

## Pupil premium strategy statement 2025-28

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 2025/26	1053
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	AGC
Pupil premium lead	Dr Thomas
Governor / Trustee lead	Mike Rice

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£517,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	<b>£9,240,059</b>

Year Group	No. in Year Group	Access to Pupil Premium
7	202	39%
8	184	48%
9	199	45%
10	200	49%
11	182	50%
12	59	31%
13	27	n/a

## Part A: Pupil premium strategy plan

*'Research has found that disadvantaged students have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged students' (EEF 2021)*

### National Context: (2021)

- Disadvantaged students tend to have lower educational attainment compared to their peers.
- This attainment gap exists by 9 months by the end of Year 6 (1 academic year) and by 18 months by the end of Year 11 (2 academic years).
- The attainment gap has stopped closing for the first time in over a decade.
- This has been compounded by the COVID-19 pandemic.
- The Office for Fiscal Studies shows that at the current rate of change, it will take **560 years** for the attainment gap to be equalised.
- Statistically, there are more families north of London that are classified as being disadvantaged.

'The attainment gap between north and south is growing both at GCSE and A-Level. This is not all that surprising when we consider the triple whammy of factors that will have had an impact on this attainment gap – existing long-term disadvantage, learning loss during COVID and DfE failures in catch up and the National Tutoring Programme' ([www.northernpowerhousepartnership.co.uk](http://www.northernpowerhousepartnership.co.uk) 2022)

### The Six Central Barriers: (Taken from EEF, 2021):

1. Time: Studies indicate that on average, a non-disadvantaged student in secondary school works for 5.8 hours per week outside of school hours - this compares to 4.5 hours per week for a disadvantaged student.
2. Technological Access: There is less access to technology. In several cases, access to technology is shared. In other instances, there is a lack of internet in the household.
3. Aspirations & Understanding: In several cases, there is a generational lack of aspiration, with many students encouraged to follow in the footsteps of their family members. Some disadvantaged households shy away from support mechanisms, sometimes due to embarrassment.
4. Parental Engagement & Support: There are often increased pressures placed on disadvantaged students to earn money, as opposed to studying at home. The need for survival often outweighs delayed gratification.
5. Qualifications: Some schools narrow the curriculum, meaning that students do not sit qualifications that showcase their holistic skills.
6. Attendance: Disadvantaged students tend to have lower attendance than their non-disadvantaged counterparts. This is particularly evident when there are key events occurring, such as Mock Exams. Attendance to additional sessions after-school also tend to be lower for disadvantaged students.

Our analysis and school-based research indicates that Barrier 1 is the most prevalent across year groups at CSSA, and that Barrier 2 is particularly common within Key Stage 4. Barrier 5 is also a significant issue in Year 11, with numerous legacy school-refusers (many of whom are PP). Barrier 5 is something being considered within the Year 9 Options process.

### The Seven Steps to Success: (Taken from EEF, 2021):

1. What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. Good teaching for all pupils has a particular benefit for disadvantaged pupils.

2. Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.
3. The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Year 7 often sees the gap widen further and never recover.
4. Catch up is difficult: we should aim to get it right first time round for all children.
5. Literacy is a vital component for disadvantaged students and there is no excuse for not deploying the existing, extensive evidence to support the teaching of it.
6. Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. Much less is known, however, about how these skills can be developed and whether they lead to increased academic attainment.
7. Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.

### **Ultimate Objectives for Disadvantaged Pupils**

- At Childwall Sports and Science Academy, our ultimate objective for disadvantaged pupils is to significantly increase their life chances by providing equitable opportunities and levelling the playing field.
- We are committed to ensuring that pupils make strong progress relative to their individual starting points.
- We recognise that many of our disadvantaged pupils come from under-resourced backgrounds, and we are determined that these circumstances do not negatively impact their school life or limit their potential.
- Our vision is that every pupil, regardless of background, feels fully engaged, enabled, and empowered to achieve their best academically, socially, and personally.

