember key knowledge ahead of examinations.</p> <p>Providing the right tools and support not only helps them keep pace with their peers but also enhances their overall educational engagement and success (GOV.UK)</p>	2&3
Provide appropriate ICT equipment for SEND disadvantaged students, to support where required exam access arrangements.	A disproportionately high number of SEND disadvantaged students have access arrangements and require ICT for access arrangements due to lower levels of literacy	2,3 & 5

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

Budgeted cost: £188,950.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Trips and extra-curricular opportunities are in place to provide rich cultural capital opportunities and raise aspirations, especially for the disadvantaged.</p> <ul style="list-style-type: none"> • Brilliant Club for Most Able disadvantaged students in Y9 • Whole school production to support community and extra-curricular opportunities • Residential University visit for Aim Higher group 	<p><i>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes e.g., achievement, attendance at school.</i></p> <p>(Social Mobility Commission)</p> <p>Children from poorer households are much less likely to participate in extracurricular activities (especially music, sport) and participate in fewer types of activities (Research Gate)</p>	<p>2 & 3</p>
<p>Ensure that wellbeing staff are deployed effectively to:</p> <ul style="list-style-type: none"> • Maintain the work undertaken by Prosper to provide wide reaching attendance, pastoral and academic support • Deliver mental health and wellbeing education • Improve attendance tracking systems and interventions to identify targeted disadvantaged students whose 	<p>The wellbeing team offer interventions around mental health and wellbeing, behaviour, bereavement, relationships, self-esteem and self-care, amongst other things.</p> <p>The recent cost of living crisis means that disadvantaged students run the risk of becoming more disadvantaged. Alternatively, students who were not previously disadvantaged, may fall into this cohort.</p>	<p>1,2,3,4,5 &6</p>

<p>attendance falls below expected</p> <ul style="list-style-type: none"> • Push rewards for attendance and positivity around promoting good attendance 		
<p>Maintain levels of staffing of non-teaching pastoral leaders and SEND specialists in order to support disadvantaged and the vulnerable, with a particular area of focus to be mental health impacting on behaviour and attendance</p>	<p>Disadvantaged students are more likely to require greater pastoral support; therefore, capacity is required in order to provide that</p> <p>Our QA shows that more CPD is needed around the utilisation of support staff in the classroom</p>	<p>4, 5 & 6</p>
<p>Continue to develop an extra-curricular timetable which offers a range of activities for all students, in particular disadvantaged</p>	<p><i>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes e.g., achievement, attendance at school.</i></p> <p>(Social Mobility Commission)</p> <p><i>The Education Policy Institute found that students who engage in extra-curricular activities during secondary school experience positive outcomes, including better educational attainment and increased employment prospects (Education Policy Institute).</i></p>	<p>4,5, &6</p>
<p>Employ Pastoral Team to provide targeted academic, behaviour and pastoral support for identified disadvantaged students including careers guidance</p>	<p>Studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. (EEF 2022)</p>	<p>1, 2, 3, 4, 5 & 6</p>

<p>Improve deployment of ETAs to provide appropriate in class support for SEND and disadvantaged students</p>	<p>A greater proportion of SEND disadvantaged students access support from an EHCP or My Support Plan</p>	<p>1,2 & 3</p>
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Total budgeted cost: £386,144.97

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<ul style="list-style-type: none"> Improve reading among disadvantaged students to enhance their curriculum access, leading to increased engagement and reduced behavioural issues. 	<ul style="list-style-type: none"> 58.6% of Y7 disadvantaged students accessing reading recovery improved their reading. This progress is enabling greater access to the wider curriculum and supporting engagement. 68.8% of Y8 disadvantaged students accessing reading recovery improved — the strongest impact across cohorts. 58% of Y9 disadvantaged students accessing reading recovery improved. 50% of Y10 disadvantaged students accessing reading recovery improved. In addition, disadvantaged students in the daily Reading Intervention form showed continued gains across the year, with some achieving SAS above 100 by July By July 25, approximately 41% of disadvantaged students had reached a SAS of >95, improving their curriculum access, engagement, and reducing behavioural issues.
<ul style="list-style-type: none"> Increase attendance rates among disadvantaged students to bridge learning gaps and improve academic outcomes, bringing them closer to the performance of their peers. 	<ul style="list-style-type: none"> Overall DA attendance fell slightly from 86.6% in 2023–24 to 84.9% in 2024–25. DA students achieved an A8 score of 34.59, highlighting a continued attainment gap compared to non-DA peers (47.55). While progress toward the target of narrowing the gap (-8.92 to -5.0) remains ongoing, this identifies a clear focus for future intervention. 61.54% of DA students achieved grade 4+ in English, and 49.23% achieved grade 5+, compared to 82.24% and 68.22% of non-DA students. This demonstrates that disadvantaged

