# Pupil premium strategy statement – The Friary 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 | 1,261 |
| Proportion (%) of pupil premium eligible pupils | 18.2% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2026 – 2029<br>Year 1 of 3 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | M Drury |
| Pupil premium lead | S Foster |
| Governor / Trustee lead | N Johnson / G Findley |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £227,700 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £227,700 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at The Friary School is to enable all students, irrespective of their background or challenges, to achieve personal excellence in aspects of their school and personal lives. We teach them to do this whilst demonstrating our *Friary Ethic* values of friendship, responsibility, independence, aspiration and resilience.

Our intention is that all students make good progress and achieve high attainment across the curriculum. The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve this goal.

As we understand that exposure to Quality First Teaching is the most important element of supporting disadvantaged students, this is the main area of our strategy.

To ensure teaching is effective we will:

- ensure disadvantaged students are challenged by the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes
- raise students' expectations of what they can achieve.

We look beyond the classroom to support learning in a holistic way, through support for attendance, behaviour, peer and social engagement, wider participation and aspirations, and in securing a successful post-school destination.

We integrate wider support agencies, where appropriate, including social workers, SEND support, the Virtual School, external health / mental health agencies, wider family support, as well as other community organisations. This approach reflects our emphasis on the whole child and our commitment to building wrap-around support to secure success for each student.

This will include levelling up opportunities and aspirations and continuing to narrow any existing differences between their progress and attainment and that of their non-disadvantaged peers, both on a national level and with our school. We carefully consider how to spend the allocated funding, using evidence of effective strategies produced nationally. This includes the Education Endowment Foundation. We also evaluate the impact of our current and historic work on disadvantage.

Implicit in the aims detailed here is the intention that non-disadvantaged students' achievement will be sustained and improved alongside that of their disadvantaged peers.

Whilst Pupil Premium funding is calculated per disadvantaged student – £1,100* for each disadvantaged student on roll – the funding is not allocated per student. It can be utilised to support other children experiencing disadvantage or requiring additional support or intervention.

In recent years, the school has used knowledge of its context to identify a cohort of children as a focus group for raising achievement. These students do not qualify for Free School Meals but reside in areas of significant disadvantage, and live alongside and within the particular challenges of those areas. Consequently, the school track and support students with 'associated' disadvantage.

Equally, other students develop or present needs at different times based on their individual circumstances, and both the White Paper (*Every Child Achieving and Thriving*, February 2026) and the new Ofsted framework (November 2025) take a broad and flexible view of what constitutes disadvantage. The intention of this plan is not to deny additional support or guidance to a student through pedantic ring-fencing, and so other students may benefit from the broad strategies and interventions.

Pupil Premium funding for 2026-2027 is projected to be £227,700. For context, in 2024-2025 (the first year of the previous plan) funding was £196,530. In 2025-2026, funding was £211,775.

The school's previous Pupil Premium Strategy was informed by a Trust-led review of Pupil Premium provision in Autumn 2024. This review saw Trust representatives meet with students and leaders to review provision, suggest developments and to reflect on the effectiveness of approaches and outcomes. Equally, the school considered OFSTED feedback in this area (Spring 2024) which noted that outcomes were very strong. This updated Pupil Premium policy has been developed from having reviewed past strategies, redesigning approaches to better suit need, and integrating wider research on supporting disadvantaged students.

