

Pupil Premium Strategy Statement

Cottenham Village College

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	857
Proportion (%) of pupil premium eligible pupils	23%
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)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Zoe Andrews, Principal
Pupil premium lead	William Gimson, Associate Assistant Principal
Governor / Trustee lead	Alicia Virtue, Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,950
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£156,950

Part A: Pupil premium strategy plan

Statement of intent

Cottenham Village College (CVC) is a non-selective, comprehensive academy, with a wide range of student needs both inside and outside the classroom.

At CVC we are determined to ensure that every child is able to feel a sense of belonging to the CVC community, has the opportunity to participate fully across the academic and wider curricular offer and achieves regardless of starting points and barriers. We do this by ensuring that:

- Every child has a rich, diverse, and well sequenced aspirational curriculum that engages and challenges them.
- Every child has exceptional teaching and pastoral care.
- Ensure a whole-school approach that enables staff to identify and improve outcomes for PP students.
- Every child has engineered opportunities to participate fully in wider enrichment.

The academy's Pupil Premium strategy is designed to address the critical challenges our students face, particularly those eligible for Pupil Premium funding. These challenges primarily involve overcoming barriers to academic achievement and supporting students in realizing their aspirations. By focusing on these key areas, the strategy aims to provide every student with equitable opportunities to excel academically, socially, and emotionally.

In addition to addressing these challenges, the strategy emphasizes delivering a curriculum that enriches each student's educational journey. Our commitment includes offering a diverse range of learning and extracurricular experiences, ensuring that all students, regardless of their background, are well-supported in their progression and preparation for future endeavours. This holistic approach seeks to equip students with the skills, knowledge, and mindset necessary for success in higher education, apprenticeships, and beyond.

Challenges

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

Challenge number	Detail of challenge
1	There is a gap between PP and non-PP in GCSE outcomes.
2	Literacy levels of PP students are not as high as their peers meaning that they cannot access the curriculum as well as their non-PP peers.
3	The number of negative behaviour points, detentions, lesson removals and fixed term external suspensions are higher for PP students than their non-PP peers.
4	PP students' attendance is lower than non-PP students and PP students' persistent absence is higher than non-PP peers.
5	PP students' attendance on trips and visits and participation in enrichment is lower than their peers.
6	Rural isolation, cost, and travel have been areas identified as barriers to preventing PP students accessing wider curricular areas.
7	The completion of homework is lower in PP students than their non-PP peers
8	Parental engagement of PP students is less than those parents or families of non-PP students.
9	Higher levels of social, emotional, and mental health issues are seen amongst a greater proportion of PP students.
10	PP students are less likely to arrive at school having had breakfast, with the correct uniform and equipment and therefore are less likely to be ready to learn.

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
Achieve strong progress for disadvantaged students.	The Progress 8 (P8) score for disadvantaged students should closely align with or show significant improvement towards the P8 score of non-disadvantaged students.
PP literacy levels show sustained improvement	Reading ages increase to be in line with non-PP peers.
Sustain and further improve exemplary behaviour amongst students at CVC, particularly those who are disadvantaged.	Behaviour and suspension data indicated no disparity between PP and non-PP students in their behaviour. There is no disparity in rewards gained by PP and non-PP students throughout the year.

