

Pupil premium strategy statement – Chase High School

This statement details Chase High Schools use of pupil premium funding to help improve the attainment of our disadvantaged pupils. for the 2025 to 2026 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chase High School
Number of pupils in school	1321
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matthew Suttenwood
Pupil premium lead	Maria Howard
Governor / Trustee lead	Graham Farquharson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£512,343
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£512,343
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium Strategy at Chase High is driven by the ARK values of ambition, resilience and kindness, ensuring that every pupil – regardless of background – has the opportunity to thrive. We are committed to creating a culture of inclusion and belonging, where disadvantaged pupils feel known, valued and supported to achieve their full potential.

Our strategy is evidence-informed, drawing on the EEF's tiered model to prioritise the most effective strategies for improving outcomes for all pupils, particularly those who are disadvantaged. Our strategy is broken down into three strands, in line with the EEF tiered approach:

Strand 1: High Quality Teaching – Quality first teaching to close attainment gaps.

Strand 2: Targeted Academic Support – One-one or small group interventions that aim to remove barriers to classroom teaching and the curriculum.

Strand 3: Wider Strategies - Addressing non-academic barriers and attempting to remove them to support students' social emotional needs and behaviour.

We are ambitious for all pupils and act with determination to remove barriers to learning, ensuring equitable access to a rich, well sequenced curriculum. Through this evidence-informed, values driven approach, we aim to secure strong progress and outcomes for all disadvantaged pupils, enabling them to feel they belong, develop resilience and realise their ambitions.

Challenges

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

Challenge number	Detail of challenge
1	<p>Achievement:</p> <p>Outcomes: 2025 GCSE results show that the gap between PP and Non PP students is narrowing in attainment and progress, in comparison to 2024 where it was identified that it was widening. This will continue to be a focus to ensure the gap narrows with future cohorts.</p> <p>Teaching & Learning: Research from the Education Endowment Foundation highlights how access to high quality teaching is the most important level schools have in order to improve attainment. In Summer Term 2025, learning walk data shows 16% of lessons were judged as ineffective, 65% lessons were judged as effective, 19% were judged as exemplary. High quality teaching will continue to be a focus to ensure pupils have access to high quality teaching practices in all lessons.</p>
2	<p>Attendance:</p> <p>PP attendance in 2024-25 was 86.5% in comparison to Non PP which was 92.3%. Although this has improved since 2023-24, the gap has widened between PP and Non-PP attendance to school.</p>

	<p>Attendance to school and to all lessons mean that access to high quality teaching is increased and outcomes for disadvantaged pupils should improve as a result.</p> <p>Internal data also highlights that our Pupil Premium students often need more social, emotional and mental health support and attendance is often affected because of this.</p>
3	<p>Secondary Readiness:</p> <p>Reading: Historic reading data shows that disadvantaged pupils join the school with an average reading age significantly below that of their non-disadvantaged peers and below their chronological reading age.</p> <p>Numeracy: New baseline testing through Sparx Maths highlighted that new Year 7 students were arriving below National Average in key areas.</p>
4	<p>Resilience: Commitment to learning data highlights that disadvantaged pupils receive an average CTL grade of a 3 in comparison to Non PP students who receive an average CTL grade of a 2. Due to a range of barriers, disadvantaged students may lack resilience and as a result struggle to attend lessons or tutor time and engage with the content.</p>
5	<p>Parental Engagement: Parental engagement of disadvantaged parents is low, this is evident with attendance to parent's evenings and events where parents are required to engage with the school</p>
6	<p>Enrichment Opportunities: Due to a range of barriers, many of our disadvantaged students do not have access to enriching experiences outside of school.</p> <p>Internal data shows that there is a disparity between PP and Non-PP attendance to trips and extracurricular clubs.</p>
7	<p>Low Aspirations: Most recent destination data shows: 84% of PP students are in sustained education or training compared to 86% of Non-PP students.</p>