*In 2026-2027, looked-after pupils are funded at £2,690 and service children £360.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **A broadly consistent '1 in 5' level of formal disadvantage**<br>Historically, the school has seen levels of around 20% of each cohort categorised as disadvantaged. Since the school has introduced internal tracking of associated disadvantage, this typically adds around 10% per cohort. Looking ahead, with the exception of one outlier group (Year 10), this is not projected to change:<br>Y7 (19%), Y8 (17%), Y9 (23%), Y10 (11%), Y11 (22%).<br>Where 1 out of every 5 students is formally disadvantaged, and approaching 1 out of every 3 students is associated with those disadvantages, school systems need to be robust enough to support significant numbers of children who face barriers. |
| 2 | **Maintaining high standards of disadvantaged outcomes**<br>The school has secured Disadvantaged Progress at 0.0+ (so in the Top 20% of schools) for the last three validated academic years; i.e. 2024 = +0.46, 2023 = -0.02, 2022 = +0.17, 2019 = +0.02, 2018 = +0.02.<br>In the absence of national Progress figure, by using SISRA SPI data, the school secured +0.44 (2025) and +0.15 (2026).<br>Maintaining good progress as national Progress figures return will be very important.<br>There will also need to be careful consideration of an appropriate curriculum offer given updates to national policy in this area. For example, in 2019 disadvantaged students made excellent progress in Pot 3 subjects (+1.05) but the forthcoming 'creative' element to Progress 8 will impact what subjects are offered in which style (GCSE or vocational) and in which 'Pot'. Results after 2028 will be impacted, but planning, staffing and resourcing will need to come earlier within the cycle of this plan. |
| 3 | **Lower attainment on entry**<br>Disadvantaged students have, on average, lower attainment on entry to the school. For example, for the cohort which leave Year 11 in 2027, disadvantaged students scored 102 at KS2 (whereas non-disadvantaged students averaged 106.5). Disadvantaged students who joined Year 7 in 2025 scored 104 at KS2 (whereas non-disadvantaged students averaged 108.5).<br>Disadvantaged students, then, can face a greater challenging adjusting to and accessing the secondary curriculum. They are over-represented in groups identified for transitional or catch-up support, such as literacy interventions. |
| 4 | **Positive learning behaviours**<br>Internal data suggests that disadvantaged students are over-represented among those demonstrating disengaged, poor or even disruptive behaviour.<br>Whilst the school uses suspension below the national average rates, disadvantaged students are over-represented among those who are suspended. a lack of positive engagement with the school's vision, |

| | |
|---|---|
| | values and overall culture. Through promoting positive engagement, and utilising intervention (when appropriate) rather (or alongside) than punitive sanctions, we can also support overall outcomes for this cohort. |
| 5 | **Attendance (of students in receipt of FSM specifically) lags behind non-disadvantaged peers**<br>The school's Overall and SEN attendance is very strong. As of Summer Term 2026, there is a 3-year trend for both as Above national rates (as per IDSR). However, improving attendance for students in receipt of FSM (and reducing persistent absence) remains a challenge:<br>• FSM6 attendance in 2022/3 was 87.3% (86% nationally); in 2023/4 it was 87.3% (86%); in 2024/5 it was 87.4 (86.8%); in 2025/6 it was 87.0% (87.0%).<br>• FSM6 persistent absence in 2022/3 was 44.8% (43.8% nationally); in 2023/4 it was 45.4% (42.5%); in 2024/5 it was 41% (39.2%); in 2025/6 it was 41.95% (national figure not yet published). |

## 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 |
|---|---|
| Sustain high standards of disadvantaged outcomes as national Progress figures return. (Summer 2025 and 2026 will not generate validated progress due to the absence through COVID of KS2 data to inform Progress 8 data.)<br>The statistical context for the criteria (right) is:<br>1) The school secured +0.20 progress on average for disadvantaged students or the last three validated years (2022-2024).<br>2) The average A8 nationally for disadvantaged students was 34.9 in 2025. The school achieved 48.6, and 60.1 for non-disadvantaged students.<br>3) The school achieved average P8 of +0.15 for disadvantaged students in 2026. Where there was individual underperformance, it was concentrated in 3 largely non-attending students due to mental health issues – without whom P8 would be +0.32. | Achievement 8 to be significantly above national average for disadvantaged students – ambition to be 10.0 points better off, at minimum, each year.<br>(The school achieved average A8 of 45.5 for disadvantaged students in 2026.)<br>Progress 8 to be significantly above national average for disadvantaged students – ambition to be at +0.30, at minimum, each year. |
| To ensure disadvantaged outcomes in the English, Maths, Science and curriculum breadth area (both Humanities / Creative / Languages pot, and Open pot) are positive and disadvantaged / non-disadvantaged gaps are significantly reduced. | Progress 8 to be positive for disadvantaged students in each 'Pot'. The disadvantaged outcomes for Summer 2024 were the school's best ever at +0.46 - with the English, Maths, E-Bacc and Open pots all significantly better than national averages. The school's aim is to continue this as validated progress resumes. |