Reduce the attendance gap between PP students and their peers including reducing the number of disadvantaged students that are persistently absent.	Disadvantaged students reach the whole school attendance target. Persistent absence for disadvantaged students reduces.
Disadvantaged students are engineered the same access to opportunities as other students.	Data tracking showing high levels of participation and sustained participation for PP student in clubs and wider curricular offer more widely. High uptake in abroad trips and residential for disadvantage. Activities Week attendance shows no gap between PP and their non-PP peers.
Disadvantaged students are able to access the curriculum and wider curriculum in the same way as their peers.	PP student's wider curriculum attendance should closely align with their non-PP peers. Student voice shows confidence in attending.
Increased meaningful contacts and interactions with disadvantaged families.	Increased proportion of disadvantaged parents attending parents evening to 100%. Increased attendance to events such as Options Evening, KS4 information evening and performances. Send a letter at the beginning of every year outlining the offer disadvantaged families are entitled to.
The completion rates and quality of homework for PP students is at the same rate and quality as their Non-PP peers.	Attendance at homework clubs shows high levels of participation and sustained participation.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	High levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Offer a breakfast meal for disadvantaged students	All disadvantaged students should have access to the breakfast provision, ensuring no student is excluded.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £78,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – support teachers so that the quality of teaching and feedback within the school is consistently good	<p>External evidence</p> <p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Investing in CPD for teachers and support for early career teachers, along with recruitment and retention will make a significant difference to all students. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving is vitally important for success and a priority for PP funding.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Quality first teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged students.</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p> <p>Internal evidence</p> <p>Effective, focused senior and middle leadership of T&L through curriculum development time, professional development (subject-specific and pedagogical) at both a whole-school and departmental level will be monitored through lesson visits, including book looks and pupil voice. Regular sharing of best practice will also be used to develop staff, again both at a whole-school and departmental level. These methods will target the continuing improvement of T&L which will lead to continued improvement of attainment at the school.</p>	1,2, 3, 4
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2
Staff training on high quality feedback	External Evidence	1

	<p>High quality feedback is an effective way to improve attainment and feedback studies suggests significantly high effects on learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Internal Evidence</p> <p>All department areas have invested time in incorporating feedback into their curriculum and when this has been done effectively, the attainment of disadvantaged pupils has improved. This is a curriculum area that has demonstrated a strong degree of varied feedback. Use of visualisers helps model good practice and feedback through group marking and use of means of participation TLAC techniques informs the teacher, allowing for adaptive teaching.</p>	
<p>Whole school reading focus CPD</p>	<p>External evidence:</p> <p>Evidence suggests that reading is crucial in supporting students to access the curriculum and to, therefore, make progress:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading?utm_source=/news/eef-blog-whole-class-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>The planning of how to deliver reading in the classroom, based on the purpose of the reading is crucial. The pedagogical choices surrounding whole-class reading and shared reading versus independent reading must be considered in teaching and learning and lesson planning:</p> <p>https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading?utm_source=/news/caroline-bilton-in-tes-on-the-power-of-shared-reading&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>Internal evidence:</p> <p>Historically, the overarching focus for CPD has regularly focused on reading and its importance in supporting pupil progress. Last academic year, training days focused on reading and best practice/strategies to support pupils: training explored how to select appropriately challenging texts; how to support all students to access texts; how to choose the appropriate reading strategy based on the purpose of the reading activity, and how phonics works to support weaker readers to make progress and learn to read fluently.</p>	2
<p>Developing high-quality teaching. All teachers and staff clearly understand the behaviour policy, language used and common approach. Deliberate Practice is used to ensure knowledge and consistency.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>The EEF Improving Behaviour in Schools guidance states that 'There's a clear need for school to have consistent and clear behaviour policies that promote positive</p>	3

CPD for Teaching Assistants	<p>In the EEF Attainment Gap 2017 report, it states that trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– DfE May 2018, Quality First teaching (including training and the deployment and training of additional adults) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing literature which draws strong links between the attainment of disadvantaged pupils and their access to high quality teaching (Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015).</p> <p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p>	1
Increased parental engagement	The school is relaunching a social media presence so that key messages can be communicated home in a variety of ways to improve parental engagement and ensure that key messages are easily accessed in a variety of forms.	8
Additional buses for afterschool enrichment, homework support and detentions	Due to our rural location, there are significant barriers for students attending extra-curricular enrichment, homework support and detentions. The school is funding an after-school bus so that students can have access enrichment and homework support, as well as being able to sit sanctions if required.	6, 7, 8
In school pastoral support and counselling services	<p>The school is provides pastoral support with students who are identified as having social, emotional and mental health issues. For students with more complex needs, the school has in house counselling support which students can access free of charge to support them.</p> <p>https://www.bacp.co.uk/about-us/advancing-the-profession/influencing-decision-makers/children-young-people-and-families/school-based-counselling-provision-guide/</p>	9
Breakfast club	<p>To ensure disadvantaged students can start the day well, the school runs a before school breakfast club which is free for students to attend. This then ensures that the students have a healthy start to the day and that they can work effectively throughout their lessons. This builds upon the work being rolled out nationally in primary schools to ensure continuity and make sure that disadvantaged students have a healthy start to the day.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision</p>	10

