

Pupil premium strategy statement – Manor High 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	2023/24 = 925, 2024/25 = 930 2025/26=949
Proportion (%) of pupil premium eligible pupils	2023/24 = 15.4%, 2024/25 = 12.8%, 2025/26=13.32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26-2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	January 2026
Pupil premium lead	Helen Newbery
Governor / Trustee lead	Jesse Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151230
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£25571
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>	£176801

Part A: Pupil premium strategy plan

Statement of intent

At Manor High School, we have the highest aspirations for all students regardless of background. Our use of the Pupil Premium is underpinned by diagnostic evaluation of our students' challenges and needs and strong educational evidence informed by the EEF (Educational Endowment Foundation).

Our context

Manor High School is an 11-16 Secondary School located in Leicester. NOR is 949. 36 students have EHCPs and have a range of complex needs, 128 students are K coded. 124 students are Pupil Premium. 3 students are Looked After and 6 are PLAC.

We are determined to ensure that every student is well known, valued and recognised. Our school vision is to produce 'Excellent People' with 'Excellent Results'. This means we consider the whole person as being important, not just their academic ability. We have spent time developing our pastoral systems as well as our character curriculum and we have moved from a vertical to a horizontal pastoral structure this year. This has enhanced our pastoral support which is focussed upon creating an environment where students feel safe. An engaging curriculum that ensures strong outcomes for all and a broad and exciting extra-curricular programme are all key features. Our community is formed of motivated students who behave well, with assistance from a supportive staff body. KS4 data shows that students achieve well, significantly above national averages. Disadvantaged A8 is 42.7, compared to national figures of 34.9, is a trend demonstrated over time. PP students perform better at MHS when compared to national in all areas. Our results over the last 3 years are below.

	• 2023 (PP)	• 2024 (PP) •	• 2025 (PP) Oct release DofE
Progress 8	• 1.1 (0.89)	• 0.69 (0.3)	4M 1.3 (0.31) FFT 0.8
Attainment 8	• 61.9 (55.5)	• 56.78 (49.69)	• 58.8(42.7)
English & Maths Strong Pass	• 77% (54%)	• 65% (48%)	• 71% (50%)
English & Maths Standard Pass	• 91% (100%)	• 80% (73%)	• 82% (58%)
EBacc Average Points Score	• 6.02 (5.39)	• 5.47 (4.8)	• 5.7 (4.04)
EBacc Entry	• 95% (100%)	• 89% (83%)	• 92% (81%)

The school has regularly performed highly locally and also nationally, our A8 score puts us in the top 8% of schools nationally. Our students outperform all schools locally and within the local authority we have always been one of the highest achieving schools for all students, including disadvantaged.

The school is fully committed to its core values of Excellence, Inspiration, Resilience and Respect. There has been work done over this academic year over the development of character - it is about leaving MHS not only with excellent outcomes, but also with excellent

character. Our core values are rewarded in lessons through our rewards systems. There has been work done to develop our pastoral systems to ensure they are robust and responsive.

Our intent

All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Our curriculum provides a broad range of subjects with a balance of learning opportunities, both academic and vocational. We are aspirational for our students. They are encouraged to follow the English Baccalaureate. Around 90% do. This is an equality right. Those for whom the English Baccalaureate is not suitable have alternative options, including vocational certificates (BTEC, Cambridge Nationals and NCFE quals). Our community is aspirational, and we must ensure we meet the needs of our community and increase social mobility.

Our students from disadvantaged backgrounds have the same access to our curriculum and opportunities as their peers, and so their attainment and progress outcomes are significantly better than non-disadvantaged students nationally. Through high expectations, appropriate support, a strong pastoral and tutor system and effective systems and strategies we are able to break down barriers to learn so that Manor High students from disadvantaged backgrounds achieve and succeed whilst in our care. 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities and strategies we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching, The Manor High core habits (our vision for developing consistent classroom practice across the school, is driven by making high expectations and quality first teaching strategies clear, concrete and visible for all stakeholders), 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.