| | |
|---|---|
| | Closing gap between PP and non-PP outcomes. Each year in the period 2022-2025, Overall A8 was Significantly Above national average for both All and Disadvantaged pupils.<br>**All A8** — **Dis. A8**<br>2026 58.32 — 2026 45.5<br>2025 57.8 (national 46.1) — 2025 48.6 (national 34.9)<br>2024 57.6 (45.9) — 2024 48.5 (34.6)<br>2023 56.5 (46.3) — 2023 46.0 (35.0) |
| To reduce the number of disadvantaged students who demonstrate disengaged, poor or even disruptive behaviour and, where this does occur, intervene systematically to reduce repetition.<br>Overall suspensions were significantly below national rates for 2022-2023, 2023-2024, 2024-2025 and 2025-2026*. Suspensions for disadvantaged students were also significantly below national rates until the Spring Term of 2024-2025 when, whilst still below national, they were categorised as 'close to average' by IDSR. Suspensions for disadvantaged students remained below national rates in 2025-2026*.<br>*Based on the latest available nationally validated data. | To reduce the number of suspensions for disadvantaged students by comparison to 2025-2026; to reduce also the number of disadvantaged students receiving more than one suspension, by comparison to 2025-2026. Suspensions for disadvantaged students were also significantly below national rates<br>Where sanctions are unavoidable and necessary, in order to maintain good order and as part of a functioning system, where possible they will systematically lead to intervention to address the root cause and promote reengagement with education. |
| To improve disadvantaged attendance levels so they are significantly better than national averages and the gap with non-disadvantaged students has reduced. | Disadvantaged attendance levels improve, so they are significantly better than national averages and the gap with non-disadvantaged students has reduced.<br>There will be measured in two ways: FSM overall attendance of students in receipt on FSM, and Persistent Absence rate of students in receipt on FSM. |

## 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: £62,700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Data Analysis & Tracking** (RBS, SFR, Data Co-ordinator, LED)<br>The progress of all disadvantaged students will be reviewed at least once per term. This will include analysis of KS2 scores, CAT scores, and target data.<br>There will be review of SEND information, including identified barriers and required support, and monitoring of attendance data – with a focus on anticipating issues through primary absence rates.<br>Following each data collection, all optional Key Stage 4 subject areas will receive an overview of disadvantaged student progress. This is essential to support leaders in focusing on strategic improvement, both by addressing underachievement and by extending the progress of high-attaining students who are performing above expectations. | Educational Endowment Foundation, including *A School's Guide to Implementation* and *SEND in Mainstream Schools guidance.*<br>DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024)<br>The Key for School Leaders<br>Previously used (successfully strategy) | 1,2,3,5 |
| **Study Support Strategies** (SFR)<br>Disadvantaged students sitting mock examinations will be supported in advance with target-setting, revision strategies, and preparation.<br>Parents will be contacted ahead of the exams and provided with key information, including exam dates, focus areas, revision materials, and the implications of the results.<br>Students will be engaged and motivated through incentives such as rewards and celebration assemblies.<br>Subject Leads will provide tailored guidance and support to ensure students are fully prepared for assessments.<br>Pre-exam briefings will be scheduled before each final exam, offering last-minute guidance and reminders from subject teachers.<br>"How can I pass?" booklets will be produced for all subject areas to support revision and exam readiness, be used to develop exam skills and understanding, with additional targeted support for disadvantaged students. | National Tutoring Programme-style initiative.<br>Educational Endowment Foundation, including *Working with Parents to Support Children's Learning, Improving Behaviour in Schools, Feedback to Improve Pupil Learning, Feedback and Assessment* guidance.<br>DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024)<br>The Key for School Leaders<br>Previously used (successfully strategy) | 1,2,3,4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Leadership Support CPD and Capacity** (MDY)<br>Appointment of AHT (KS4 Achievement) to be supported by specialised CPD including coaching.<br>Appointments of two other postholders to middle leadership positions will provide additional leadership capacity focused on inclusion. AHT (KS5) and AHT (Teaching & Curriculum) were previously fulfilling these roles in addition to their SLT responsibilities.<br>Similarly, increase in Head of House non-contact periods to facilitate greater interaction with targeted students, parental contact, etc. | Educational Endowment Foundation, including *A School's Guide to Implementation.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 1,2,4 |
| **Teaching Provision** (SSN, SFR)<br>Classroom provision, including homework, will be regularly monitored and supported to ensure high-quality first teaching that promotes engagement. Quality assurance processes will ensure that disadvantaged students receive appropriate support and targeted interventions, leading to strong progress.<br>There will be a consistent and systematic focus on disadvantaged students within MAD meetings, whole-school and departmental training, and guidance. This focus will also inform subject-level strategies and teacher-led interventions. | Educational Endowment Foundation, including *EEF Pupil Premium guide.*<br>DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024)<br>The Key for School Leaders<br>Previously used (successfully strategy) | 1,2,3,4 |
| **CPD Interventions** (SSN, SFR)<br>Senior leaders will provide training and guidance on effective teaching and support strategies for disadvantaged students. This will be delivered through subject leaders and embedded within the whole-school training and meeting schedule.<br>From September 2026, a structured roadmap will map all disadvantaged support, outlining interventions across a clear timeline for all faculties and Houses.<br>Each subject area operates its own MAD (Monitoring and Development) schedule, which includes regular meetings and targeted interventions. Provision for disadvantaged students is a key priority within this programme. Leaders will take a proactive role by attending and monitoring disadvantaged intervention and planning sessions. | Educational Endowment Foundation, including *Effective Professional Development*, *A School's Guide to Implementation* and *EEF Pupil Premium guide*.<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 1,2,3,4 |

