Pupil premium strategy statement

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 this academic year and the effect that last year's spending on pupil premium had within our school.

School Overview

Detail	Data
School name	The Hollyfield School
Number of pupils in school	1210
Proportion (%) of pupil premium eligible pupils	22.47% (273 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	13/02/2026
The date on which it will be reviewed	13/02/2027
Statement authorised by	A Jackson
Pupil premium lead	M Winpenny
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,988.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£384,988.50

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategic plan aims to improve the outcomes for all students across KS3 and 4, regardless of whether they are disadvantaged or not. These outcomes are not just academic but are holistic, considering life experiences, participation in school life, parental engagement/support, access to trips and experiences, material, aspirational and academic progress.

Our students within KS3 are a vital group within our strategy. Historically, this group has had less support as schools focus on KS4 students. Based on the research evidence available, this approach no longer works; therefore, offering the proper support and intervention for KS3 students is a crucial aspect of our current strategy. This will ensure they are rarely left behind, catch up quickly and remain, where possible, on target throughout their time at Hollyfield.

Historically, we recognise that our pupil premium students have received much lower outcomes than their peers. This is not good enough. Therefore we have redesigned our Pupil Premium strategy placing high-quality teaching and learning at the heart of our approach. By focusing on this area, we will ensure that our disadvantaged pupils are supported to make progress, at least in line with their peers nationally.

Accountability and transparency are key to our strategy; creating whole school change takes time and cannot be done alone. Therefore our plan places accountability on several members of the Senior Leadership Team to ensure rapid and sustained progress occurs over the next three years.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Academic School mentors for pupils whose education has been worst affected. Through our internal data, we have identified gaps in English, Maths, Science and MFL, which this provision will fill, ensuring pupils progress is accelerated.

At the core of our strategy is the well-being of our student population. Therefore our strategy intends to support our most disadvantaged families and provide support for their children. By engaging the families and offering additional support, we will improve the progress of our key students.

To ensure the success of our strategy, we will:

1. *Plan to deliver this over three years*

2. *Ensure disadvantaged pupils are challenged through quality first teaching.*

3. *Intervene at the point it is needed, not in Year 11*

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the previous two years indicates that attendance amongst disadvantaged pupils has been improving (89.4% to 89.80%), however, the gap between non-disadvantaged and disadvantaged pupils is still too big (4.95%). Research highlights that the more time a student is in school, the better their overall grade. Therefore, this gap needs to be reduced.
2	Our assessment data since 2015 shows a negative P8 score for our DA students. Our data suggests that these gaps emerge at the end of KS3 but are not focused on until KS4, causing an increased p8 gap between DA and non-DA students. This suggests assessment, tracking and monitoring, intervention, teaching and learning and support issues in KS3. Research shows that pupil progress cannot be caught up in KS4. Therefore, a focus is needed in this area as well as a focus on ensuring Y11 students succeed.
3	Our observations and discussions with students indicate a cultural capital/raising aspirations gap between DA and non-DA students. These gaps include engagement with extracurricular activities, participation in wider school life, uptake of school-based trips and access to raising aspirations schemes. These elements are essential as they provide students with opportunities and experiences which raise their aspirations. Even though the research on this area is mixed, through discussions with stakeholders, we feel this needs to be an area of focus for the school, but one that is carefully monitored for impact.
4	Our internal data, observations and discussions with students and families has suggested that the education and wellbeing of many of our disadvantaged pupils is impacted by challenges with emotional regulation, mental health and/or behaviour. This affects their ability to engage in learning and build positive relationships. Data suggests DA students have a higher rate of suspension and behaviour points compared to non DA students.
5	Our internal data suggest that some students join us without strong foundations in core elements of reading, writing, literacy, and maths. To ensure students have the building blocks for success, we must bridge this gap and equip them with the skills and knowledge to succeed throughout their education and into adulthood.

