

# Pupil premium strategy statement – Thomas Adams School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data   |
|---|--|
| Number of pupils in school  | 1207   |
| Proportion (%) of pupil premium eligible pupils                         | 15% PP<br>3% PP+<br>5% Services premium<br>Total: 23% PP<br>18% DA |
| Academic year/years that our current pupil premium strategy plan covers | 2025-26  |
| Date this statement was published                                       | December 2025  |
| Date on which it will be reviewed                                       | December 2026  |
| Statement authorised by   | Mark Cooper  |
| Pupil premium lead  | Helen Jones  |
| Governor / Trustee lead   | Dave Watts   |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £272000 |
| Pupil premium funding carried forward from previous years<br><i>(enter £0 if not applicable)</i>   | £0      |
| <b>Total budget for this academic year</b><br><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> | £272000 |

# Part A: Pupil premium strategy plan

## Statement of intent

Thomas Adams School is committed to improving outcomes for disadvantaged pupils through a strategic and evidence-based approach. The school's pupil premium strategy is designed to:

- **Support high-quality teaching:** Every teacher is supported to deliver excellent instruction, which is recognized as the most effective way to improve pupil attainment.
- **Identify and address barriers:** Staff are equipped with detailed information about disadvantaged pupils to personalize interventions and support.
- **Enhance pastoral care:** The pastoral team works intensively with disadvantaged students to improve mental health, resilience, and aspirations.
- **Promote cultural capital:** The strategy includes initiatives that broaden students' experiences and exposure to enriching activities, helping to close gaps in cultural capital.
- **Invest in educational resourcing:** Funding is directed toward resources that support learning, including technology, curriculum materials, and staff development.
- **Embed awareness and accountability:** Regular CPD, COAPs, and bulletins to ensure staff are aware of pupil premium students and their specific needs.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Attendance: Persistent absence is linked to:</p> <ul style="list-style-type: none"><li>• Lower academic performance</li><li>• Reduced engagement with school</li><li>• Increased risk of dropping out</li><li>• Long-term economic disadvantage (e.g., earning £10,000 less by age 28)</li></ul> <p>We still have a gap between our DA and non DA attendance figures which needs to be narrowed.</p>                                     |
| 2                | <p>Literacy: Literacy is the bedrock of learning across all subjects. Pupils from disadvantaged backgrounds often start school with lower language and communication skills, which can hinder progress in reading, writing, and comprehension. DA pupils come into Thomas Adams with lower English scores in their SATs tests than their non DA counterparts and these reading scores remain lower as they continue through the school.</p> |

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|---|--|
| 3 | Participation and engagement: Pupils eligible for Free School Meals (a key Pupil Premium group) consistently report lower levels of trust, belonging, and enjoyment in school. These gaps widen over time, especially in secondary education. A sense of belonging is essential for pupils to feel that school is “for them” and to persist through challenges. Extracurricular reports show less engagement with clubs and extra responsibilities showing this is an area we need to work on. |
| 4 | Progress and aspirations: attainment gap still remains, although it is narrowing. Focus on narrowing the gap lower down the school will help pupils to progress more quickly.  |

## 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  |
|--|---|
| Further improved attendance rates for PP students with enhanced early indicators and interventions.        | Aim to reduce the attendance gap between pupil premium students and their peers by at least 2% annually, ensuring all students have equitable access to learning.   |
| Accelerated progress in reading and writing with increased engagement with literacy across the curriculum. | Ensure disadvantaged pupils make at least expected progress in literacy, with targeted interventions enabling accelerated improvement where gaps exist. Provide pupil premium students with access to age-appropriate books, digital platforms, and writing materials to support independent and guided learning. Embed literacy strategies in all subjects to reinforce reading and writing skills, promoting cross-curricular literacy development. |
| Increased Participation in Enrichment and Extracurricular Activities                                       | Ensure pupil premium students have equitable access to clubs, trips, and cultural experiences that build confidence, broaden horizons, and enhance cultural capital.  |
| Improved engagement in classroom learning  | Foster a positive learning environment where disadvantaged pupils feel motivated, supported, and actively involved in lessons through differentiated instruction and inclusive practices. Build strong, trusting relationships through mentoring, pastoral support, and collaborative activities that improve social  |