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

Budgeted cost: £105,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Learning Hub** (SFR, SNE)<br>This provision, primarily focused on Key Stage 4, offers academic support through a bespoke curriculum designed to meet individual student needs.<br>Staff support learning in key subjects through pre-teaching, revision, and reinforcement of core concepts. Where appropriate, this provision includes alternative accredited KS4 courses, access to tailored resources, ICT facilities, extended opening hours, lunchtime withdrawal, and morning registration support.<br>Targeted online vocational courses, linked to students' career aspirations, may also be integrated through the National College. | Previously used (successfully strategy)<br>Educational Endowment Foundation, including *Teaching and Learning Toolkit* and *SEND in Mainstream Schools* guidance.<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 2,3,4,5 |
| **Year 9 Pathways** (RBS, MDY, HBT)<br>Disadvantaged students will receive individual guidance to ensure they follow an appropriate academic pathway. In some cases, this will include targeted use of the Learning Hub.<br>Assemblies, taster lessons, information sessions, and a Pathways Evening for parents will support students in making ambitious yet appropriate subject choices that maximise individual progress and outcomes.<br>As part of pre-Pathways careers guidance, disadvantaged students will take part in a careers interview during the autumn term of Year 9, focusing on their aspirations identified through a prior questionnaire.<br>Disadvantaged parents will also be offered the opportunity to meet with a careers adviser ahead of the Year 9 Pathways Evening in March. | Educational Endowment Foundation, including *Pupil Premium guide* and *Working with Parents to Support Children's Learning*.<br>Previously used (successfully strategy) | 1,2,3,4,5 |
| **Key Stage 4 Boosters** (SFR)<br>Disadvantaged students will be specifically targeted and regularly reviewed in relation to their attendance at form-time, after-school, Saturday, and Holiday School sessions.<br>SFR will coordinate the organisation of these sessions, alongside incentives, recognition, and—where necessary—appropriate challenge and support to maximise engagement. Senior Leaders and Pastoral Leads will play a key role in mentoring and maintaining communication with parents (see also Academic Mentoring).<br>Incentives will include praise postcards, verbal encouragement through mentoring meetings, and | Educational Endowment Foundation, including *Pupil Premium guide* and *A School's Guide to Implementation.*<br>Previously used (successfully strategy)<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 2,3,4,5 |