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

Budgeted cost: £43,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English intervention lessons Small group tuition.	<p>External evidence: Evidence suggests that teachers, TAs and tutors can have a positive impact on academic achievement where they support small groups or individual pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term</p> <p>The EEF has researched Catch Up Numeracy and found this to have a positive impact on outcomes. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p> <p>The EEF found that Catch Up Literacy had a statistically significant impact on pupils' attitudes to school, self-assessed</p>	3

	<p>ability in reading, and their confidence in and enjoyment of writing.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report recommends the use of structured interventions to provide additional support</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/teaching-assistants/ - Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.</p> <p>Internal evidence:</p> <p>Targeted sessions are part of the provision and disadvantaged students are key considerations for all subjects leads when identifying the targeted students for this provision. This strategy means key targeted students are receiving carefully planned intervention and the method of directly inviting students to attend means a better coverage of the disadvantaged pupils (as well as the non-disadvantaged).</p>	
<p>Targeted Academic Support: Targeted interventions to support language development, literacy. All students read daily using class sets of books.</p>	<p>The prioritisation of Reading is in line with EEF Guidance: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	
<p>Period 6 – Revision sessions</p>	<p>External evidence:</p> <p>Evidence that extending the school times makes a positive impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Internal evidence:</p> <p>Targeted catch-up sessions after school last academic year were a beneficial way for disadvantaged students to catch up on forgotten or missed content. Adopting a more formalised set of period 6 lessons, however, will ensure better coverage of the disadvantaged pupils (as well as a few non-disadvantaged).</p>	3
<p>Fresh start reading programme</p>	<p>External evidence:</p> <p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DF_E-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-briefing_for_school_leaders.pdf</p>	3,4

	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/phonics/ - Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school -</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</p> <p>Internal evidence:</p> <p>Reading programmes such as Lexia have been used in the past and supported short-term progress for students; however, this phonics-based programme has an established record of progress and will support disadvantaged students with a low reading age to progress and access the curriculum more fully (alongside and complemented by the whole-school CPD focus on reading).</p>	
<p>Monitoring and reviewing of PP achievement using appropriate data analysis</p>	<p>External evidence:</p> <p>The Ofsted summary recommends that achievement data is regularly analysed to check whether interventions or techniques are working and adjust if needed.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	3
<p>Provide high quality textbooks, booklets, and revision resources for PP students to overcome the resources barrier (bookbased, digital).</p> <p>Embed and track digital resources (e.g. Sparx Maths, Sparx Reader) to enhance blended 'home/school' learning and enable analysis of attainment with feedback;</p> <p>Run homework support club</p>	<p>External evidence Digital technology is associated with moderate learning gains.</p> <p>https://educationendowmentfoundation.org.uk/evidence%20csummaries/teaching-learning-toolkit</p>	

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

Budgeted cost: £35,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring of PP attendance including contact home.	<p>External evidence</p> <p>Nationally, and in school, PP attendance is below 'All Pupils.' Higher attendance increases learning time and aids achievement. The barrier to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance.</p> <p>Strategies to promote good attendance are also listed in the top approaches for disadvantaged pupils by the government in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in this report. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils.</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-briefing_for_school_leaders.pdf</p>	1,3, 4