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						
<p>1) Achievement</p> <p>To raise the academic achievement of disadvantaged pupils by closing attainment gaps and ensuring they reach or exceed their individual progress targets through high-quality teaching.</p>	<ul style="list-style-type: none"> July 2026 data of Pupil Premium students will show: <table border="1" data-bbox="819 384 1467 512"> <tr> <td>Attainment 8</td> <td>36.5</td> </tr> <tr> <td>English & Maths 9-5</td> <td>34.5%</td> </tr> <tr> <td>English & Maths 9-4</td> <td>40%</td> </tr> </table> 100% of teaching is effective or better 50% of teaching is exemplary Disadvantaged pupils average CTL score is in line with or greater than that of non-disadvantaged pupils. 	Attainment 8	36.5	English & Maths 9-5	34.5%	English & Maths 9-4	40%
Attainment 8	36.5						
English & Maths 9-5	34.5%						
English & Maths 9-4	40%						
<p>2) Attendance</p> <p>To improve attendance and reduce persistent absence, especially for disadvantaged pupils, to move in line or above national averages.</p>	<ul style="list-style-type: none"> Attendance of disadvantaged pupils to be in line with National by July 26 Staff will be allocated 'Focus Three' students (85% -92% attendance) to mentor during tutor time. Attendance of these students will be monitored at the end of each half term. 80% of Focus Three students' attendance will increase from Autumn Term to Spring Term. CTL data and Pupil Voice data of Focus Three students will also be compared and analysed. 						
<p>3) Secondary Readiness</p> <p>Reading:</p> <p>Ensuring readers who are under age expectations and Pupil Premium receive targeted intervention which allows full access to the curriculum.</p> <p>Numeracy:</p> <p>Ensuring students who have a KS2 SATS score of 85-95 receive targeted interventions to secure foundational skills.</p>	<ul style="list-style-type: none"> All PP pupils who have a sub functional reading age in Y10/11 will be offered intervention. Sparx Reader data shows that PP students engaging with Sparx Reader for English homework is the same as or in line with Non PP students. Identified weak readers in Yrs 7 to 10 make at least at least 12 months progress over the term. Data from Sparx Maths with show that the number of pupil that engage with Sparx Maths is in line with or greater than Non-PP pupils. 						

<p>4) Resilience</p> <p>To equip disadvantaged pupils with the emotional, social, and academic resilience needed to overcome barriers to learning. The combination of high expectations and high support will result in these students feeling a sense of belonging and have a more positive view of attending school and tutor time.</p> <p>Disadvantaged pupils will be less passive in lessons; they will be actively engaged with learning.</p>	<ul style="list-style-type: none"> Targeted tutor intervention models resilience to vulnerable students. 100% of Focus Three students will express in student voice that they are supported in being resilient. Student voice and case studies show an increase in students enjoying attending tutor time, line up and school in general. Disadvantaged pupils' average CTL score is in line with or greater than that of non-disadvantaged pupils.
<p>5) Parental Engagement</p> <p>To strengthen parental engagement among the families of disadvantaged pupils. Disadvantaged pupils' parents will feel that information is shared between them and the school clearly and efficiently. They will feel valued and a part of decisions and as a result this will positively influence attendance, behaviour and academic achievement.</p>	<ul style="list-style-type: none"> Attendance of disadvantaged student's parents will be in line with or greater than that of non-disadvantaged pupils.
<p>6) Enrichment Opportunities</p> <p>To enhance the enrichment opportunities for disadvantaged pupils by providing access to cultural capital experiences, extra-curricular activities, and high-quality careers guidance, thereby promoting equity by broadening their horizons and supporting their personal and academic development.</p>	<ul style="list-style-type: none"> During their 5 years at the school: - 100% of disadvantaged pupils attend a school trip that provides cultural and/or social enrichment. 100% of disadvantaged pupils participate in an extra-curricular club or school event. 100% of disadvantaged pupils receive careers advice.
<p>7) Low Aspirations</p> <p>To raise the aspirations of disadvantaged students by delivering an ambitious curriculum that broadens their horizons and models academic excellence.</p>	<ul style="list-style-type: none"> 100% of disadvantaged pupils have a sustained destination in education, apprenticeship or employment. The number of disadvantaged students taking part in work experience is in line with or greater than that of non-disadvantaged pupils.