There are numerous opportunities to study outside the classroom through such as, Duke of Edinburgh Award, trips abroad, after school clubs, sports, arts activities and more. Students of all abilities have access to a range of enrichment activities, trips and visits. During the last number of academic years there have been on average 36 trips and visits, from across the curriculum and year groups, ranging from science trip to Ski residential trips to universities. Approximately 18% of trip places were taken by pupil premium students (above our school % for PP), and an additional 18% of places were SEND students. We closely monitor take-up from our PP learners and encourage them to participate, offering financial support to do so. Our target is always to ensure that we build cultural capital and have more trip places taken by PP students than our school % PP.

Our principles

We ensure that teaching and learning opportunities meet the needs of all the students and that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Whilst we encourage families to access funding we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged regardless of funding being in place. We also recognise that social mobility exists, with many students residing in poorer areas of the City, progressing well and securing places at University. Our ultimate objectives:

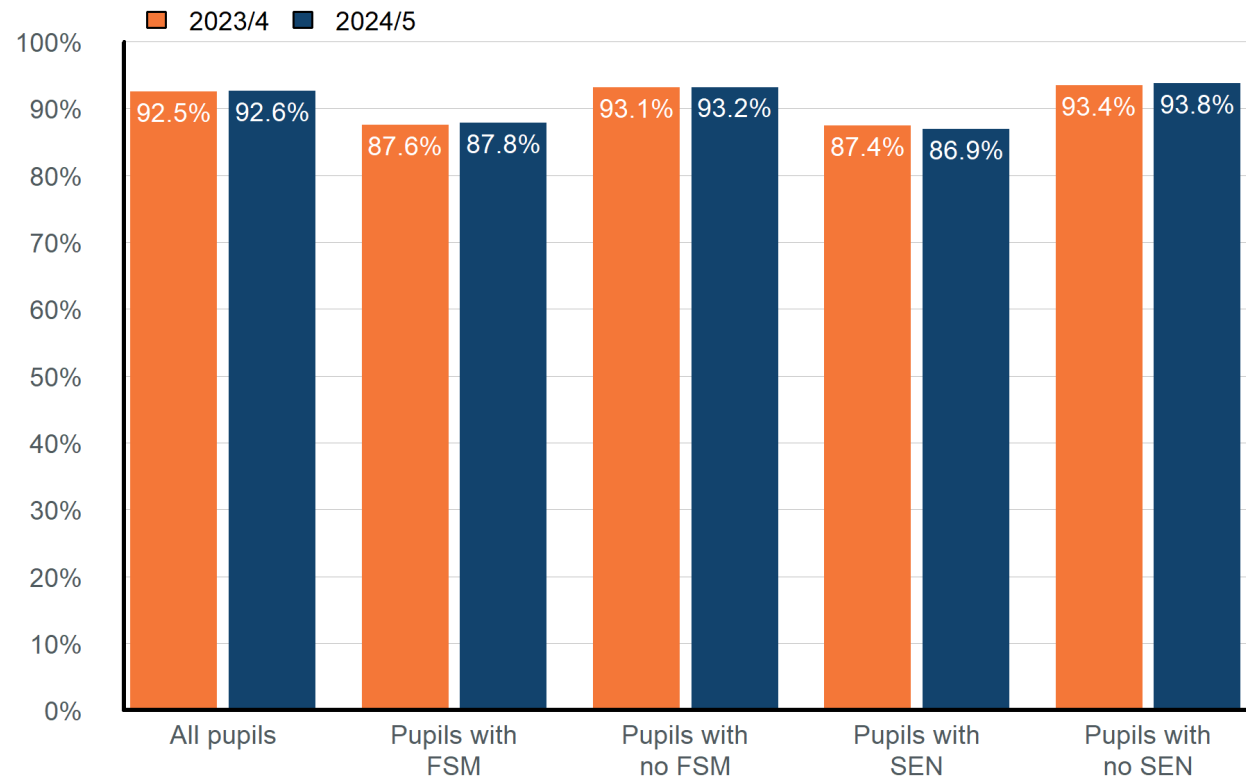
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to perform in line with the rest of the cohort with regards to their GCSE results.