### **How Our Current Pupil Premium Strategy Works Towards These Objectives**

Our pupil premium strategy is centred on the belief that people, rather than initiatives, make the difference in improving outcomes for disadvantaged learners. We allocate our budget thoughtfully to support pupils directly, prioritising high-quality teaching and personal development opportunities. We understand that what happens in the classroom has the greatest impact on pupil outcomes, and so we invest in developing our staff’s expertise and providing targeted support where it is most needed. Personal development is a key pillar of our approach, recognising that building confidence, resilience, and essential life skills is crucial to long-term success.

### **Key Principles of Our Strategy**

- **People over Initiatives:** We focus on empowering staff and leaders to deliver high-quality teaching and targeted support, rather than relying on numerous short-term initiatives.
- **Classroom Impact:** Improving teaching quality for all pupils brings the greatest and most sustainable gains, especially benefiting disadvantaged pupils.
- **Targeted Support:** Small group and one-to-one interventions are used strategically to provide immediate and focused support to pupils who need it most.
- **Smooth Transitions:** We pay particular attention to critical transition points in education, especially from early years to primary and primary to secondary phases, recognising these are vulnerable times when gaps can widen irreversibly.

- **Keep up not catch up:** We aim to prevent gaps from emerging by ensuring high-quality teaching and support from the outset, rather than relying heavily on catch-up interventions.
- **Foundational skills:** Literacy/Oracy and Numeracy are fundamental to accessing the full curriculum and future opportunities. We commit to using the extensive evidence base to deliver effective foundational skill teaching for all pupils.
- **Cultural capital:** We value essential life skills as key determinants of life chances. While the development of these skills is complex and less understood, we strive to embed character education alongside academic learning.
- **Collaboration:** We actively engage in sharing effective practice within our school and with other schools and trusts, building capacity and mechanisms to close the disadvantage gap collectively.

Through this coherent and evidence-informed approach, our Pupil Premium Strategy aims to ensure that disadvantaged pupils at Childwall Sports and Science Academy thrive academically and personally, equipped for success in school and beyond.

### Main Challenges for under-resourced students in CSSA:

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

Challenge Number	Detail of Challenge
1	Low academic performance on entry, with low levels of Literacy and Numeracy.
2	Lack of self-regulation and independent learning, especially in Key Stage 3.
3	High numbers of students with SEND and EAL, with this now much higher than NA.
4	Low Attendance because of high levels of SEMH and SEND.
5	High levels of social, emotional and mental health issues, post-Covid 19.
6	Community issues such as gangs, county lines and high levels of deprivation.
7	Consistent access to quality first teaching and learning opportunities.

### Intended Outcomes:

This section 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. All are one year intended outcomes, unless otherwise specified in brackets.

Intended Outcome	Success Criteria
To support disadvantaged students to be effective learners. Students adopt positive learning behaviours and engage more proactively in lessons, especially in Key Stage 3.	<ul style="list-style-type: none"> <li>• Fewer days in Reflection than the previous year.</li> <li>• Suspensions are fewer than the previous year.</li> <li>• Permanent exclusions are fewer than the previous year.</li> <li>• More positive reward points for Pupil Premium students than in the previous year.</li> <li>• More Pupil Premium students nominated for awards than in the previous year.</li> </ul>