Activity in this academic year

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

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Approximately £456,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD programme – Modelling</p> <p>Developing quality modelling in lessons to ensure teachers are gradually removing the scaffold and moving from dependence to independence.</p>	<p>Our CPD programme and feedback will centre around the EEF Five a Day to improve teaching and learning across the school.</p> <p>We will particularly focus on the first strategy to ensure staff are modelling their expert knowledge to students clearly and simultaneously scaffolding and teaching to the top.</p> <p>Five-a-day-poster 1.1.pdf</p> <p>Five a day: supporting high-quality teaching for pupils with... EEF</p> <p>EEF blog: Modelling Independence - The 'Seven-step Model'... EEF</p>	1,2, 4,7
<p>Teaching and Learning Team – monitoring and coaching for implementation of T&L strategies</p>	<p>Part D of EEF guidance is 'embed practice'. Coaching is recognised as an effective way to support colleagues with the knowing-doing gap.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-understanding-the-relationship-between-implementation-and-professional-development</p>	1
<p>Personal CPD was launched in September 2024 to provide staff with allocated time to develop subject knowledge or pedagogy.</p>	<p>Part B of EEF guidance is 'motivate staff' this includes accessing information from a credible source. Allowing staff to have autonomy over their professional development also empowers and motivates staff to reflect on their strengths and areas of development:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1
<p>Explicit teaching of tier 2 and 3 subject terminology to</p>	<p>Alex Quigley refers to the importance of Closing the Vocabulary Gap in order to allow students to access the curriculum:</p> <p>https://alexquigley.co.uk/why-closing-the-word-gap-matters/</p>	1,3,4,7

support weaker readers.		
AHT raising standards Role of Assistant Head of Teacher with a focus on attainment and progress of key groups. Strategies introduced will be data led and work along side the T&L vision and ARK values.	EEF states the importance of being 'data informed' not 'data driven' and how data should be used to inform planning: https://educationendowmentfoundation.org.uk/news/monitoring-can-support-decision-making	1, 4, 7
Literacy team Recruitment and retainment of the Literacy team to promote a love of reading and lead literacy interventions.	EEF Reading comprehension strategies +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
Curriculum: We will continue to review the sequencing of the curriculums we teach and assess their impact. We will ensure the curriculum is ambitious and accessible to all students.	The Working Classroom – Matt Bromley & Andy Griffith 'Same ambitious curriculum for all' https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies	1, 7
Retention: We recognise the challenges of joining a new	EEF report outlines strategies to support and retain teachers, it suggests that we should be 'Fostering a supportive working environment, including building positive and trusting relationships among staff.'	1

<p>school and understanding the new systems. We will continue to support new staff with a structured programme offering support with: behaviour management, SEND strategies, understanding our cohort (particularly the barriers our students may face), IT support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers</p>	
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Targeted Academic Support

Budgeted cost: Approximately £26,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Medical Education</p> <p>Two staff appointed to lead small group and one-one interventions to support with persistent absence.</p>	<p>(EEF Individualised instruction +4 months) (EEF one to one tuition +5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2,4</p>

<p>Ensuring that events are planned throughout the year to invite parents into the school to celebrate success and model how to support their child at home.</p>	<p>Research shows that parental engagement and relationships is key to tackling attendance:</p> <p><u>3. Communicate effectively with families EEF</u></p>	<p>2,4,5,7</p>
<p>Diagnosing the barriers that parents face with attending events and parent's evening. Using this data to support parents and encourage them to engage.</p>	<p>Parent voice evidences that parents want to be more involved in the Chase community with face-face events.</p>	<p>2,4,5,7</p>
<p>Y11 Interventions: We have structured tutor intervention to target PP students and model resilience, revision strategies and self-reflection. Targeted tutor intervention aims to empower</p>	<p>(EEF Individualised instruction +4 months)</p>	<p>1, 2, 4, 7</p>

students and create a sense of belonging.		
Literacy Interventions: Continuation of targeted literacy interventions, these have been structured to support students with sub-functional reading ages and model reading fluency and vocabulary.	EEF states that: 'Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3,4,7
Sparx Maths Targeted intervention for students who are not secondary ready. KS2 and baseline data will be used to identify students that need to secure foundational skills in Numeracy.	EEF states that individualised interventions can support students in making up to 3 months progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,3,4,7