Challenges

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

Challenge number	Detail of challenge			
1	Ensuring all students make good academic progress regardless of their starting point. The attainment of disadvantaged pupils is generally lower than that of their peers.			
	Year 11 KS2 data			
	Year	KS2 APS PP	KS2 APS Non PP	Gap
	2025/26	104.41	105.42	-1.01
	2024/25	101.86	104.75	-2.89
	2023/2024	106.6	104.47	-1.59
	2022/2023	105.17	106.81	-1.67
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Disadvantaged students generally arrive with weaker literacy skills. The challenge is to ensure all pupil premium students achieve ‘the basics’ of a grade 4+ in Maths and English in year 11.			
3	Research suggests many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers			

4	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. Our assessments, through pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
5	School data shows that students in receipt of pupil premium are less likely to engage with the rich variety of co- curricular opportunities available and therefore this can reduce the variety of experiences, leading to a limitation of understanding and access to the curriculum. Engaging higher attaining students in an academically challenging curriculum that opens doors to further study, careers and aspirational life goals is our aim.
6.	Attendance (Details from View Your Education Data): Previous academic year comparison Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM)) compared to last year. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025 , compared to the same period last year.

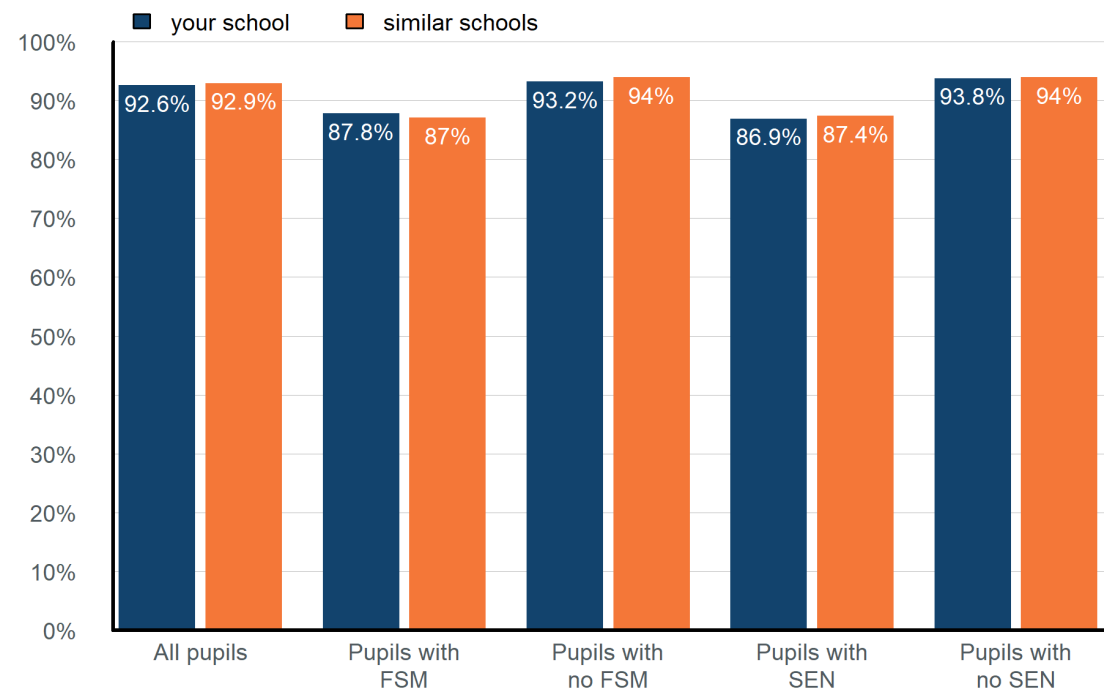
Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	92.5%	92.6%
Pupils with free school meals (FSM)	87.6%	87.8%
Pupils with no FSM	93.1%	93.2%

Our attendance data indicates that FSM students are around 5.5% lower than non FSM students, there have been small gains over the period.