	<p>Internal evidence: Students who have a good or excellent attendance on average make higher levels of progress throughout the academic year.</p>	
Development of HW	<p>External evidence: Using Bromcom as a platform to set meaningful HW that also allows parental/carer engagement. Development of HW Club and continued monitoring of HW completion rates. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Internal evidence - Data collection – HW set on Bromcom, attendance at HW club, HW detentions, QA of HW in book looks.</p>	1, 2, ,3 ,4
Develop and implement a behaviour policy to support an improved school culture including a new rewards programme.	<p>External evidence: The senior leadership team will implement new behaviour strategies. Data analysis followed by appropriate intervention can have a positive impact on PP progress in terms of attainment, attendance, behaviour and well-being. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Internal evidence: Recognition of PP contribution demonstrated by an increase in rewards for disadvantaged pupils.</p>	1, 2, 3, 4
Delivery of pastoral interventions and activities designed to foster the core character qualities of resilience, hope, growth mindset and self-efficacy.	<p>Targeted work with students on attendance, mental health and well-being through family liaison and The Bridge. This crosses over with SEND students who are also disadvantaged. Education Endowment Foundation (EEF) research has shown good impact for pastoral interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
Well-being support available during the school day	<p>External evidence: Use of Trust appointed counsellor and school bought BACP registered counsellor. Increase in non-teaching pastoral staff to support pupils' needs. TA led form time well-being session and a nurture breakfast club group led by PP co-ordinator Interventions for social and emotional learning (SEL) in education have been shown to improve SEL skills which in turn supports disadvantaged pupils in a variety of ways. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4

<p>Access to resources for pupils.</p> <p>Uniform and transport assistance to support PP well-being and to reduce low self-esteem, isolation and to develop further school engagement.</p>	<p>External evidence: Equipment and academic resources to be made available so that disadvantaged pupils have equal opportunities to non-PP peers. Use of technology can be an effective approach for disadvantaged young people to access intensive support and catch up with their peers. Technology is best used as an addition to normal teaching rather than as a replacement. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</p> <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p> <p>Internal evidence</p> <p>Uniform assistance is available to PP students. This allows for students to feel part of the CVC community and be visibly equal to their peers. This will develop confidence and self-esteem, as well as ensuring a positive start to their school day. The school uniform 'boutique' is open every morning and loans PP students any uniform they may need for the school day.</p> <p>Financial support for out of catchment PP bus passes and free after school buses for pupils who require transport, thereby removing a barrier for non-attendance at extra-curricular clubs / after school revision.</p>	<p>1, 2, 3 ,4</p>
<p>Develop engagement with disadvantaged parents/carers in the community</p>	<p>External evidence: The EEF report states that home plays a crucial role in supporting children's learning, and levels of parental/carer engagement are consistently associated with improved academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Internal evidence: Engagement with information evenings, parent forum, parents' evenings and pastoral meetings</p>	<p>1, 2, 3, 4</p>
<p>Ensure all PP students have access to enrichment activities</p>	<p>External evidence Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Internal evidence Pre-Covid, outside classroom opportunities (e.g. Activities week, work experience, subject trips) have been effective for cultural capital and providing shared experiences.</p>	<p>3, 4</p>