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/P8 score amongst disadvantaged pupils across KS3 and KS4	By the end of our current plan in 2027/28, our outcomes will demonstrate that DA students achieve: ● A cohort P8 score of 0.2+ ● The overall % of DA students who are significantly below in Year 8 will be below 10% ● The overall % of DA students who are significantly below in Year 9 will be below 10%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2027/28 demonstrated by: ● The overall attendance rate being 95% or above for all students ● The overall attendance for DA students is 92% or above. ● The percentage of pupils being PA for all students is less than 20% ● The percentage of DA pupils being PA is less than 15% ● The gap between DA and none DA will decrease year on year.
All DA students participate in the extracurricular life of the school, including raising aspirations programmes, school leadership and other activities	By the end of our current plan in 2027/28, our tracking and monitoring of DA students will demonstrate: ● 100% of all DA students have attended at least one club in the academic year. ● Our school council will have at least 20% of students who are DA ● Our performing arts scholarship will have at least 20% of students who are DA ● All DA students to attend at least one raising aspirations trip/talk per year. ● Key Year 7 students will take part in the life chances programme ● All Year 7 students will complete the 14 by 14
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2027/28 demonstrated by: ● Qualitative and quantitative data from pupil voice shows 90% of students are positive about their experience at Hollyfield ● Student and parent surveys show that most respondees are happy with their experience at Hollyfield. ● Teacher observations and whole school projects highlight students positive feelings about HF ● Reduction in Internal and External exclusions for DA students.
Strong foundations focus on outcomes	Sustained high levels of progress in the foundation areas from 2027/28 demonstrated by: ● All DA students are to make positive progress during KS3 in their core subjects.

	- All DA students to make progress from their starting points identified via the GL assessment testing on a yearly basis.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for Senior Leader in charge of PP Funding for PP coordinator and PLAC lead as a strategic and operational whole school lead (5 hours per week). This will ensure PP strategy is implemented and PP funding is used effectively with the greatest impact.	School leadership is second only to classroom teaching as an influence on pupil learning (https://assets.publishing.service.gov.uk/media/5a7df7f9e5274a2e87daeb06/seven-claims-about-successful-school-leadership.pdf)	1, 2, 3, 4, 5
Part funding of a Deputy Headteacher to lead on Teaching and learning.	School leadership is second only to classroom teaching as an influence on pupil learning (https://assets.publishing.service.gov.uk/media/5a7df7f9e5274a2e87daeb06/seven-claims-about-successful-school-leadership.pdf)	, 2, 3, 4, 5
Funding of the whole school Literacy and Numeracy coordinators to lead our Literacy and Numeracy strategies. This will improve literacy/Numeracy in all subject areas in line with recommendations in the EEF.	Literacy is key to learning across all subjects in secondary school and a strong predictor of 2outcomes in later life https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: Word-gap (Oxford University Press) There is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school (https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught (https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf)	2, 5

Teaching and learning strategies to be used to support PP students, including Disadvantaged first and Seating plans.	The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high quality instruction. (https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf)	2, 5
Conduct a review of all faculties to ensure high-quality teaching and learning is taking place for all students. This includes book looks, observation and other activities.	For school improvement to continue, leaders need to understand the teaching and learning offered on a teacher, department and whole school level. This allows improvements to be planned and ensures the correct strategies are selected. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814685/Inspecting_the_curriculum.pdf https://thenationalcollege.co.uk/webinars/ofsted-deep-dive-questions-answered-for-subject-leaders	2, 5
Further embed the new curriculum, assessment and data system at KS3. This will involve improving the reporting system, adapting the curriculum and developing an in-depth understanding of KS2.	KS3 has historically had less emphasis placed on it than KS4, which produces attainment and progress gaps in KS4 due to inaccurate data in KS3. https://www.gov.uk/government/publications/key-stage-3-the-wasted-years Reporting on progress at KS3 uses GCSE grades to explain performance. This creates issues for parents and can affect students self-confidence and motivation. Therefore a move to a reporting system in line with KS2 would benefit all stakeholders. https://impact.chartered.college/article/barton-effects-relative-marking-performance-ks3/	2
Implement a whole school AM registration programme of catchup for Maths, English and Science.	English and Maths contain basic, underlying, and valuable principles we frequently use to communicate with the world around us. These subjects are needed for transition to KS5, with the benchmark of a grade 4 being extremely important for students to progress. Mastery, metacognition and self-regulation are key to success; therefore should be promoted within subjects. These skills will allow students to be self-sufficient, prepared for assessments, and recoil essential information. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 5
IRIS to be purchased and used to improve feedback and quality assurance within lessons. This will have a direct impact on the	The overwhelming majority of teachers who responded to the survey believed that the intervention was a good use of their time and had improved their practice.	2, 5