Comparison with other similar schools:

Pupil group comparison

Figure 2: Bar chart showing attendance percentage for pupils with and without free school means (FSM) and special educational needs (SEN) compared to similar schools. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Your Attendance	Similar schools’ median attendance
All pupils	92.6%	92.9%
Pupils with free school meals (FSM)	87.8%	87%
Pupils with no FSM	93.2%	94%

Although comparisons with other similar schools shows Manor High School to have higher attendance for FSM students, the in school gap is still too high and we want to address this.

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
Improved attainment among disadvantaged pupils, which steadily closes the gap with their peers, across the curriculum at the end of KS4, especially in English, Maths and Science. Support disadvantaged students to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths. Increase the percentage of disadvantaged students achieving grades 4-9 in Combined Science.	PP students at Manor High do better than other students nationally in English, Maths and Science Pupils eligible for PP, identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD). These students also form the majority of our 'target 30' cohort. Outcomes for pupil premium students shows a APS score in line with their peers. Outcomes for pupil premium students are consistently good across all subjects
Improved reading comprehension among disadvantaged pupils across KS3, using SPARX reader. More rapid progress in literacy for Year 7 and 8 pupils eligible for PP funding to enable them to access the KS4 curriculum.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non- disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Reading ages, generated by Accelerated Reader, are identified in Year 7. Students are retested to monitor progress. At least 50% meet or exceed FFT5 estimates and 100% meet FFT20 estimates in English and Maths. Pupils eligible for PP funding will make progress at a faster rate than NPP students. This will be evidence using the SPARX reader

	programme and data captures chronologically through the year, so the gap closes and also reading age assessments.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. Class charts is a recent system used to support students and parents with homework, and shows the staff and student engagement, which we will monitor over time. This will give valuable data to assess the behaviour of students and the opportunity how interventions to support good behaviour can be used moving forward.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing demonstrated by various methods such as attendance data, student voice, student and parent surveys and teacher observations.
Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum. Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships. Support with D of E and work experience where applicable.	A significant increase in participation in enrichment activities, particularly among disadvantaged students. Entries for the E-Bacc suite is in line with the national average. HA students access post 16 study or apprenticeships at level 3 All disadvantaged students take part in at least one educational visit. Same proportion on PP and NPP participate in work experience weeks (Y10).
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Students and families are supported to re-establish the routines, expectations and structure of school.	Reduce the number of persistent absentees (PA) and seriously absent (SA) so that gaps are reduced between PP and non PP.
To review and continue to adapt SEND department. Leadership within SEND to create a more dynamic structure that reflects and meets the needs of students in a much more focused way.	Ensure the SEND team is established and structured to be able to meet the needs of students effectively.

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.

- 1. High quality teaching** Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Coaching programme.
- 2. Targeted academic support** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.
- 3. Wider strategies** Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 71,263.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments – GL Assessment suite. Training will be provided for staff to ensure assessments are interpreted correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF +6 months impact – feedback	1, 2, 3,
Pupil Premium Co-ordinator, to work with the Senior Leadership Team to lead a whole school programme focused on improving the outcomes and progress of identified students and to narrow the gaps of groups within school. Administration of Alternative Provision and visits to see students.	Funding streams targeted at improving outcomes for identified students and ensuring that pupil premium and catch- up funding reaches the groups of students for whom it is intended and makes a significant impact on their education. Recovery Premium - DfE supplementing the PP fund?	All
Employment of suitably qualified TAs, especially with a specialism in dyslexia and autism. Trained ELSAs on site. Extra staffing in maths. Year 11 revision support. Members of NASEN and access to the NASEN supportive CPD for TAs. Payment for TA's to deliver specific interventions to narrow the gap, particularly in KS3 and those in Year 7.	The research suggests that small group tuition leads to moderate impact in comparison to those students who do not receive small group tuition. +5 months impact – one to one tuition +4 months impact – small group tuition +5 months – collaborative learning approaches +7 months impact – meta-cognition and self-regulation +4 months impact – social and emotional learning	1,2, 3, 4, 5