Wider Strategies

Budgeted cost: Approximately £29,039

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Attendance officer</p> <p>Diagnosing barriers to attendance and aiming to remove them so that students feel safe, supported and that they belong at Chase High.</p>	<p>Case studies have suggested that taking away pupils' barriers to attending school will allow pupils to attend on a more regular basis. EEF attendance tool:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance_-_reflection_and_planning_tool.pdf</p>	<p>1,2,4,5</p>
<p>Summer School to support the transition from year 6 into to Year 7.</p>	<p>EEF states that 'On average, evidence suggests that pupils who attend a summer school make approximately three additional months' progress compared to similar pupils who do not attend a summer school.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>1, 2, 6</p>
<p>Deputy Heads of Year provide a crucial pastoral and strategic role in supporting disadvantaged students and building inclusion and belonging.</p> <p>Deputy Heads of Year monitor attendance, punctuality and behaviour trends to identify early signs of disengagement.</p>	<p>Disruptive behaviour leads to lost learning. Disadvantaged pupils are more sensitive to disruptions in their learning. Non-teaching role to enable more precise monitoring of behaviour trends, direct work with pupils and increased parental contact</p> <p>EEF Behaviour interventions +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>2,4,5,7</p>
<p>Trips & Visits</p> <p>PPG funding will be used to support trips and subject specific enhancement opportunities</p>	<p>Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. EEF argue that enrichment approaches can directly improve pupils' attainment.</p> <p>Life skills and enrichment EEF</p>	<p>6, 7</p>

<p>Mentoring</p> <p>Targeted mentoring of disadvantaged pupils to diagnose barriers and support them with resilience, SEMH and celebrate their successes.</p>	<p>EEF guide on how to promote self regulation to support students, particularly during exam periods and modelling how to balance exam pressure: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>EEF research states how mentoring can have a positive impact on motivation, resilience and attendance, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1,2,4</p>
<p>Targeted Tutor Intervention:</p> <p>CTL and attendance data used to identify 'Focus Three' PP students in each tutor group.</p> <p>Training provided to staff on how to model resilience with and equip students with the skills needed to be resilient in lessons and attend school.</p>	<p>Student voice of targeted 'Focus Three' students reveals: 24% of focus three students said they enjoy attending tutor some of the time 11% of focus three students said they never enjoy attending tutor time 37% of focus three students said they enjoy attending school some of the time</p> <p>Student voice of 'Focus Three' to be collected throughout the year to assess impact of intervention, analysis of CTL data and attendance to continue.</p> <p>The EEF guidance refers to how important self regulation is to support students with their well being and mental health. The 'Focus Three' intervention and support from tutor will model strategies on how to reflect and be more resilient: https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	<p>1,2,4</p>
<p>Parental Engagement</p> <p>Scheduling events throughout the academic year to model ARK values to parents and encourage them to engage with their child's learning.</p>	<p>Research shows that parents that are more involved in their child's development are more likely to progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 4</p>

<p>Strengthening Minds</p> <p>We have invested in the Strengthening Minds Programme to support vulnerable and disadvantaged students with their SEMH. Seven members of staff are trained and deliver weekly sessions.</p>	<p>The 'Strengthening Minds' programme provides tailored support to encourage students to develop positive behaviour traits. The EEF states that there is some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/social-and-emotional-learning-strategies</p>	<p>2,4,5</p>
<p>Breakfast Provision</p> <p>Bagels are provided every morning to all students and staff. This removes the stigma of disadvantage and creates a sense of belonging and community.</p>	<p>EEF report identifies how addressing pupil hunger can support with concentration and attainment:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/breakfast_interventions - rapid_evidence_assessment.pdf?v=1765800083</p>	<p>1,2,4</p>
<p>Student Voice</p> <p>A range of systems, processes and provisions provide opportunities to engage students and create a greater sense of belonging. 'You</p>	<p>The guidance below outlines the power of involving students in decision making and valuing their contributions and feedback:</p> <p>https://dera.ioe.ac.uk/id/eprint/19522/1/Listening_to_and_involving_children_and_young_people.pdf?utm_source=chatgpt.com</p>	<p>2,4,7</p>

said. We did.'

Assemblies provide feedback and create a culture where student voice is valued.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Challenge: Progress and Attainment

The 2025 Results show that the gap between PP and Non-PP students is narrowing in both overall Attainment 8 and English and Maths 4+ and 5+ crossover.