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|   | skills and emotional wellbeing. Identify and address individual barriers—such as financial hardship, low self-esteem, or lack of parental involvement—through tailored interventions and family outreach.  |
| Reduce the gap in attainment between pupil premium students and their non-disadvantaged peers across all key stages, particularly in core subjects such as English, Maths, and Science. | Support disadvantaged pupils to make sustained and accelerated progress, aiming for at least expected progress year-on-year, with targeted interventions for those at risk of falling behind. Invest in professional development and evidence-based teaching strategies to ensure consistently high-quality instruction that meets the needs of disadvantaged learners. Promote a culture of high expectations and academic ambition through mentoring, goal-setting, and recognition of achievement, helping students believe in their potential. |

## 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: £15000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Subject lead and teacher engagement, including having specific PP champion in each department area to monitor progress and engagement from disadvantaged pupils.</p> <p>Online engagement. Develop remote learning support for parents and students – use of</p> | <p>The EEF's Teaching and Learning Toolkit and Pupil Premium Guide emphasize that:</p> <ul style="list-style-type: none"> <li>Investing in teacher development and pedagogical expertise yields the greatest impact.</li> <li>Professional development should be sustained, evidence-informed, and tailored to pupil needs.</li> </ul> <p>Sutton trust suggests that great teaching starts with great teachers,</p> | 1, 2, 3, 4                    |

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|---|---|---|
| <p>TEAMS to set assignments and wider engagement. Disadvantaged pupils without access to IT equipment to be prioritised for homework club and provision.</p> <p>RADY training for all staff, including support and ancillary staff to increase awareness of strategies and relationships.</p> <p>Weekly CPD updates to staff and awareness emails</p> <p>18% rule on communications, positive points, and promotion of trips and opportunities</p> <p>Book looks and class observations by aspirations lead to monitor use and impact of strategies.<br/>Allocated dept meeting time allocated to PP</p> <p>COAPs to be monitored to ensure progression and feedback.</p> | <p>and improving pedagogy is central to narrowing the attainment gap.</p> <ul style="list-style-type: none"> <li>□ Strategies like oracy development, mastery learning, and targeted support for high-attaining disadvantaged pupils are recommended</li> </ul>   |   |
| <p><i>Assessment and Feedback</i></p> <p>Monitoring of Arbor by HOY and AL to provide detailed breakdown of data.<br/>PowerBI Tracking system to track data and interventions to ensure improvement of outcomes in attendance,</p>  | <ul style="list-style-type: none"> <li>□ <b>Effective feedback</b> is one of the most impactful strategies for improving pupil outcomes, especially for disadvantaged learners. It can lead to <b>+6 months</b> of additional progress when implemented well. <a href="http://ase.org.uk">ase.org.uk</a></li> <li>□ <b>Formative assessment</b> helps teachers identify learning gaps early and tailor instruction to individual needs, which is crucial for Pupil Premium students who may face</li> </ul> | 4 |

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| <p>attainment and engagement.</p> <p>Use of Horsfall data to target underachievement in KS4</p>  | <p>multiple barriers to learning. <a href="http://teacheducator.com">[teacheducator.com]</a></p>   |      |
| <p><i>Literacy development</i><br/>Support for classroom libraries to be created.</p> <p>Departments to develop subject specific vocabulary and disciplinary literacy.</p>   | <p><input type="checkbox"/> <b>Reading comprehension strategies</b> can add up to <b>+7 months</b> of progress.</p> <p><input type="checkbox"/> <b>Oral language interventions</b> and <b>metacognitive/self-regulation strategies</b> also show strong impact (+6–7 months). <a href="http://ase.org.uk">[ase.org.uk]</a></p>   |      |
| <p><i>Curriculum Mapping / Offer</i><br/>Funding or part funding of extra curricular opportunities within subjects (classroom libraries, online subscriptions)<br/>Curriculum resources to support learning within the classroom and at home for KS4</p> | <p>Disadvantaged pupils often struggle with <b>academic vocabulary</b>, <b>comprehension of subject-specific texts</b>, and <b>confidence in reading</b>, which impacts their performance across the curriculum. <a href="http://educatione...ion.org.uk">[educatione...ion.org.uk]</a></p> <p><input type="checkbox"/> Explicit teaching of vocabulary in every subject helps Pupil Premium students access academic language.</p> <p><input type="checkbox"/> Strategies include:</p> <ul style="list-style-type: none"> <li>• Pre-teaching key terms</li> <li>• Using word maps and morphology</li> <li>• Embedding vocabulary in context <a href="http://educatione...ion.org.uk">[educatione...ion.org.uk]</a></li> </ul> | 3, 4 |
| <p>Staff CPD<br/>Internal CPD for staff and subject leaders on classroom strategies and attachment</p>   | <p><a href="#">Timpson Attachment and Trauma Awareness Programme</a></p> <ul style="list-style-type: none"> <li>• Found <b>positive impacts</b> on pupil engagement, staff confidence, and school culture.</li> <li>• Schools with <b>transformational outcomes</b> had: <ul style="list-style-type: none"> <li>○ Initial whole-school training</li> <li>○ Strong leadership</li> <li>○ Ongoing CPD and staff induction</li> </ul> </li> </ul>   | 1, 4 |