To raise awareness of the PP cohort to ensure effective planning, and implementation of our Disadvantaged First Strategy (receive the first wave of in class intervention such as cold calling, best seats, marked first, checked in on first) To improve the quality of feedback for the PP cohort. All PP marked in Arbor	Feedback has strong evidence for improving the learning and progress. If teachers know who the PP students are they can ensure they are targeting them with verbal and written feedback, AFL, questioning, grouped for collaborative learning, and provided individualised instructions more frequently. For PP students the difference between a good teacher and a bad teacher is a whole year's learning.' PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate First wave intervention. Class Charts use to support smart seating. Pride in presentation, and use of purple pen for progress +6 months impact – feedback +5 months impact – collaborative learning	1, 5
To support PP students with iPad hire costs to enable them to access the same learning as non PP students.	Additional financial support available to parents to ensure that students are not disadvantaged by access.	1, 3
To hold walking talking mocks for Yr 11 students. This will be used to bolster marks in the summer exams and promote meta-cognition.	Research shows that feedback and meta-cognition and self-regulation has significant impact. This will be used to support PP students with examinations by helping them to understand exactly what they will be face. The teacher will demonstrate the process and show how to answer exam papers to maximise marks. +6 months impact – feedback +7 months impact – meta-cognition and self-regulation	1, 3

SPARX reader. Programme to be used to develop the literacy levels of students in Key Stage 3.	Reading Comprehension Strategies – EEF	1, 2
Teacher professional development. Eg: Funding for teachers to take part in greater CPD opportunities to improve Teaching and Learning – funding for supply costs. This includes the use of StepLab to support staff with their practice. We fund professional development and instructional coaching focused on each teacher's subject area.	DfE – Delivering World-Class Teacher Development (June 2021) “Teachers are the foundation of the education system – there are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving student outcomes – and is particularly important for pupils from disadvantaged backgrounds”.	1,2, 3 and 5
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Eg: Spelling Bee The school has a Literacy Coordinator and Literacy Ambassadors that support and organise these activities. Oracy-Phonics Whole school training and ground rules for talking point – consistent approach across the school. Debating club to develop oracy further. Whole school reading programme run through tutor programme to close gaps even further.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 2

Provision of additional resources that underpin the effective delivery of the curriculum. Eg: provision of ingredients for cooking, sets of books for class readers for tutor time, art and DT consumables and assistive technology for student use in the classroom. This can also include stationery including compulsory equipment for iPads, revision materials for all year groups, required equipment for examinations.	National Food Strategy 2021 – Recommendation 3: Launch new eat and learn initiative for schools. Pg. 15	1,2,3,4,5
Administration time for the SEND team to support the progress of PP students with regards to access arrangements.	+7 months impact – meta-cognition and self-regulation	1, 3
SEND Assessments	SEND Code of practice Remove a financial barrier to diagnosis for SEND	1,2, 3
Bespoke Ed Psyc reports for identified FSM students	Ensure that PP students have access to external support if required.	3
Training for administration and data support to help assess and analyse PP data to identify gaps and strategies for support.	Staff to be able to identify gaps and ensure that effective teaching strategies are deployed to close the gaps.	1