| | | |
|---|---|---|
| recognition through Key Stage 4 awards, assemblies, lessons, and meetings.<br>There will be a strong focus on core subjects (English, Maths, and Science), with targeted booster sessions designed to support disadvantaged students in meeting or exceeding their target grades. | | |
| **Accelerated Reading / Reading Rewards Programme** (SSN, SDS, LED)<br>A dedicated team of staff delivers targeted reading support and challenge across Key Stage 3, with a strong focus on disadvantaged students. This provision includes structured interventions, regular monitoring of reading progress, parental engagement, and opportunities for additional support through drop-in sessions.<br>The programme is designed to improve reading fluency, comprehension, and vocabulary, enabling students to access the wider curriculum more confidently. By developing stronger literacy skills, students are better equipped to understand subject content, engage in independent learning, and achieve higher academic outcomes across all areas.<br>In addition, the Reading Rewards element promotes motivation and sustained engagement with reading, helping to build positive learning habits and a culture of academic aspiration. | Educational Endowment Foundation, including *Teaching and Learning Toolkit* and *Working with Parents.*<br>DfE Guidance 'Using Pupil Premium: Guidance for School Leaders' (Feb 2024)<br>The Key for School Leaders<br>Previously used (successfully strategy) | 1,2,3,4 |
| **Academic Mentoring – Internal and External** (LHN, MSN, SFR)<br>Disadvantaged students will be prioritised for academic mentoring through partnerships with external organisations, including the Employability Team and Co-op mentors.<br>Support with CV writing and job applications will be targeted towards this cohort, alongside tailored provision for at-risk students identified through RONI analysis. This support will align closely with the Sixth Form application and interview process, as well as wider internal and external careers and aspirations programmes.<br>Subject-based 'ACE' mentoring sessions will focus on both addressing underachievement and extending the attainment of high-performing students, ensuring disadvantaged students make maximum progress. These sessions will be complemented by parental engagement, pastoral support, and appropriate careers and aspiration interventions, coordinated by senior leaders, with SFR leading the organisation at Key Stage 4. | Educational Endowment Foundation, including *Teaching and Learning Toolkit* and *Working with Parents, A School's Guide to Implementation* and *Pupil Premium guide.*<br>Previously used (successfully strategy)<br>National Tutoring Programme-style initiative.<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 2,3,4 |
| **KS4 Vocational Support** (SFR, KFS)<br>Disadvantaged students and their parents will receive bespoke qualification maps outlining the Key Stage 4 assessment timeline, including both vocational and academic examinations.<br>In advance of exams, subject-specific preparation meetings will be held to provide clear timelines, detailed | Educational Endowment Foundation, including *Metacognition and Self-Regulated Learning, Teacher Feedback to Improve Pupil Learning,* and | 1,2,4 |

| | | |
|---|---|---|
| explanations, and guidance on appropriate revision resources and strategies.<br>Engagement will be maximised through direct parental communication, particularly during modular exam windows, ensuring that preparation expectations are clearly understood and supported at home.<br>Incentives for participation and achievement will align with the Key Stage 4 Awards and prize system, recognising effort and success. | *Working with Parents to Support Children's Learning.* | |
| **Focus on 'Associated' Disadvantage** (SFR)<br>The school will continue to use its contextual knowledge to identify and monitor students who do not qualify for Free School Meals but live in areas of significant disadvantage and face similar challenges.<br>Interventions will be scaled up at class, subject, and whole-school level to support this group alongside formally identified disadvantaged students. | The school has identified, tracked and supported students with 'associated' disadvantage for several years with success. | 1,2 |
| **Year 10 Awards / Prizes for KS3 Performance** (RBS, SFR, MSN)<br>Awards and prizes will be targeted at disadvantaged students at key transition points in their education, serving both as an incentive for engagement and as recognition of achievement.<br>Staff will identify appropriate rewards for targeted students, ensuring they are age-appropriate, appealing, creative, and cost-effective. Incentives may include family meals (e.g. at a restaurant), books, vouchers, revision guides, event tickets, and smaller rewards such as ice-cream treats. | Educational Endowment Foundation, including *Pupil Premium Guide*, and *Improving Behaviour in Schools*. | 1,4,5 |
| **Revision Materials & Guidance** (SFR)<br>Structured revision and study resources, along with clear guidance, will be provided—typically at the start of Key Stage 4 courses—to ensure disadvantaged students have every opportunity to meet or exceed their target grades.<br>For example, targeted revision materials, such as a focused Grade 5 revision booklet, will be provided for appropriate students, concentrating on the essential knowledge and skills required to achieve this key national benchmark.<br>Students will also be actively encouraged to engage with online learning platforms, including Seneca, Dr Frost and Satchel One, to support independent study and reinforce classroom learning. | Educational Endowment Foundation, including *Pupil Premium Guide*, and *Metacognition and Self-Regulated Learning.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026)<br>PiXL recommendation | 2,3,4 |
| **Curriculum Access Support** (MDY, RBS, SFR)<br>All Key Stage 4 courses will be reviewed to identify the costs of required equipment and activities. This information will be made transparent to students and parents during the Pathways process, with appropriate support put in place to ensure equitable access for all.<br>Where purchases are required, links to the most cost-effective options will be provided (e.g. art sketchbooks, | Educational Endowment Foundation, including *Pupil Premium Guide.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 1,2,3 |