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|  | <p>Attachment-Aware Schools Programme (Rees Centre)</p> <ul style="list-style-type: none"> <li>• Evaluation showed improved staff understanding and pupil relationships.</li> <li>• Literacy and engagement improved when students felt emotionally safe and supported</li> </ul>   |      |
| <p>Revision Programme</p> <ul style="list-style-type: none"> <li>• Self Study Packs</li> <li>• Curriculum Offer</li> <li>• Home Learning Programme</li> <li>• Parental Support / Information Evenings</li> </ul> | <p>Attainment Gap: By the end of secondary school, disadvantaged pupils are on average 19.2 months behind their more affluent peers in academic attainment. Revision support can help close this gap, especially in exam years. <a href="http://education...ion.org.uk">[education...ion.org.uk]</a></p> <p>Barriers to Independent Study:</p> <ul style="list-style-type: none"> <li>• Lack of quiet study space at home</li> <li>• Limited access to revision resources (e.g., textbooks, online platforms)</li> <li>• Lower levels of parental support or academic guidance</li> <li>• Reduced study habits and metacognitive skills <a href="http://teacher-toolkit.co.uk">[teacher-toolkit.co.uk]</a></li> </ul> | 3, 4 |

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

Budgeted cost: £80000

| Activity                    | Evidence that supports this approach  | Challenge number(s) addressed |
|-----------------------------|---|-------------------------------|
| A level tutoring programme: | <ul style="list-style-type: none"> <li>• <b>EEF Teaching and Learning Toolkit</b> reports that one-to-one tuition can lead to <b>+5 months of additional</b></li> </ul> | 2, 3, 4                       |

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| <p>One to one tutoring at GCSE in subjects where pupils are falling behind, with a particular focus on Maths, English and Science.</p>                         | <p><b>progress</b> on average for pupils compared to their peers. <a href="http://education...ion.org.uk">[education...ion.org.uk]</a></p> <ul style="list-style-type: none"> <li>• This impact is particularly significant for students with <b>low prior attainment</b>, making it a valuable strategy for closing the <b>disadvantage gap</b>.</li> </ul>  |                |
| <p>Small group intervention at KS3 in Maths and English. Time taken from timetabled lessons to work with qualified teacher to boost literacy and numeracy.</p> | <p>According to the <b>Education Endowment Foundation (EEF)</b>, small group tuition leads to an average of <b>+4 months of additional progress</b> over a year compared to standard classroom teaching.</p>  |                |
| <p>TA support for SEND pupils and small group interventions in pupil support centre.</p>   | <p>According to the <b>Education Endowment Foundation (EEF)</b>, TA-led interventions can lead to <b>+4 months of additional progress</b> per year when deployed effectively. <a href="http://education...ion.org.uk">[education...ion.org.uk]</a></p> <ul style="list-style-type: none"> <li>• The <b>impact is significantly higher</b> when TAs deliver <b>structured, evidence-based interventions</b> to small groups or individuals, rather than general classroom support.</li> </ul>  | <p>2, 3, 4</p> |
| <p>School uniform offer</p>  | <ul style="list-style-type: none"> <li>• The <b>Department for Education (DfE)</b> encourages schools to use Pupil Premium funding in line with a <b>menu of approaches</b>, which includes <b>wider strategies</b> like improving attendance and removing barriers to learning. <a href="http://assets.pub...ice.gov.uk">[assets.pub...ice.gov.uk]</a></li> <li>• While not explicitly listed, <b>uniform support aligns with these wider strategies</b>, particularly in addressing <b>non-academic barriers</b>. Uniforms may help <b>reduce peer pressure</b> and <b>socio-economic visibility</b>, which can positively affect <b>student wellbeing and focus</b>. <a href="http://edugist.org">[edugist.org]</a></li> </ul> | <p>3</p>       |
| <p>Trips &amp; Visits Low-cost, local trips paid for in full, at the school's discretion. Discretionary contribution towards deposits for larger trips.</p>    | <ul style="list-style-type: none"> <li>• The <b>Education Endowment Foundation (EEF)</b> includes extracurricular activities in its recommended model for Pupil Premium spending. <a href="http://education...ion.org.uk">[education...ion.org.uk]</a></li> <li>• These activities help address non-academic barriers to success, such as low self-esteem, poor attendance, <b>and</b> lack of engagement. Studies</li> </ul>   | <p>3, 4</p>    |