Total budgeted cost: £133,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcome	Impact
Achieve strong progress for disadvantaged students.	For 2025, Progress 8 was not measured due to the absence of KS2 SATs scores as a result of Covid-19. The Attainment 8 (A8) score for the school rose this academic year showing an improving trend in the outcomes at KS4. However, the gap between disadvantaged students and their peers remains in place. The school continues to work towards closing this gap.
PP literacy levels show sustained improvement	Reading is a school priority and, as such, the school has put in place a number of strategies to address the reading ages of all students, and to close the gap between the reading ages of PP students and their non-PP peers: <ul style="list-style-type: none">• A reading programme during tutor time for Y7-10 – this runs for 30 minutes every day; students read with their tutor from a range of carefully selected texts. Tutors read aloud to model fluency, expression and to support comprehension.• Reading age tests to monitor and measure reading progress.• Use of reading age test results to identify those who need intervention and support with literacy levels. Support comes in the form of phonics instruction, literacy intervention sessions, handwriting intervention sessions.• Promotional and celebratory events for reading: World Book Day, Read-a-thon (charity reading event), books for prizes, students working in the library, book discussion groups.• Training with staff on reading and how to support students with low literacy levels is a regular and revisited feature of staff training throughout the academic year, every year.
Sustain and further improve exemplary behaviour amongst students at CVC, particularly those who are disadvantaged.	Our strategy aimed to ensure that behaviour and suspension data showed no disparity between Pupil Premium (PP) and non-PP students, alongside equitable access to rewards. While behaviour and suspension data indicate that some disparity remains, this is largely skewed by the behaviour records of a small number of students (3-4 in particular). Importantly, there is now very little disparity in rewards gained by PP and non-PP students, reflecting progress in promoting positive behaviour and recognition across the cohort.

	<p>To support this improvement, we have invested in staff training focused on understanding and addressing the needs of PP students, which has had a demonstrable positive impact. In line with the EEF's guidance on improving behaviour, we have emphasised proactive strategies, including strengthening the role of form tutors in building positive relationships with PP families. This collaborative approach has helped foster a sense of shared responsibility for supporting students in making positive behaviour choices.</p> <p>Looking ahead, we are developing a tiered approach to behaviour support, ensuring targeted interventions for those students most at risk of accruing behaviour points or facing suspension. This aligns with evidence-based practice recommended by the EEF, combining universal high expectations with tailored support for individuals. While challenges remain, the progress in rewards parity and the embedding of relational strategies provide a strong foundation for further reducing disparities and sustaining exemplary behaviour across the school.</p>
<p>Reduce the attendance gap between PP students and their peers including reducing the number of disadvantaged students that are persistently absent.</p>	<p>Over the past year, we have made significant progress in addressing attendance gaps for disadvantaged students. A more proactive approach has been implemented, including targeted outreach through supportive attendance calls, nudge texts, and reminders prior to absence making calls during p5 to promote school attendance the next day. The appointment of a School Engagement Officer has strengthened collaboration between pastoral, attendance, and safeguarding teams, ensuring a consistent focus on reducing persistent absence. While disadvantaged attendance remains below the whole-school target, early indicators show improvement in engagement and a reduction in persistent absence rates compared to the previous year. Continued emphasis on personalised interventions and trust-wide strategies will be essential to sustain this progress and close the gap further: essential to all steps has been building positive relationships with families.</p>
<p>Disadvantaged students are engineered the same access to opportunities as other students.</p>	<p>Ensuring disadvantaged students have equitable access to enrichment opportunities has been a key priority. Data tracking demonstrates strong participation in clubs and wider curricular activities, with particular success in trip engagement—100% of PP students were offered opportunities to attend trips this year. This has led to a marked increase in uptake, though the next step is to guarantee that every disadvantaged student participates in at least one enrichment activity before leaving school, with a longer-term</p>