<p>To broaden the cultural capital of all disadvantaged pupils through the curriculum and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>Increased engagement in co-curricular activities.</li> <li>Increased participation in trips and visits, especially those that are for longer durations.</li> <li>Continued growth and success of the 'World in One School' week.</li> <li>Increased numbers of Pupil Premium students on the student voice activities.</li> </ul>
<p>To reduce Social, Emotional, and Mental Health (SEMH) barriers to learning</p>	<ul style="list-style-type: none"> <li>SEMH/well-being issues affect fewer students.</li> <li>In-school/external support means SEMH impacts learning and progress less, and students become more resilient</li> <li>The school's mobile phone policy supports more positive mental Health.</li> </ul>
<p>Increased parental engagement, especially Pupil Premium families.</p>	<ul style="list-style-type: none"> <li>Parents engage by signing up for Parents' Evenings and Parents' Information Evenings - similar percentage to non-PP attendance.</li> <li>Parents respond to surveys and school communication more frequently.</li> <li>Parents attend the specific Pupil Premium focused parental events</li> </ul>
<p>More disadvantaged pupils aspire to Sixth Form at CSSA, or elsewhere.</p>	<ul style="list-style-type: none"> <li>Increased awareness of opportunities available (e.g. university taster days)</li> <li>Engagement in Careers Fayres.</li> <li>Destination</li> <li>Non-NEET figures remain positive.</li> </ul>
<p>To ensure disadvantaged students know, understand and retain more to make accelerated progress – especially through improved literacy and numeracy.</p>	<ul style="list-style-type: none"> <li>Attainment data shows good progress and narrowing of the gap.</li> <li>Students know how to help themselves to be more effective students leading to accelerated progress</li> <li>Improvements in grades through English and Maths intervention groups and the wider curriculum.</li> </ul>
<p>To ensure that our disadvantaged students, attend and find school a rewarding experience.</p>	<ul style="list-style-type: none"> <li>Reduction in persistent absence.</li> <li>Reduction in EBSA numbers.</li> <li>Parents and carers more engaged with school.</li> <li>Reduction in number of students accessing reflection.</li> <li>Incremental improvement in attendance and engagement behaviour</li> </ul>

## **Our Approach:**

At CSSA, our plan is rooted in research and best practice that then been evaluated adapted for our context. The primary foundations for our plan have centred on the EEF's Guide to Supporting School Planning: A Tiered Approach - and this piece of work underpins the priorities, actions and barriers for Catch-Up at CSSA. The context of our school reflects the themes and patterns from national research, but strategies have been tailored to needs of our students and their family.

When compiling potential actions for this academic year, consideration was given to the three tiers explained in the EEF publication, which are as follows:

### **1. Teaching      2. Targeted Academic Support      3. Pastoral Strategies**

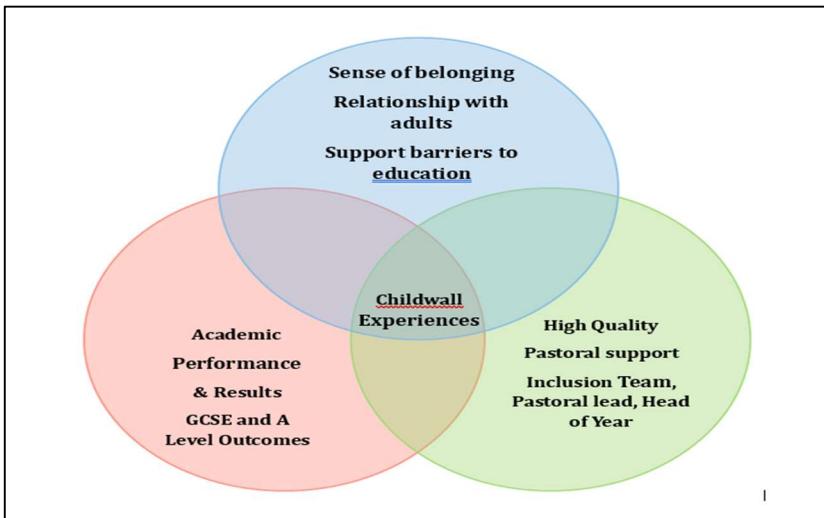
Consequently, all actions and strategies are mapped against these three tiers, with research used to support the implementation of, and rationale behind, these strategies. Therefore, our strategies relate not just to the academic progress of students, but to their development as a whole.

In terms of maximising progress, many of those strategies identified by EEF as delivering the biggest gains feature. For example, teacher marking/feedback is monitored by regular SLT Quality Assurance. Other targeted interventions from teaching and pastoral support staff (e.g. small group tuition, behaviour, attendance/reintegration, mentoring and counselling) are available and offered as required and their impact monitored and reviewed. Robust in-school (and external) post-assessment processes should ensure timely interventions.