teaching and learning of PP students.	Moderate evidence of change in school climate, strong evidence that film clubs (review) promote discussion of teaching and learning, moderate evidence of change in teachers' thinking and moderate evidence of changes in practice. (https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/EEF_Project_Report_IRIS.pdf?v=1768820071)	
Further improve our whole school reading interventions to improve the reading scores of KS3, via the use of AM reading mentors, Accelerated Reader and SEN/Phoenix/Phonics groups.	Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately six additional months' progress within one academic year. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring) While there have been fewer studies examining phonics with older readers, there is evidence that it can be an equally positive approach for secondary school pupils. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)	2, 5
Transition year 6-7 - All students (including Pupil Premium) are given a reading book as a gift from the school which is used for the transition project in the first weeks.	Low literacy skills, poor attendance, and social, emotional and mental health (SEMH) and wellbeing needs are the most frequently cited barriers to attainment for socio-economically disadvantaged pupils. 83% cited challenges linked to literacy attainment. (https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment) Previous research by the EEF, for instance, has found that the strongest factor affecting pupils' science attainment is how well they understand written texts and school must develop students' ability to read and access sophisticated texts. https://educationendowmentfoundation.org.uk/news/improving-literacy-in-secondary-schools	1, 2, 3,4
Purchase GL assessments	Providing high-quality feedback to pupils is integral to effective teaching. Formative assessment can improve students' learning	2, 5

| | EEF:
https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback

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:
https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1 | |

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a tutoring Programme for Maths and English which provides a blend of tuition, mentoring and school-led tutoring for pupils.. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will primarily be a Maths Mentor in the first year, with the use of the Heads of Faculty for Science, English and Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2, 5
Implementing a student mentoring and leadership programme to support the progress of students who are underachieving.	Peer tutoring can be an effective method to support students knowledge gaps. Peer tutoring clearly improves the progress of students who access these projects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	3
Implement a whole school Y11 intervention programme, categorising students into intervention groups based on need.	Programmes that extend the school day have a positive impact on average. Programmes should be designed to meet the needs of the students and bespoke, therefore not whole classes, rather intervention groups. Attendance should be monitored to ensure students are present. Educational benefits should occur if the programme has a clear structure, a strong link to	2, 5

	the curriculum, and uses well qualified and well-trained staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Restart provision for students who are falling behind in subjects. Providing a space for reintegration to school and catch up.	One-to-one tuition has an impact by providing additional support targeted at a pupil's needs. Reducing the ratio of pupils to teachers allows for closer interaction between educators and pupils, ensuring needs can be more effectively met and progress enhanced. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Individualised instruction aims to improve outcomes by providing targeted support to learners. This aids progress and understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Evidence shows that small group tuition effectively raises the progress of students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4, 5
Year 11 Revision Club implemented to support disadvantaged and non disadvantaged students who struggle to complete homework due to adverse home learning environments	Homework has a positive impact, particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g through providing homework clubs for pupils).' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,
Revision Resources - All Pupil Premium students in Year 10 and 11 are given revision resources for their GCSE courses. To facilitate independent learning and support parents	Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines	2
Numeracy - KS3 Tracking and Support	The EEF report, Improving Mathematics in KS2 and 3 report recommends that structured intervention support may be required for Year 7	2

Monitor grades at each data point. Gaps in knowledge are analysed and students given targetted support materials. Impact analysis will monitor effectiveness of intervention.	pupils who are struggling to make progress.(SPARX) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Year 11 Revision Sessions: To tackle the identified barrier of engagement outside of school hours in the crucial exam years, a comprehensive programme of Easter and Half Term revision sessions will be delivered. An emphasis is placed on ensuring engagement of Pupil Premium students in this programme through the pastoral support teams.	Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2
Provide Chromebooks for all our our Pupil Premium students in Year 7 and across other year groups Online learning platforms to be purchased to ensure Pupil Premium students can access school material at home	Eighty-three percent of children aged 12–15 say that going online helps with school and homework (OFCOM, 2023b), so not being able to get online clearly makes a significant impact on education Almost all parents agreed that their children were disadvantaged to some extent by not having a laptop for their studies. https://digitalpovertyalliance.org/wp-content/uploads/2024/08/T4F-Final-Report_August-2024.pdf	2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our newly recruited EWO to support the school with our hard to reach/disengaged parents and students	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills.	1, 4