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|  | <p>show that extracurricular participation is linked to:</p> <ul style="list-style-type: none"> <li>• Higher attendance rates</li> <li>• Improved sense of belonging</li> <li>• Better academic performance</li> <li>• Enhanced post-secondary outcomes <a href="http://oregon.gov">[oregon.gov]</a></li> </ul> <p>Communication around trips enhances relationships with families and students. Our families note that they find this particularly supportive.</p>  |      |
| Music lessons  | <ul style="list-style-type: none"> <li>• The <b>Education Endowment Foundation (EEF)</b> reports that <b>arts participation</b>, including music, leads to an average of <b>+3 months of academic progress</b> for disadvantaged pupils. <a href="http://educatione...ion.org.uk">[educatione...ion.org.uk]</a></li> <li>• Music education is especially effective when integrated into a broader strategy that includes <b>high-quality teaching</b> and <b>targeted support</b>.</li> </ul>  | 3, 4 |
| Buddy reading in form time<br>Breakfast with a book  | See above literacy   | 2, 4 |
| Booka book subscription  | <ul style="list-style-type: none"> <li>• The <b>Education Endowment Foundation (EEF)</b> rates reading comprehension strategies as <b>high impact (+7 months)</b> for <b>very low cost</b>, based on moderate evidence. <a href="http://educatione...ion.org.uk">[educatione...ion.org.uk]</a></li> <li>• These strategies include: <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Summarising</li> <li>• Making inferences</li> <li>• Clarifying</li> <li>• Using graphic organisers</li> </ul> </li> <li>• They help pupils develop <b>metacognitive skills</b> and <b>self-regulation</b>, which are especially beneficial for disadvantaged learners.</li> </ul> | 2    |
| Classroom materials<br>Revision books, class readers and equipment, etc. to ensure students have | Monitoring of Arbor suggests PP pupils pick up most negative points for missing equipment. By providing this, their school experience will be more positive and they will engage more.   | 2,3  |

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|---|---|------|
| access to the same resources as their peers.  |   |      |
| Priority access to Careers Advisor, alongside time with PP Mentor/ form tutor, for preparation for meetings and interviews.   | EEF aspiration learning – impact is listed as unclear in the EEF toolkit but our own student voice is very positive as a result of these events.  | 4    |
| We have partnered up with Axion Maths to deliver Maths circles to a specially selected group of high attaining pupils. The group will be made up of at least 1/3 PP students and will be fully funded by Axion maths. | The backbone of Axiom’s approach is maths circles. These are small groups of pupils who meet weekly to tackle a curriculum of challenging maths problems. It’s an approach that’s worked very successfully. The beauty of maths circles is that they’re about the relationships as much as the maths. Maths circles are to maths lessons like band practice is to music lessons. They are a supportive social group where maths is valued. Too many pupils feel they need to hide their mathematical talent in order to fit in. Maths circles create a space where pupils who enjoy maths can meet together and encourage each other’s interest. They support each other, and help each other to succeed. | 3, 4 |

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

Budgeted cost: £175000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance officer to monitor and engage with families struggling with PA and low attendance. Performing ‘back to school interviews’ to ensure pupils are catered for | <input type="checkbox"/> The <b>Department for Education (DfE)</b> encourages schools to include <b>attendance strategies</b> in their Pupil Premium plans, especially for pupils facing socio-economic disadvantage. <a href="#">[assets.pub...ice.gov.uk]</a><br><input type="checkbox"/> Attendance monitoring is seen as a way to <b>identify barriers, track progress, and intervene early.</b> | 1                             |