CSSA offers and delivers a curriculum, both academic and co-curricular, which is rich in breadth and depth, enabling progress in terms of academia regardless of ability or background - underpinned by a culture of high expectations, high aspirations and inclusivity. As such, CSSA constantly monitors the progress of many subgroups (in addition to each full cohort) including disadvantaged students covered by Pupil Premium (and PP+) funding (i.e. FSM, ever 6, CLA, PLAC) with the intention and goal of securing good progress and the best outcomes, thereby narrowing the attainment gap for disadvantaged students. Inevitably, the pandemic affected all students profoundly, but evidence suggests that disadvantaged pupils have often been impacted more adversely both academically as well as in terms of well-being (SEMH).

It is important to note at this point, the journey that the school has undertaken over the course of the past few years. We have moved from 'Requires improvement' judgement in 2018, where we faced challenges around teaching and learning, behaviour and attitudes, low staff morale and challenges in recruiting which led to a poor reputation in the local community. The school has been judged as 'Good' since 2022, after having worked hard to improve the quality of education, behaviours, communication, relationships and community engagement.

## The importance of Personal development and Childwall experiences



Personal development plays a crucial role in enhancing the educational outcomes and life chances of students receiving Pupil Premium funding. By focusing on the holistic growth of these students, CCSA can address not only academic needs but also the social, emotional, and behavioural aspects that contribute to overall success.

### Enhancing Attendance and Academic Performance

Research indicates that structured personal development programmes can significantly improve school attendance, which is directly linked to better GCSE outcomes. For instance, mentoring programmes that focus on building skills such as organization, coping with stress, and study habits have shown moderate positive effects on both attendance and academic performance (1). These programmes help students develop a growth mindset and self-efficacy, which are essential for overcoming challenges and achieving academic goals.

### Building Essential Skills and Resources

Personal development initiatives provide students with the internal and external resources needed for success. Internally, students gain skills like resilience, time management, and effective communication. Externally, they build stronger connections with teachers, peers, and the school community. These relationships foster a supportive environment that encourages regular attendance and active participation in school activities.

### Long-Term Benefits

The benefits of personal development extend beyond immediate academic outcomes. Students who participate in these programmes are more likely to develop a positive attitude towards learning and school, reducing the risk of becoming NEET (Not in Education, Employment, or Training) later in life. By equipping students with the skills and mindset needed for lifelong learning, personal development programmes contribute to breaking the cycle of disadvantage and opening greater opportunities for future success.

### Evidence of Impact

Studies have shown that a co-curricular programme promoting personal and social skills can lead to improved attendance and academic performance. These programmes often include activities that enhance students' social interactions, emotional regulation, and problem-solving abilities, all of which are critical for maintaining consistent school attendance and achieving higher academic standards.

At CCSA we believe that our PD programme is the link between our quality first teaching and learning approaches and the relationships that our staff build with our students. We are looking to further develop our personal development programme, which we term our 'Childwall experiences' used to be able to recognise and celebrate our student success in their time in CCSA.



## Activity in this Academic Year (2025-2026):

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed below:

Challenge Number	Detail of Challenge
1	Low academic performance on entry, with low levels of Literacy and Numeracy.
2	Lack of self-regulation and independent learning, especially in Key Stage 3.
3	High numbers of students with SEND and EAL, with this now much higher than NA.
4	Low Attendance because of high levels of Girls and SEND (E).
5	High levels of social, emotional and mental health issues, post-Covid 19.
6	Community issues such as gangs, county lines and high levels of deprivation.
7	Consistent access to quality first teaching and learning opportunities.