| | | |
|---|---|---|
| CGP revision guides, set texts, ingredients). Targeted provision of these items will be available for disadvantaged students.<br>At key points throughout the school year, disadvantaged students will also be provided with essential stationery and learning resources, where appropriate (e.g. pens, highlighters, notebooks, revision cards), to support their academic progress.<br>*Please note: this does not represent a universal funding guarantee for all disadvantaged students.* | | |
| **Music Tuition Fees** (MDY, JHD)<br>Subsidised musical tuition will be provided for Pupil Premium (disadvantaged) students as part of a wider music and talent development programme. This support will continue into Post-16 provision to ensure sustained access and progression.<br>Participation in the programme will support the development of key skills such as confidence, discipline, and creativity, while also enhancing students' cultural capital and providing opportunities for enrichment beyond the classroom. | Educational Endowment Foundation, including *Teaching and Learning Toolkit* (strand on *Arts Participation*) and *Pupil Premium* guide.<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 2,4 |

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

Budgeted cost: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Build, staff and resource Behaviour Refocus** (LHN, MSN)<br>This provision will enable ongoing, on-site educational support for students who might otherwise receive a suspension. As disadvantaged students are statistically more likely to be affected, they will particularly benefit from this resource.<br>It allows for immediate engagement in meaningful work, both academically and in addressing the underlying causes of behaviour, helping to keep students in school and maintain continuity in their learning.<br>A dedicated space, alongside specialist staff and tailored resources, will be used to deliver this targeted support. | Educational Endowment Foundation, including *Improving Behaviour in Schools* guidance.<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 4,5 |
| **Governor Student Panels** (MSN, LHN)<br>Students may be invited to attend the Governor Student Panel where there are concerns about behaviour or engagement. In some cases, students may also attend for other purposes, such as student voice, recognition of | Educational Endowment Foundation, including *Improving Behaviour in Schools, Working with Parents to Support Children's* | 4,5 |

| | | |
|---|---|---|
| improvement, or rewards. Parents and carers typically attend these meetings alongside their child.<br>Governors will take a student's disadvantaged status into account, which may result in additional targeted support being put in place. For example, where uniform is identified as a concern, the school maintains a small supply of spare items to ensure standards can be met. | *Learning* guidance and *Pupil Premium guide*.<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | |
| **Attendance and Parental Engagement** (LHN)<br>There is a revised approach to the strategic leadership of attendance, aligned with the new Pupil Premium Plan and more closely integrated with the school's pastoral and safeguarding teams.<br>Attendance data for disadvantaged students will be reviewed at key intervals as part of the Attendance Action Plan. Any emerging concerns around absence will be identified at the earliest opportunity and addressed through established processes.<br>Additional staffing capacity, alongside the Attendance Officer, will be allocated to support improvements in attendance for key students and groups, particularly those eligible for Free School Meals. This will include enhanced communication with families, targeted outreach where required, and the development of positive relationships with students in school.<br>Attendance concerns that do not meet formal intervention thresholds but still require attention will be monitored through SFR processes, including target-setting and parental engagement.<br>Incentives to promote strong attendance will be supported through an enhanced attendance rewards budget.<br>Parents of disadvantaged students get additional reminders about Parents Evenings and there is individual follow-up to any non-attendance. | Educational Endowment Foundation, including *A School's Guide to Implementation*, *Pupil Premium guide* and *Working with Parents guidance.* See also: *Understanding the impact of attendance and family liaison officers (AFLOs).*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 2,4,5 |
| **Trip and Visits Participation** (MDY, RBS, SFR)<br>To encourage greater participation in extra-curricular trips and visits, there is dedicated support for participation rates of disadvantaged students. Depending on the nature of the trip, this may include partial or full subsidies, removing practical barriers (such as providing a small amount of spending money), and proactively identifying students who may not sign up or may withdraw due to financial or other constraints.<br>All trips and visits are eligible for consideration; however, particular focus will be given to key opportunities, including:<br>• Year 7 Warwick Castle (History) Trip (SGE, LRE)<br>• Year 8 Peak District (Geography) Trip (SGE)<br>• Year 9 Normandy (French) Trip (JGS)<br>In addition, the Year 10 Paris Trip is associated with multiple Key Stage 4 subjects (French, History, Art) to maximise potential participation. | Educational Endowment Foundation, including *Teaching and Learning Toolkit* (e.g. enhancement participation) and *Pupil Premium guide.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 2,4,5 |