	<p>ambition of annual trip participation. Activities Week attendance showed minimal disparity between PP and non-PP students, reflecting progress toward parity (though we would like to see a stronger uptake in both parties). Sustaining this momentum will require continued monitoring and proactive communication with families to remove barriers to participation.</p>
<p>Disadvantaged students are able to access the curriculum and wider curriculum in the same way as their peers.</p>	<p>From student voice, students are receiving support across the curriculum, but further work is required to ensure that this is consistent by ensuring curricular support across all subjects is targeted towards disadvantaged students. Students are receiving opportunities to partake in extra-curricular activities and trips, thought further work is required to raise awareness of clubs. Support staff are available to help when required and teachers are helping with pastoral support when required. Students have stated they feel they can access school and homework provision adequately outside of school and do not perceive disadvantage. The school continues to provide access to further support to enable this to continue through use of homework club and the use of IT rooms at break, lunch and some form times.</p>
<p>Increased meaningful contacts and interactions with disadvantaged families.</p>	<p>Family engagement has improved through a combination of structural changes and targeted outreach. Pastoral teams and form tutors have increased direct communication with families, including phone calls to those unable to attend key events. For example, contact was made with families before the events if they had not signed up. Where this has been for unavoidable reasons, departments and teachers have reached out to offer insight on students and their engagement with school. Adjustments to parents' evening formats have provided greater flexibility, and while attendance has not yet reached the 100% target, there has been a notable rise in engagement at parents' evenings and information events. Letters outlining the PP offer were sent at the start of the year, reinforcing transparency and support. Moving forward, the focus will be on sustaining these improvements and exploring additional strategies—such as personalised follow-up and digital engagement—to ensure all disadvantaged families feel fully informed and involved.</p>
<p>The completion rates and quality of homework for PP students is at the same rate</p>	<p>The completion rates and quality of homework for PP students is at the same rate and quality as their Non-PP peers. Attendance at homework clubs shows high levels of participation and sustained participation.</p>

<p>and quality as their Non-PP peers.</p>	<p>To meet this target we included:</p> <p>Twice-weekly homework club staffed by Teaching Assistants to offer support after school</p> <p>Period 6 targeted interventions to support with homework and revision for Year 11 students</p> <p>Holiday revision sessions to support with making study skills routine</p> <p>A review of our homework platforms</p> <p>Weekly monitoring of our homework platforms to review PP and non-PP completion rates in Sparx homework in core subjects.</p> <p>Review of our rewards system in response to this data to encourage more students to complete 100% of their weekly homework</p> <p>Continued communication with home when homework is not completed and lunchtime sessions offered to complete Sparx homework on a weekly basis.</p> <p>From January, we ran buses twice a week on the same nights at the homework club was running to ensure that the barrier for participation of PP students was removed.</p> <p>Reviewed our use of online platforms and sought feedback through parental surveys and discussion forums.</p> <p>Although completion rates for homework did increase in core subjects overall, the gap between PP and non-PP students remains, both in terms of homework completion rates and participation in homework clubs. This means that we're continuing our focus in this area in our homework improvement priority for 2025-26, including the incorporation of a new Trust-wide approach to homework and revision policy.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Data from rewards assemblies and subsequent trips has shown that disadvantaged students are being recognised proportionately for their successes. The widened pastoral staff team this year has enabled further support and provision for disadvantaged students to receive wellbeing check-ins. Attendance support is being given for those students who are struggling to come into school, through regular meetings with parents to address and breakdown barriers that may prevent students coming into school.</p>
<p>Offer a breakfast meal for disadvantaged students</p>	<p>Breakfast club is well attended by students across the school and continues to be a successful strategy in supporting students in starting their day well.</p>

Externally provided programmes

Programme	Provider
Fresh Start	Read-Write Inc
Sparx Maths and Reading	Sparx
Educake	Educake Ltd

Service pupil premium funding

*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 Service Pupil Premium is per service child who meets the eligibility criteria. It is designed to assist the school in providing the additional support these children may need to help mitigate the impact of family mobility or parental deployment.

Spending items (included in the PP statement above) stem particularly from the focus placed upon: Uniform provision to ensure swift inclusion. Provision of study and revision resources to help mitigate the impact of changes to schools and topics being studied. Time spent on attendance monitoring by the attendance officer, and pastoral support.

The impact of that spending on service pupil premium eligible pupils

Analysis suggests that the outgoing Y11 SPP cohort were broadly in line with expectations.

Further information

In planning our new pupil premium strategy, we evaluated previous activities and have used a number of 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 – in particular, using research from the Education Endowment Foundation. We evaluate our strategy during the three-year approach and will adjust our plan over time to secure better outcomes for pupils.