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|--|---|-------------|
| <p>LAC co-ordinator to work with Looked After Children and perform role as advocate in school and liase with VS and foster carers.</p>   | <p>☐ A study published in <i>Support for Learning</i> found that <b>key adult interventions</b>—where a specific staff member builds a consistent, trusting relationship with a LAC pupil—<b>enhanced staff confidence</b> and <b>understanding of LAC needs</b>, and improved pupil engagement and emotional safety. [<a href="#">nasen-journ....wiley.com</a>]</p> <p>☐ Teaching assistants reported that being a “safety net” for LAC pupils helped them feel secure and supported, which is essential for learning.</p>   | <p>1, 4</p> |
| <p>Aspirations team to monitor progress and engage with families of PP pupils on a regular basis. Communicating offer and facilitating the needs of the pupils and parents where possible.</p>   | <p>☐ The EEF and DfE recommend focusing on <b>high-quality teaching, targeted academic support</b>, and <b>wider strategies</b> that include <b>aspiration-building</b> as part of a <b>holistic approach</b>. [<a href="#">d10a08pz29...dfront.net</a>]</p> <p>☐ Schools are encouraged to <b>diagnose individual pupil needs</b> and <b>align aspirations with achievable goals</b>.</p>  | <p>3, 4</p> |
| <p>Engagement lead: behaviour and attendance is responsible for monitoring pupil engagement with the curriculum and providing targeted support where needed. This includes identifying barriers to learning, facilitating access to appropriate interventions, and, where necessary, referring pupils to external agencies. The role also ensures that students are supported in making the most of the educational opportunities available to them.</p> | <p>Persistent Attainment Gaps<br/>Disadvantaged pupils are, on average, 19.2 months behind their peers by the end of secondary school. This gap is often linked to lower levels of engagement in learning, attendance, and participation in enrichment activities. [<a href="#">educatione...ion.org.uk</a>]</p> <p>Barriers to Engagement<br/>According to the Department for Education and EEF:</p> <ul style="list-style-type: none"> <li>• Pupil Premium students may face social, emotional, and behavioural challenges that affect engagement.</li> <li>• They are more likely to experience low attendance, reduced parental involvement, and limited access to extracurricular opportunities. [<a href="#">as-sets.pub...ice.gov.uk</a>]</li> </ul> | <p>3, 4</p> |

|  |   |                |
|--|---|----------------|
| <p>Wellbeing Co-Ordinator</p> <p>Identifying students who may be experiencing emotional or mental health challenges and ensuring appropriate support is in place. Offering one-to-one or group support sessions, and implementing wellbeing programs to promote resilience and self-esteem. Acting as a point of contact for parents, carers, and teaching staff regarding pupil wellbeing concerns. Referring pupils to external agencies such as counselling services, mental health professionals, or social care when needed. Working closely with the safeguarding team to ensure pupils' safety and welfare are prioritised.</p> | <p>The Education Endowment Foundation (EEF) highlights that <b>higher educational achievement is closely tied to better health and wellbeing</b> throughout life. Disadvantaged pupils face persistent gaps not only in attainment but also in emotional and social development.</p> <p>Impact of Disadvantage on Mental Health</p> <p>Disadvantaged children are more likely to experience:</p> <ul style="list-style-type: none"> <li>• Stress and anxiety</li> <li>• Low self-esteem</li> <li>• Behavioural challenges</li> <li>• Limited access to mental health services</li> </ul> <p>These factors can hinder engagement, attendance, and academic progress.</p> | <p>3, 4</p>    |
| <p>Breakfast club/ Grab and Go</p> <p>Provision of breakfast and essential equipment via Aspirations leads.</p> <p>Swap shop in operation for uniform swap.</p>  | <p>The UK Government's <a href="#">National School Breakfast Programme</a> states that a nutritious breakfast:</p> <ul style="list-style-type: none"> <li>• Enhances <b>concentration</b></li> <li>• Improves <b>behaviour</b></li> <li>• Supports <b>wellbeing</b></li> <li>• Boosts <b>academic performance</b></li> </ul> <p>Magic Breakfast, a leading charity in this space, reports that:</p> <ul style="list-style-type: none"> <li>• Hungry students can't learn—morning hunger is a pervasive issue in disadvantaged communities.</li> <li>• Breakfast provision helps close the poverty-related attainment gap.</li> </ul>                                    | <p>1, 3, 4</p> |