| | | |
|---|---|---|
| Financial support will also be available for disadvantaged students participating in the Duke of Edinburgh's Award scheme, ensuring equitable access to this valuable enrichment experience.<br>*Please note: this does not represent a universal funding guarantee for all disadvantaged students.* | | |
| **Raising Aspirations Programme** (HBT)<br>Disadvantaged students are specifically supported by the school's internal Aspirations Mentor and an external Careers Advisor. Through mentoring, guidance, workplace visits, and guest speakers, students are helped to better understand career pathways, entry requirements, and opportunities within the world of work.<br>This provision includes dedicated time for targeted interventions, aspiration-focused support groups, organised visits, and ongoing parental engagement to ensure students are fully supported in raising their ambitions and making informed decisions about their future.<br>Disadvantaged students receive additional support to secure high-quality work experience placements. | Educational Endowment Foundation, *Working with Parents to Support Children's Learning, A School's Guide to Implementation* and *Pupil Premium guide.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 2,3,4 |
| **Year 11 Leavers' Incentives** (LHN, SFR, MSN)<br>All disadvantaged students will be individually consulted regarding their participation in the Year 11 Prom and Leavers' Assembly. Targeted support, incentives, and rewards will be provided to help remove any barriers to attendance for those who wish to take part.<br>However, all students will still be expected to meet the required attendance and behaviour criteria in order to participate.<br>*Please note: this does not represent a universal funding guarantee for all disadvantaged students.* | Educational Endowment Foundation, including *Pupil Premium Guide.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026)<br>Previously used (successfully strategy) | 4,5 |
| **Initial Post-16 Careers Advice** (HBT)<br>All disadvantaged students will receive a careers interview during the first half of the autumn term in Year 11, focusing on their aspirations as identified through a prior questionnaire.<br>These meetings will also address progress in core subjects (English, Maths, and Science), alongside attendance, engagement, and readiness for the November mock examinations. Students' current performance will be reviewed in relation to their stated aspirations to ensure realistic and achievable next steps.<br>A preliminary discussion of Post-16 options will take place ahead of the Sixth Form Open Evening, including consideration of alternative pathways, qualifications, and destinations.<br>Parents will receive a formal careers and aspirations letter outlining key information, including clear guidance on the pathways currently available to the student based on their progress. | Educational Endowment Foundation, including *Pupil Premium Guide* and *Working with Parents.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 1,2,4 |

| | | |
|---|---|---|
| Where appropriate, disadvantaged parents will also be offered the opportunity to meet with a careers adviser before the end of the autumn term. | | |
| **Y11 to Sixth Form Transition & Wider Post-16 Support, including Sixth Form Open Evening** (HBT)<br>All disadvantaged students will be individually reviewed to assess their suitability for Sixth Form study. Those who already meet, or show the potential to meet, entry requirements will receive one-to-one guidance to support their application process.<br>Disadvantaged students will be closely tracked in relation to their Sixth Form offers and will attend follow-up 'reminder' meetings to reinforce grade expectations. Where appropriate, students will be directed towards bridging units and preparatory work to support a successful transition. Students whose subject choices raise concerns will receive additional mentoring to ensure they fully understand the implications of their decisions.<br>Incentives may include support with obtaining appropriate revision guides and materials aligned with their intended Sixth Form courses.<br>*Please note: this does not represent a universal funding guarantee for all disadvantaged students.*<br>Targeted support will also be provided for transition work and guidance meetings. Ongoing contact will be maintained with disadvantaged students identified as vulnerable or at risk of becoming NEET, to ensure smooth and successful progression into Post-16 education, training, or employment. | Educational Endowment Foundation, including *Metacognition and Self-Regulated Learning*, *Pupil Premium Guide* and *Working with Parents.*<br>DfE: *Using pupil premium: guidance for school leaders* (May 2026) | 1,2,3 |