## Teaching (CPD, recruitment and retention)

Budgeted cost: £216,500

Teaching					
Intent	Action	Budget	Rationale / Evidence	Staff	Challenge number
Quality first teaching and learning in every classroom is effective with appropriate adaptations evident.	To enhance the current SLAs with OSSME, to allow more time for staff training and support for individuals and their parents	£40,000	Specialist support for students, teachers, LSAs and families increases awareness. Improves the use of effective adaptations to engage our students with particular needs.	ATO/EWY	1, 7
To continue to support vulnerable families, particularly through the increase in parental engagement, safeguarding and attendance.	Family Support Worker x 2	£64,000	Supporting of vulnerable families and increasing parental engagement can improve those students grades by a whole grade	JCA	4
To ensure that EPP students have the same access to additional optional opportunities designed to increase aspiration and ambition	To create a role to develop STEAM opportunities and ambition	£12,500	Ambition is a SIP priority providing additional opportunities for all students to develop the whole child.	SLT	1, 4, 7
	More able role				
	Co-curricular role opportunities				
	Rewards role				
	Mental health role				
To ensure that EPP students have equal access to curricula and co-curricula opportunities	Provide a system where subject leaders are encouraged to bid for additional PPF to support the opportunity, enrichment, and progress of EPP students.	£60,000	Equal opportunities for EPP students	ATO	1, 7

	Transport to enrichment opportunities to support EPP students.		Transport enriches the curriculum which improves attendance and indirectly outcomes.	ATO	1, 7
	EPP students have the same access to additional optional opportunities designed to increase aspiration and ambition.		Ambition is a SIP priority providing additional opportunities for all students to develop the whole child.	JPA	1, 7
	Funding for in school activities which could be affected by deprivation issues e.g. Peri teaching and catering allocations.		Ensure all students have access to the full curriculum	ATO	1,7
Staff CPD budget to ensure staff are subject specialists and have the time and capacity to upskill in their support of all students.	Budget created to allow all staff to access high quality CPD, through the PTI, NPQ etc to remain at the forefront and teaching and learning, pastoral support and curriculum development.	£40,000	Course fees and cover costs for staff who have made successful CPD applications.	BRO	1-7
	Total	£216,500			

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

Budgeted cost: £70,000

<b>Targeted Academic Support</b>					
<b>Intent</b>	<b>Action</b>	<b>Budget</b>	<b>Rationale / Evidence</b>	<b>Staff</b>	<b>Challenge number</b>
To support the closing of the literacy and numeracy gap	Lexonik Leap to drive improvement in reading and literacy.	£30,000	Lexonik Leap resolves phonics gaps for those who do not have English as their first language.	EWY	1
	Maths / Numeracy support through the use of online platform to help develop skills		Targeted lower school intervention	KEL	1
	Support for disengaged students who are at risk of underachievement with online Maths / Science and English		Students at risk of underachieve can have accesses to additional online software to enable catch up and maximise outcomes	STO	1
	Literacy development using online platforms to test reading ages NGRT) and then help support (Sparx).		Help reading at all stages and ages through online and target support.	SPA	1
To support PP student in examination course in the build-up to the exam series and during KS3 to prepare for transition to KS4	Personal tutoring.	£20,000	EEF research shows that small group tuition has an average impact of 4 months progress over an academic year. Target in core subject areas more likely to be impactful if it is Clearly linked with timetabled lessons	RSH	1, 7

	In school staff tutoring	£20,000	P0 – targeted and broad intervention/ Introduce pre-teaching options for double disadvantaged students. P6 Options process designed to support intervention in the option blocks for core. KS3 intervention and the use of ASP for targeted intervention	JWI	1,7
Access to ICT equipment	Device distribution	£0	Look to access free devices and give out devices which are stored in school. Audit and Business	THO	1, 2, 6
	Total	£70,000			