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

Budgeted cost: **£12,076**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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GCSE holiday revision and intervention classes for PP to improve teaching and learning outcomes. Catch up clubs for Years 7-9 Peer Support Programmes	Application of Access arrangements to ensure PP students are on par with their peers, if academically disadvantaged. Staff identify students who would benefit from additional support during holidays, eg Easter Revision. Summer Schools - EEF	1, 2, 5
Funding an Educational Psychologist to complete the necessary assessments for the form 8s.	Intervention for those PP students below expected. Students identified through data and sessions offered in English and maths. +4 months impact – small group tuition +7 months impact – meta-cognition and self-regulation	1, 2, 3
Music tuition and graded examinations Opportunity for all PP students to access funded music tuition through our network of peripatetic music teachers	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months impact – Arts participation	5
Adopting a targeted reciprocal reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. In order to support lower ability learners, a Reader Leader scheme is taking place to assist students in Year 7 who have an average reading age of 9 or below. This improves their reading comprehension. This is led by our KS4 students who have an average reading age of 15 or above and are highly competent in their reading skills.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2

Provide PP parents with funds to request remarks for GCSE subjects should the school identify that there are possible anomalies with marking, or that results are close to grade boundaries that staff had predicted could be achieved.	To ensure equality of access to a remark service which can be costly for parents and therefore beyond the financial capabilities of some. This directly impacts life chances beyond MHS and the options students have for further study/employment beyond MHS. Decreases the potential for students to be NEET.	1
Targeted in school intervention led through TA's to support focused students to improve levels of numeracy and literacy. This targeted tuition will support small groups of students where a gap has appeared in their learning. Explore use of TA's/Support Staff within the Oak Trust to be able to support with targeted interventions for those not deemed to be secondary ready.	+4 months impact – <u>small group tuition</u>	1

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

Budgeted cost: £92,576.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved attendance of PP students, further closing the gap relative to other students in school. Attendance certificates, assemblies, home visits, target group. Tutors to also work with students during registration time to support having one to one conversations regarding attendance.	Parental involvement shows moderate impact for moderate cost. The support ensures that they are able to get to school. The NFER briefing on raising performance of PP students states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.' APLs who monitor pupils and follow up quickly on truanacies. First day response provision.	1, 3, 4

Embedding principles of good practice set out in DfE's Improving School Attendance and Attendance Matters strategies. SPL's primarily, and other staff will get training and release time to develop and implement new procedures, where necessary. Assistant Pastoral Leads in their role to monitor Attendance require support and training to enable them to have both a strategic and proactive approach to managing attendance in their year groups. Introduction of more streamlined attendance reporting for parents to decrease the administration time of this, and to increase the time available for interventions to improve attendance.	Support for paying for school bus. Attendance Manager focuses on PP students to contact on first day of absence Meetings with PP parents and students who have low attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. +3 months impact – parental involvement	1, 3, 4
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Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem, anxiety and confidence. Safeguarding CPD for all staff and master classes for the DSLs, to enhance the provision around safeguarding the most vulnerable. SEND CPD via NASEN for TAs and teaching staff.	John Dunford speaks about the need for 'Forensic Personalisation'. This is especially true for PP students. Middle Leaders, Teachers, Tutors and Behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. HOD, SPLs, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions. Close monitoring of progress. Regular feedback for targeted students. Counsellor available when necessary, including bereavement counselling. Members of safeguarding network to ensure all resources are gained where safeguarding is an issue/barrier. Young Minds January 2021 The Recovery Curriculum Professor Barry Carpenter 2020 School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students. +4 months impact – social and emotional learning +4 months impact – small group tuition +4 months impact – behaviour interventions +7 months impact – meta-cognition and self-regulation +3 months impact – parental involvement	1, 3, 4
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To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts. As and when possible to consider supporting families – cooking lessons etc Continuation of hardship fund to subsidise 50% towards uniform, equipment and PE kits for PP students. Also small educational visits deemed essential to the well-being or aspirations of the child will be fully funded. All PP students will have a budget of £100 per year towards educational excursion eg: Ski trips or languages trips or local trips and visits.	Research shows parental involvement shows moderate impact. Some funding is protected so that we can support our PP FSMs students in ensuring that they have the correct uniform and that they can take part in Educational school visits. +3 months impact – parental involvement	1, 4
To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts. Careers education programme. Disadvantaged students to be more motivated to aim high, and accelerate their progress so they can attain as well. PP and disadvantaged to access additional support from our Careers Advisor.	Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, D of E, Arts participation have measurable impact. PP students will engage in all aspects of life. All PP to engage in at least 1 CEIAG experience per year and extra -curricular experiences. Taking the PP students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects. PSHE SoL purchased to particularly tailor PP needs. +3 months impact – Arts participation +3 months impact – parental involvement	1,4, 5