	Therefore, they are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Implementation of a life chances programme that benefits all DA students, including university visits, extracurricular activities and other initiatives	By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions "Findings from previous research suggest 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, school attendance). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	3, 4
Attendance projects to improve the overall attendance of key students and groups.	There is a clear link that students who have limited attendance perform worse than those who attend school regularly. Therefore attendance interventions are vital with students who are not attending. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	1, 4
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Funding of attendance officer (0.5 of role) to monitor attendance, build relationships with disadvantaged families and implement strategies to support. Funding second AM attendance officer	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Articulating success and good practice'...A robust attendance data tracking and monitoring systems in schools is important to address attendance issues...This is far more effective than general approaches to improving attendance and requires strong and determined leadership.' https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils	1
Funding of a full time Pupil	The impact of mentoring varies but, on average, it is likely to have asmall positive impact on attainment.	1, 4

Family Support Worker to provide additional support for pupils, families and teaching staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Evidence suggests that, on average, 'behaviour interventions can produce moderate improvements inacademic performance along with a decrease in problematic behaviours.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
To embed changes to our extra curricular offering, ensuring an increased uptake of PP students to trips, clubs, visits and other activities	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Extra-curricular activities can play an important role in linking back to the national curriculum thus enhancing formal classroom learning but in a fun and enjoyable way. https://committees.parliament.uk/writtenevidence/97503/html/#:~:text=Improved%20confidence,a%20fun%20and%20enjoyable%20way. Cultural capital has a positive influence on educational attainment. (Adedeji A, Olonisakin TT, Buchcik J, Idemudia ES (2023) Socioeconomic status and social capital as predictors of happiness: evidence and gender differences)	3
To further improve our careers offering to ensure all PP students are placed first for careers guidance and work/career related activities.	Students in schools with the highest quality careers provision typically have a career readiness score 3.5%pts higher than those with poorer provision. This is higher than the average disadvantage associated with receiving Free School Meals. https://www.careersandenterprise.co.uk/media/e5dhecx0/cec-now-next-execsummary.pdf	2,3
To enable all PP students from Year 6 to attend the summer camp.	90 per cent of pupils were pleased to be invited to a Summer School run by their secondary school. Most pupils who attended a Summer School had fun, made new friends and said they felt more confident about starting secondary school. School readiness scores were significantly higher for pupils who attended Summer Schools and higher still for both pupils with FSM who attended Summer Schools and pupils who were LAC and attended Summer Schools (https://assets.publishing.service.gov.uk/media/5a7c34cbe5274a25a91412bb/Summer_Schools_Research_Report_June_2013_RevisedV2.pdf)	1, 3, 4
Reserve fund to pay for other activities in which students take part in. This includes trips, visits and residentials, Music lessons, uniform and other items they may require over the course of the academic year.	A reserve fund is needed to ensure students can take part in all aspects of school life as and when required/requested.	3

To further improve the referral of students requiring individual or group support for targeted pastoral intervention, with a particular focus on DA students. This includes work via our SSO's, therapeutic support via school counsellor or our bought in provisions.	Behaviour Interventions EEF	4

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. Academic Performance and Progress

The school achieved an internal Progress 8 (P8) score of **+0.27** for Pupil Premium (PP) students, representing an uplift of **[X]** compared to the previous academic year. This improvement is the result of a rigorous whole-school strategy focused on accountability and targeted intervention:

- **Leadership & Accountability:** We embedded a dedicated 'Raising Standards' team to drive accountability across all faculties. This was supported by robust faculty reviews and enhanced quality assurance systems.
- **Data-Driven Action Planning:** We refined our data analysis protocols to ensure that underperformance is identified early, with bespoke action plans created for every student requiring additional support.
- **Key Stage 3 (KS3) Development:** To secure long-term outcomes, we increased the frequency of tracking and monitoring for KS3 departments, ensuring teaching staff and Heads of Department remain accountable for student progress.

2. Targeted Intervention Strategies

Our intervention model was revamped to provide both high-frequency support and specialised environments for learning:

- **Specialist Tutoring:** A dedicated Mathematics tutor provided 1:1 and small-group tuition for 28 key students across Years 8–11.
- **AM Intervention Programme:** Weekly morning sessions led by Heads of Faculty in core subjects (English, Maths, and Science) reached 141 students, ensuring consistent access to expert guidance.
- **Alternative Provision:** The **Restart Facility** supported 49 students, providing a tailored environment for those requiring additional academic or emotional scaffolding.
- **Digital Integration:** To support blended learning, we utilised the LRC for digital intervention sessions across KS3 and KS4, focusing on core subject mastery.