**Pastoral Strategies (for example, related to attendance, behaviour, wellbeing):**

Budgeted cost: £231,250

Wider Strategies					
Intent	Action	Cost	Rationale	Staff	Challenge number
To raise ambition and aspiration for all EPP students	Careers co-ordinator (Year 7-13) at CSSA.  Purchase Unifrog to help with career guidance and work experience.	£43,000	A careers co-ordinator will provide effective CIAG for all years, ensuring informed decisions at KS3/4 and KS4/5. Student interest and ambition will be guided by their experiences as they progress throughout the school.	JCA/AKO	2, 4, 5
Introduce strategies to increase attendance to school of PPG students.	Use incentives to maximise attendance and reduce barriers for reintegration into school.  Look at weekly attendance award vouchers and the introduction of an attendance school shop.	£20,000	PP students with 95%+ attendance are 2.5 times more likely to achieve 5+ GCSEs at grades 9–4 than those below 90%. Education Endowment Foundation (EEF) highlights that improving attendance is a high-impact lever for closing gaps	DRI/KMA	4
To ensure EPP students receive a robust personal development curriculum	Continue role of lead for Personal Development (TLR payment)	£6,000	To ensure consistency and QA of PD across the school. EEF research shows that by developing the personal development curriculum there can be an increase in 4 months of learning	JCA/EAT	2, 4, 5, 6

To ensure there is a strong system of support in place for EPP student	Deploy a programme of bespoke interventions to address attendance and potential barriers to attending school (Year 7-11) - Look to source an internal education and welfare officer (EWO)	£32,000	Strong pastoral care is the foundation stone of a successful strategy. It should be seen as any the bedrock of any efforts to tackle education disadvantage. Evidence should be valued in pastoral approaches as much as academic approaches. (Addressing Educational Disadvantage-The Essex Way Marc Rowlands.)	JCA / DRI	2, 4, 5, 6
	Engage in the inclusive attendance programme, including staff CPD	£3,000	Implement the inclusive attendance approach across school to reduce absence rates.		
	To ensure EPP students are gaining access to the emotional support needed in school via school counselling service.	£15,000	Social and emotional interventions can have an overall average impact of 4 months additional progress on attainment. (EEF)		
To ensure no student is disadvantaged due to a lack of equipment in school	Provide essential equipment for school to ensure all students are ready to learn and high standards are maintained. (stationary/uniform)	£12,000	All students are fully prepared for learning before they enter the classroom	DRI	2, 4, 5, 6
To ensure that no students is disadvantaged due to poor quality/lack of food at home	Purchase of Asda vouchers to be given to families on a discretionary basis	£3,250	All students are fully prepared for learning before they enter the classroom	JOG	2, 4, 5, 6
To ensure that no family/child is disadvantaged due to being EAL by providing targeted support to families	To provide vital translation equipment, home necessities, English language teaching etc to those who are new to country and speak very limited English.	£45,000	To support families to learn English and to access all the support they need. Students will learn better when they are supported with stronger access to English at home.	THO/LHA	2, 3, 4, 5, 6
	Support families and develop our EAL provision:		To empower parents who may wish to learn English and gain appropriate employment.		

	EAL support worker in school, working with students who need support.		EMTAS support develops EAL language learning and connects to the curriculum expectations.		
	CPD training from the EAL support worker for LSA. Links with college for EAL support teachers and ongoing CPD.		To create a group of LSAs in the long term, that speak English and can converse in some of our home languages to assist more rapid progress, confidence and achievement.		
To ensure no student is disadvantaged and to increase the cultural capital of EPP students	To provide equal access to the annual culture week, which provides opportunity for sessions with Artists, poets, chefs, performers, and other external agencies. Cultural day	£27,000	“Cultural capital passed on through families helps children do better in school” If families cannot provide these experiences, we as a school must. Ambition, belief, belonging, joy.	JCA	2, 4, 5, 6
To support engagement and ambition through the development of an impactful rewards system	Rewards budget	£25,000	Ambition is a SIP priority providing additional opportunities for all students to develop the whole child.	RSH/SCO	2, 4, 5, 6
	<b>Total</b>	<b>£222,750</b>			
Teaching		£216,500			
Targeted academic support		£70,000			
Pastoral Strategies		£231,250			
	<b>Overall</b>	<b>£517,750</b>			

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Analysis of the previous academic year's national assessments and qualifications indicates a positive year-on-year improvement in outcomes for our disadvantaged pupils as shown below. Although the cohort faced some disruption earlier in their schooling due to Covid-19, the data shows that our disadvantaged pupils performed above schools trends and against similar local cohorts, demonstrating the effectiveness of targeted academic support and high-quality teaching interventions embedded in our strategy.