## Total budgeted cost: £227,700

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

2025-2026 marked the end of the school's previous pupil premium strategy plan. The *Challenges* and *Intended Outcomes* sections above contain assessment of how successfully the intentions of that plan were met, but in summary:

1. **Intended outcome:** *To ensure overall Disadvantaged outcomes remain substantially above national averages and the gap with Non-Disadvantaged students has reduced.*

Commentary – The attainment gap has widened (slightly) but is narrower than the nation gap (slightly); the context is that disadvantaged outcomes are substantially above the national averages for disadvantaged peers as well as above the national averages for all pupils.

2. **Intended outcome:** *To ensure Disadvantaged in the English, Maths, E-Bacc and Open Pots are positive and Disadvantaged / Non- Disadvantaged gaps are significantly reduced*

Commentary – There is no national figure for Progress for 2025 or 2026 and the SPI does not provide contextual comparison to disadvantaged peers nationally (only all peers). However, given the commentary to the first Intended Outcome (above), there is every indication that outcomes are substantially above the national averages for disadvantaged peers as well as close to or above the national averages for all pupils.

3. **Intended outcome:** *To at least maintain the overall and Disadvantaged E-Bacc entry levels*

Commentary – This was achieved. Overall E-Bacc entries varied only 3.2% between the 2024, 2025 and 2026 cohorts; disadvantaged entries varied only 1.5%.

4. **Intended outcome:** *To further improve Disadvantaged attendance levels so they are significantly better than national averages and the gap with Non-Disadvantaged students has reduced.*

Commentary – This remains a challenge; see Challenge 5 (in *Challenges* section [above]) for commentary.

5. **Intended outcome:** *To further improve Disadvantaged exclusion levels so they are significantly better than national averages*

Commentary - Disadvantaged exclusion levels remain significantly better than national averages (see *Intended Outcomes* section [above] for further commentary).

6. **Intended outcome:** *To define and support those non-Disadvantaged students who reside in 'Disadvantaged' locales and so have lives impacted upon by community and contextual challenges.*

Commentary – This is embedded into practice within school and outcomes are good. For example, the attainment of students identified with 'associated disadvantage' (A8 measure) was 52.3 in 2026 (the last available national average for all pupils, providing context, being 46.1).

## 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** |
|---|
| There were 11 service children on roll during 2025-2026, with 3 in Year 11. Combined, this attracted £3,740 addition funding. This is 0.0177% of the total pupil premium funding. The previous pupil premium strategy statement did not account for this to be spent separately; service children were fully incorporated in the various funded activities, which included: *Data Analysis & Tracking*, subject-specific *Teaching Strategies* (as appropriate), *KS4 Support Strategies* (as appropriate), *Teaching Provision, Subject Area Tracking*, *CPD Interventions*, *Examiner Training*, *Targeted Academic Support*, and *Wider Strategies*. |
| **The impact of that spending on service pupil premium eligible pupils** |
| In 2026 outcomes, service children recorded a +0.65 progress measure (SISRA SPI used in the absence of Progress 8) with an average Attainment 8 score of 46.33. |

## Further information (optional)

| |
|---|
| We use KeyGDP, an AI function within The Key for School Leaders, to help analyse how closely our pupil premium strategy is aligned with our wider school improvement priorities. Review of pupil premium strategy and school improvement plan (self-evaluation tool) for 2026 – 2027 assesses overall alignment as ‘Strong.’ Review of budget allocation also ‘reflects our strategic priorities well.’ |