Alternative provision for those students for whom require additional support from external providers.		
Adoption of a cognitive behavioural therapy (CBT) intervention via training and counselling for specific pupils who require support with regulating their behaviour and emotions. This includes training for pastoral staff and collaboration with other schools and external agencies. Mental Health ambassadors trained both in staff and students. Flourish project hub.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	1, 5, 6
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Standards and Progress Leaders and Assistant Pastoral Leaders primarily, and other staff will get training and release time to develop and implement new procedures, where necessary. Where students are struggling to attend, looking into flexible, temporary alternative provisions, particularly with a therapeutic focus. Example: Anstey Alpacas.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Eco garden. Ecology garden to be developed by staff and students to support the holistic wellbeing of vulnerable students.	Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, D of E, Arts participation have measurable impact.	1, 4, 5

Total budgeted cost: £175,915

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Details	EM Threshold															Progress 8							
		Entered			Standard Pass						Strong Pass						Summary				Baskets			
		Pupils	#	%	Both		English O...		Maths O...		Both		English O...		Maths O...		KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other
	Name				#	%	#	%	#	%	#	%	#	%	#	%								
>	Any other Ethnic Group	2	2	100	2	100	0	0	0	0	2	100	0	0	0	0	107.75	2	1.65	100	1.42	1.75	2.0	1.45
>	Refused	8	8	100	8	100	0	0	0	0	8	100	0	0	0	0	105.56	8	1.83	100	1.87	2.01	2.11	1.39
>	Information Not Yet Obtained	2	2	100	2	100	0	0	0	0	2	100	0	0	0	0	0	0	0	0	0	0	0	0
✓	FSM																							
>	FSM	23	22	95.65	14	60.87	3	13.04	2	8.7	12	52.17	2	8.7	1	4.35	101.86	22	0.41	54.55	0.46	0.33	0.53	0.32
>	Non FSM	155	153	98.71	130	83.87	11	7.1	3	1.94	113	72.9	18	11.61	5	3.23	104.75	139	1.44	87.77	1.36	1.36	1.72	1.25
	FSM Gap	-132	-131	-3.06	-116	-23	-8	5.94	-1	6.76	-101	-20.73	-16	-2.91	-4	1.12	-2.89	-117	-1.03	-33.22	-0.9	-1.03	-1.19	-0.93
✓	Prior Attainment Band																							
>	H	44	44	100	44	100	0	0	0	0	44	100	0	0	0	0	109.78	41	1.93	100	1.5	2.11	2.23	1.81
>	M	103	103	100	91	88.35	3	2.91	5	4.85	75	72.82	11	10.68	6	5.83	104.24	93	1.3	80.65	1.28	1.18	1.6	1.1
>	L	30	28	93.33	9	30	11	36.67	0	0	6	20	9	30	0	0	96.5	27	0.3	66.67	0.65	0	0.4	0.17
✓	Pupil Premium																							
>	Pupil Premium	26	25	96.15	15	57.69	4	15.38	3	11.54	13	50	2	7.69	1	3.85	102.18	25	0.31	52	0.33	0.23	0.44	0.22
>	Non Pupil Premium	152	150	98.68	129	84.87	10	6.58	2	1.32	112	73.68	18	11.84	5	3.29	104.75	136	1.48	88.97	1.4	1.4	1.76	1.29
	Pupil Premium Gap	-126	-125	-2.53	-114	-27.18	-6	8.8	1	10.22	-99	-23.68	-16	-4.15	-4	0.56	-2.57	-111	-1.17	-36.97	-1.07	-1.17	-1.32	-1.07