3. Wellbeing, Attendance, and Inclusion

Recognising the correlation between attendance, mental health, and attainment, we invested heavily in pastoral infrastructure:

- **Attendance & Engagement:** Through the appointment of a dedicated Education Welfare Officer (EWO) and a Family Support Worker, we have ensured that our PP attendance is above national (3.54%+) and our persistent absenteeism is well below national by 11.32%.
- **Mental Health & Resilience:** We maintained additional capacity for school counselling and student support, specifically targeting anxiety and resilience. 83 students received direct pastoral support via SSOs, with a further 15 referred to specialist Counselor/Nurse services.
- **Closing the Digital Divide:** To ensure parity of access, we continued our 1:1 Chromebook scheme, providing devices for all Year 7 and KS3 students to facilitate seamless online learning.

4. Personal Development and Cultural Capital

We significantly increased the engagement of PP students in the wider life of the school to build confidence and aspirations:

- **Extracurricular Participation:** The participation gap has almost closed, with **86.6%** of PP students attending clubs (compared to 88.1% of non-PP peers), totalling 1,954 attended sessions.
- **Careers and Aspirations:** 84 students received formal career interviews, 70 attended university visits, and 45 Year 10 students completed work experience placements.
- **Enrichment:** We ensured 100% of PP students participated in activity day trips of their choice, with 63 students attending residential trips, ensuring financial barriers did not limit access to cultural capital.
- **Careers/Other PD elements**: 84 students had careers interviews, 25 students attended the careers fair and 22 took part in Jack Petchy Speak Out

Further information (optional)

- From Year 9 onwards, Disadvantaged students focus on careers appointments to ensure they have destinations and plans for success. This ensures no student becomes a NEET (Not in education, employment or training)
- Our SENCO and the SEN team support young carers through several strategies.
- All DA students have access to Curriculum Activity trips funded by the school.
- In Y9, Fulham Football Club runs a programme with DA students identified as marginalised or at risk of not reaching their potential. This programme aims to raise aspirations, increase attendance and improve attainment.

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Year 11 Summer Exams 2025

	Pupil Premium 2022-2023	**2023/2024**	**2024/2025**
Number of pupils	30	33	43
P8 Score & CI	-0.19 (-0.72 to 0.33)	-0.08	0.27+
A8 Score	39.9	42.02	43.46
English & Maths at grade 5+	27%	36.68%	41.86%
English & maths at grade 4+	53%	57.58%	58.14%
EBacc at grade 5+	17%	15.15%	13.96%
EBacc at grade 4+	17%	30.3%	16.28%
Entering EBacc	30%	51.52%	32.56%
EBacc Average Point Score	3.46	3.72	3.78
Exam entries per pupil, all KS4 quals	8	8	8
Exam enteries per pupil GCSEs	6.9	8	8

Attendance of pupils

We are pleased with the attendance of our Pupil Premium students.

Year	Attendance: Non PP 2022-2023	Attendance: Pupil Premium 2022-2023	Gap	Attendance: Non PP 2023-2024	Attendance: Pupil Premium 2023-2024	Gap	Attendance: Non PP 2024-2025	Attendance: Pupil Premium 2024-2025	Gap
7	95.40	90.98	4.42%	97.71	92.37	5.34%	96.87%	91.64%	5.23%
8	94.44	91.54	2.9%	95.89	90.17	5.72%	95.48%	89.75%	5.73%
9	92.99	89.22	3.77%	N/A	N/A	N/A	95.61%	89.36%	6.25%
10	92.86	86.06	6.8%	92.98	90.81	2.17%	92.59%	88.79%	6.25%
11	92.93	89.44	3.49%	91.10	88.86	2.24%	86.48%	83.91%	2.57%
Total	93.72	89.44	4.28% (4.24% with	93.59	91.02%	2.57%	94.75%	89.80%	4.95%

			Year 7 removed)						

External providers/Programmes

The table below shows what programmes/provisions our students took part in during the last academic year

Malden Oaks - Pupil Referal Unit	ERSA Boost	External Counselling Service	Kingston Young Carers
Premier League Inspires	Anstley Bridge	Mental Health Support Team	
MOOT	Sex education workshop	External Boxing	
Road to Success	Grace Dear Trust	Reach out	

Club Attendance

PP Status	Boys	Girls	Total		Boys		Girls		Total PP Attending Clubs	% PP attending Clu
Disadvantaged	1331	623	1954	121	89%	80	83%		201	86.64%
Non-Disadvantaged	8193	2732	10925	411	89%	211	86%		622	88.10%