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|   | <ul style="list-style-type: none"> <li>• Universal breakfast models reduce stigma and increase uptake</li> </ul>   |      |
| Literacy resourcing. Support for the library in creating a revision area with resources and IT equipment with priority for PP pupils to access. | <p>The Education Endowment Foundation (EEF) emphasizes that high-quality literacy interventions are especially impactful for disadvantaged students. Libraries offer:</p> <ul style="list-style-type: none"> <li>• Opportunities for guided and independent reading</li> <li>• Access to diverse texts that reflect students' backgrounds</li> <li>• A space for language-rich interaction</li> </ul> <p>The Department for Education encourages schools to use Pupil Premium funding to address barriers to learning, including lack of access to resources and study spaces. Library provision fits within this framework as a <b>whole-school intervention</b> that benefits disadvantaged pupils</p> | 2, 3 |
| Support of PSC with resources and relevant staff training   | <p>The Education Endowment Foundation (EEF) and Department for Education (DfE) emphasize that effective Pupil Premium strategies begin with <b>diagnosing individual pupil needs</b>. Personalised learning allows schools to tailor interventions to specific academic, social, and emotional challenges faced by disadvantaged pupils. <a href="#">[d10a08pz29...dfront.net]</a>, <a href="#">[assets.pub...ice.gov.uk]</a></p>  | 3,4  |
| Support of alternative curriculum provision for PP pupils, including work experience placements and on site accommodation.                      | As above   | 3, 4 |

**Total budgeted cost: £ 204825**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| Attainment        |       |        |        |
|-------------------|-------|--------|--------|
| 23/24             | DA    | Non DA | Gap    |
| Av attainment 8   | 3.08  | 4.45   | -1.37  |
| Progress 8        | -1.11 | -0.38  | -0.73  |
| 9-5 Eng and Maths | 11.1% | 30.7%  | -19.6% |

| 24/25             | DA    | Non DA | Gap   |
|-------------------|-------|--------|-------|
| Av attainment 8   | 3.49  | 4.53   | -1.04 |
| Progress 8        | -0.84 | 0.09   | -0.75 |
| 9-5 Eng and Maths | 21%   | 39.9%  | -18.5 |

From above exam data, there has been a small difference made in average attainment 8 for DA pupils with the gap closing by +0.33. Progress 8 has also improved by +0.02 and more DA pupils are achieving strong grades in English and Maths. Attainment data shows a narrowing of the attainment gap this year. We will continue with the interventions outlined in this year's strategy with more of a focus on early intervention and provision of small group and 1:1 tutoring.

Attendance at the end of 24/25 had non DA pupils at 94.13% attendance and DA pupils at 88.94%. National attendance was 93.37%

Average negatives for 24/25 was 44 per non DA student but 84 per DA student over the course of the year. The top 20 highest negatives are in close contact with HOY and behavioural team, as well as in arrangement with alternative provision. They are working closely with Pupil Support to ensure they are engaging with their education. It is to be noted that 97 of the 215 had 10 negatives or less, so the average was increased by a minority of pupils.

Average positives for 24/25 was 235 for non DA pupils and 225 for DA pupils so DA pupils were getting a similar average amount of housepoints over the year. More encouragement could be put into ensuring DA pupils are equipped to partake in extra

curricular and house competitions which would gain them further housepoints. Careful grouping and pairing within lessons should encourage more positive behaviour models.

## 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                    |
|-----------------------|-----------------------------|
| Alternative provision | Embrace                     |
| Music lessons         | Shropshire Music Service    |
| Booka                 | Book subs and author visits |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

In response to the arrival of 17 new Services children in Year 7, a dedicated Reading Force group was launched in January, allowing the existing Years 8 and 9 group to complete their final book of the year as planned. These groups meet weekly in the library, functioning as both a reading and social club. Additionally, Year 7 Services pupils attended a pantomime trip as a rewards-based initiative, with eligibility reviewed post-half term. Wellbeing activities included the successful Colmere Booknic, which received particularly positive feedback from RAF parents. During Open Evening, a library stall was organised to showcase short story compilations created by Services children and highlight the support available to them, with Cadet representatives also in attendance. One-to-one tutoring for Services pupils at GCSE level continues, with a focus on core subjects including Maths, English, and Science.

### **The impact of that spending on service pupil premium eligible pupils**

Student voice feedback indicates that parents of Services pupils greatly value the consistent point of contact provided by Miss Holland. Her support has been instrumental in facilitating access to Heads of Year and wellbeing activities. Pupils have reported an enhanced sense of belonging within the school community and feel

that their individual barriers are increasingly understood and acknowledged by teaching staff.

## Further information (optional)

As a trust, we are commencing implementation of the RADY (Raising the Attainment of Disadvantaged Youngsters) programme from September 2025. This initiative will be rolled out across the 2025/26 academic year, with an initial focus on Year 7 disadvantaged pupils. We anticipate that this targeted approach will lead to measurable improvements in pupil engagement, attendance, and academic attainment over the coming years.