	<p>students are making progress toward curriculum benchmarks, though gaps remain.</p> <ul style="list-style-type: none"> • 44.62% of DA students achieved grade 4+ in Maths and 26.15% achieved grade 5+, compared to 75.7% and 48.6% of non-DA peers, indicating targeted support in Maths is critical to bridging gaps. • 25.4% of DA Students achieved 5 GCSEs at 5+ including English and Maths- this remains our focus area for next academic year. • 24.5% of DA students are on the EBacc route, up from the 2024 leavers' figure of 22%, showing progress in curriculum access despite not yet reaching non-DA levels (45.38%). • DA behaviour incidents reduced from 27.4% in 2023-2024 to 26.6% • Persistently absent DA students increased from 140 in 2023–24 to 181 in 2024–25 • 10 students (e.g., JH, KD, MS, AA) successfully reintegrated or maintained/improved attendance, representing roughly 30–35% of the PP cohort in this provision, showing the effectiveness of tailored support in Marsden House in re-engaging students. • Approximately 8 DA students were supported through alternative provision or offsite directions, preventing permanent exclusion and allowing them to remain in learning, equating to about 20–25% of the cohort.
<ul style="list-style-type: none"> • Disadvantaged Key Stage 3 students receive a high-quality, challenging catch-up curriculum that broadens knowledge, boosts engagement, and builds skills needed 	<ul style="list-style-type: none"> • DA students average 3.38 for completion of independent work, showing developing resilience and ownership of learning. • DA students demonstrate strong engagement with an average of 3.75 for

<p>for success at Key Stage 4.</p>	<p>behaviour, evidencing positive access to the curriculum.</p> <ul style="list-style-type: none"> • Positive points for DA students have risen by 33.5% from 2023-2024 • Year 9 students received an enhanced transition which supported their progression into Y10. • Check, Challenge, Champion launched with departments- QA shows positive feedback of this. • On The Scholars Programme this year, 7 students were eligible for Pupil Premium. Their average attendance was 98 %, which means they received 55 hours of tutoring from a PhD researcher. Of these students, 2 received a 2:1
<ul style="list-style-type: none"> • Disadvantaged students receive enhanced mental health support, reducing barriers to learning and lowering safeguarding referrals, fostering a safe and supportive learning environment. 	<ul style="list-style-type: none"> • Engagement with parents and students through EMA was strengthened through phone calls, home visits, and in-school workshops, which included in-depth discussion of cultural and religious expectations. • Parent workshops achieved 90% attendance, addressing challenges around parental vs. student expectations. • A targeted cohort of Year 11 Pakistani boys identified as at risk of becoming NEET all accessed the EMA base, and 100% successfully secured a college or apprenticeship placement, ensuring none were recorded as NEET. • PROSPER supported 14 students last academic year- The support improved attendance and engagement at school. Reduction in behaviour incidents and stronger family relationships.
<ul style="list-style-type: none"> • Disadvantaged students are provided with financial support and resources to ensure their full participation in extracurricular activities, enhancing their holistic 	<ul style="list-style-type: none"> • 101 disadvantaged (DA) students (33% of total participants) took part in extracurricular activities after school in 2024–25, ensuring DA students are actively included in school life.

<p>development and fostering a sense of belonging</p>	<ul style="list-style-type: none"> • Two-weekly reward trips engaged over 200 DA students, promoting a sense of recognition, belonging, and motivation. • All DA students provided with PE kits and food resources, ensuring disadvantaged students could fully participate in lessons and activities. • Breakfast Club is the highest-attended club, with over 100 students participating regularly, supporting social development and readiness to learn. • Only 12% of KS4 students currently participating; future focus will be on increasing engagement for older disadvantaged students.
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Externally provided programmes

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

Programme	Provider
Counselling	Wendy Trickett

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>N/A</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>N/A</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.