Key indicators	Pupils eligible for PP 2024-2025	Pupils eligible for PP 2024-2025	Pupils not eligible for PP 2024-2025
<b>Attainment 8 score average (total)</b>	2.81	2.90	4.26
<b>Students achieving 5 Strong Passes inc EM (5+)</b>	12.6%	16.9%	33.7%
<b>Students achieving 5 Standard Passes inc EM (4+)</b>	24.1%	27%	54.6%
<b>English and Maths 9-7</b>	1.1%	0%	12.2%
<b>English and Maths 9-5</b>	13.8%	19.3%	35.6%
<b>English and Maths 9-4</b>	26.4%	31.8%	64.4%
<b>% Attendance</b>	86.3%	87.1%	

Summative and formative assessments conducted throughout the year have consistently shown progress across key stages for disadvantaged pupils. These assessments have been crucial in identifying areas for adaptive teaching and tailoring support to individual needs, further contributing to improved academic performance.

Attendance rates for disadvantaged pupils have increased year-on-year, reflecting the success of our inclusive attendance strategy focused on belonging, 'no days off', and punctuality ('on time - every time'). This improvement has had a direct positive impact on engagement and learning outcomes.

Behavioural data and observations indicate a marked improvement in behaviour for learning among disadvantaged pupils. There has been a reduction in behavioural incidents and an increase in positive engagement, which aligns with our school's emphasis on empowering routines and classroom management strategies.

Ongoing monitoring of wellbeing and wider barriers to learning has been integrated into our pupil premium strategy. Staff observations and pastoral data reflect enhanced pupil confidence, self-esteem, and resilience, contributing to a supportive learning environment that fosters academic and personal development.

### Strategy Evaluation and Impact

We have made strong progress toward achieving the intended outcomes outlined in our pupil premium strategy, particularly in raising attainment, improving attendance, and enhancing

behaviour and engagement. The alignment of our strategy with whole-school priorities—such as high-quality teaching and inclusive practices—has been instrumental in driving these improvements.

Key successes include our emphasis on developing high-quality teaching, providing targeted academic support, and addressing non-academic barriers such as attendance and wellbeing. A collaborative approach involving staff, governors, and external partners has further strengthened implementation and secured broad buy-in.

While progress has been positive, continued focus is needed to further personalise adaptive teaching approaches and expand enrichment opportunities that build cultural capital for disadvantaged pupils. Ongoing professional development will also be critical to sustaining and building on our current achievements.

The previous pupil premium strategy has successfully met its core aims, as evidenced by improved academic outcomes, attendance, behaviour, and engagement among disadvantaged pupils. Looking ahead, we will review and refine the strategy to maintain momentum and respond to emerging challenges, ensuring all disadvantaged pupils continue to thrive and reach their full potential.

### **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
Embedding formative Assessment	SSAT
Inclusive Attendance CPD	Inclusive Attendance
Inclusion Quality Mark	IQM

### **Further information (optional)**

Given the high proportion of disadvantaged pupils within our school community, our curriculum design is intentionally inclusive and equitable, aiming to meet the needs of all learners rather than planning interventions solely for pupil premium pupils. This approach ensures an equitable playing field where every pupil is supported to succeed.

We place great value on positive interpersonal interactions throughout the school day, from the moment pupils arrive on site to their departure. This emphasis on respectful and supportive relationships underpins our school culture and contributes significantly to the wellbeing and engagement of all pupils, including those who are disadvantaged.

Our pupil premium strategy is embedded within our broader school improvement plans and ethos, reflecting our commitment to engaging, enabling, and empowering all learners. We continue to evaluate and adapt our approaches to ensure they remain effective and responsive to the evolving needs of our pupil premium cohort.