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Details		EM Threshold														Progress			
		Entered		Standard Pass						Strong Pass						Summary			
				Both		English Only		Maths Only		Both		English Only		Maths Only					
Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive
+ Males	129	127	98.45	101	78.29	9	6.98	6	4.65	84	65.12	13	10.08	7	5.43	105.57	122	0.7	72.13
+ Females	77	77	100	66	85.71	4	5.19	2	2.6	49	63.64	14	18.18	2	2.6	106.24	71	0.69	74.65
+ Gender Gap	52	50	-1.55	35	-7.42	5	1.78	4	2.05	35	1.48	-1	-8.1	5	2.83	-0.67	51	0.01	-2.52
▼ attendance																			
+ 90-100%	95	95	100	81	85.26	7	7.37	1	1.05	66	69.47	13	13.68	3	3.16	106.48	90	1.19	84.44
+ 80-90%	88	88	100	75	85.23	5	5.68	5	5.68	60	68.18	11	12.5	6	6.82	105.76	82	0.74	75.61
+ 70-80%	8	8	100	5	62.5	1	12.5	1	12.5	3	37.5	1	12.5	0	0	104.21	7	-0.38	28.57
+ 50-70%	4	4	100	3	75	0	0	0	0	2	50	1	25	0	0	106.33	3	-0.95	33.33
+ 0-50%	11	9	81.82	3	27.27	0	0	1	9.09	2	18.18	1	9.09	0	0	101.73	11	-2.59	0
+ NON ATTENDERS	7	6	85.71	2	28.57	0	0	1	14.29	1	14.29	1	14.29	0	0	103.5	7	-2.42	0
▼ LAC																			
+ LAC	1	1	100	0	0	0	0	0	0	0	0	0	0	0	0	79	1	-1.6	0
+ PLAC	1	1	100	0	0	1	100	0	0	0	0	1	100	0	0	97.5	1	0.02	100
► Pupil Premium																			
▼ FSM																			
+ FSM	30	30	100	22	73.33	2	6.67	1	3.33	13	43.33	7	23.33	2	6.67	104.47	29	0.3	65.52
+ Non FSM	176	174	98.86	145	82.39	11	6.25	7	3.98	120	68.18	20	11.36	7	3.98	106.06	164	0.76	74.39
+ FSM Gap	-146	-144	1.14	-123	-9.05	-9	0.42	-6	-0.64	-107	-24.85	-13	11.97	-5	2.69	-1.59	-135	-0.46	-8.87

Last academic year reflects a dip in performance from the PP students in comparison to the non PP and the gap widening. Although our in school PP is still higher than national non PP, it is still important that we recognise that this gap has opened. The data does recognise that our cohort of PP last year was significantly greater than previous years making this comparison more challenging to compare. Areas set out within this report are focussed to ensure that the gap closes and that we recognise that the number of PP is growing and therefore our strategies need to reflect this.

Attendance:

Pupil Premium:

Last year's data:

	Attendance	Absence	
Overall 2023-2024	86.1%	13.9%	6.1%
Overall 2024-2025	88.6%	11.4%	4.0%

Trend

Non PP:

Last year's data:

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	93.1%	6.9%	2.1%
Autumn 2024-2025	93.9%	6.1%	1.3%

Although our data compare favourably with national figures, we still have an internal gap which we wish to close.

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	Provider

Service pupil premium funding (optional)

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**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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

We have allocated additional funding within this budget for those students who are PP+ to allow for extra funding to support needs. This may involve brokering the services of external providers depending on need of the child. We will also use funding for any additional training for staff or CPD needed for teachers. One example of this might be to ensure more staff are trauma informed and to a higher level. This additional contingency is also able to be used for external wider resources such as holiday camps/clubs in order to support the specific needs of the child.