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	87	31.7	34.9	Close to average (non-sig)	50.3	-18.6	Narrowing	-
2024	82	26.2	34.6	Below (sig-)	50.0	-23.8	Widening	High - FSM, Low - Stability
2023	85	28.8	35.0	Below (sig-)	50.3	-21.5	Not available	High - FSM, Low - Stability, High - low prior attainers

Disadvantaged pupils - English and mathematics grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	87	34.5%	43.5%	Close to average (non-sig)	72.7%	-38.2	Narrowing	-
2024	82	34.1%	43.4%	Close to average (non-sig)	72.8%	-38.6	Widening	High - FSM, Low - Stability
2023	85	37.6%	43.4%	Close to average (non-sig)	72.8%	-35.2	Not available	High - FSM, Low - Stability, High - low prior attainers

Disadvantaged pupils - English and mathematics grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	87	19.5%	25.6%	Close to average (non-sig)	52.8%	-33.3	Narrowing	-
2024	82	9.8%	25.8%	Below (sig-)	53.1%	-43.4	Widening	High - FSM, Low - Stability
2023	85	15.3%	25.2%	Below (sig-)	52.4%	-37.1	Not available	High - FSM, Low - Stability, High - low prior attainers

Subject leaders have used assessment data to reteach and revisit lesson content. CPD has focused on how to successfully structure a lesson in order to lead to progress. Staff have been supported in how to check for understanding throughout the lesson rather than using summative data in isolation. We continue to recognise that this will need to remain a focus moving forward to ensure the attainment gap between disadvantaged and non-disadvantaged students closes.

Challenge: Attendance

2024/2025	WHOLE SCHOOL	Year 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Attendance %	89.8	91.1	91.1	89.5	87.2	88.6
Attendance PP	86.5	88.7	87.6	85.6	83.0	85.4
Attendance NPP	92.3	93.3	93.6	92.3	89.8	90.8

The PP targeted tutor group showed an increase in attendance to school and student voice revealed students enjoyed being a part of the vertical tutor group. We will continue to intervene with these students every morning and model resilience, ambition and kindness during tutor time so that these students achieve, belong and thrive at Chase High.

Challenge: High Quality Teaching

We continue recognise the Quality First teaching will have the largest impact on the progress and attainment of disadvantaged learners, and therefore high quality CPD has been delivered to improve the quality of learning in the class. The learning walk data evidences an increase in effective and exemplary teaching throughout last year following a CPD focus on the EEF Five a Day strategies for adaptive teaching. Further training on modelling is planned for Autumn 2025 following learning walk feedback showing this is a training need across the school to ensure teachers are teaching to the top and creating inclusive classrooms.

Learning Walk data below from 2024-2025:

Autumn:

School	Ineffective	Effective	Exemplary	Support*
CHS	27% (23)	57% (49)	16% (14)	8

Spring:

School	Ineffective	Effective	Exemplary	Support*
CHS	20% (17)	64% (54)	16% (13)	4

Summer:

School	Ineffective	Effective	Exemplary	Support*
CHS	16% (13)	65% (53)	19% (15)	4

To support underperformance, Personal CPD was launched in September where staff would have allocated time once a half term upskill in an area of weakness. Time allocated for Personal CPD will continue to be planned into the CPD calendar to develop teaching and learning.

The Teaching and Learning Team launched in September and allowed for more lessons to be observed and regular feedback provided on SISRA observe and face-to-face feedback when necessary. The T&L team will continue to monitor lessons and work with subject leaders to ensure high quality teaching across the school is taking place to benefit all learners but particularly disadvantaged students.

Challenge: Secondary Readiness

In September 2024, 28 PPG pupils joined Chase with a reading standardised score below 98 (100 is average) and therefore met the criteria of 'not secondary ready.'

- 83% of these students made some progress in their reading.
- 71% made more than 12 months progress and 46% made rapid progress (more than 18months progress in 1 academic year)
- Some pupils (4) attending intervention made exceptional progress of more than 60 months in 1 academic year.

There are 5 pupils whose reading age is still below 9 years of age. These students will continue to receive intervention in 2025/26.

There were 102 PPG pupils in Year 7 last year, data shows:

- 81% made some progress
- 58% made 1 year plus progress
- 39% made 18 months plus progress

Reading will continue to be a focus for next year and outlines a clearly tired approach to reading from quality first teaching. Intervention will include: Read, write Inc, Lexia and for our lowest readers, those with a sub-functional reading age (below 10 years old) at year 10 or 11, there will be provision of a 1:1 reading intervention designed for disengaged readers.

Challenge: Engagement in Learning

Commitment to Learning data from Summer Term 2025 reveals a gap between PP and Non-PP pupils across all year groups. On average the CTL grade of PP pupils is a 3, in comparison to Non-PP pupils' average grade which is a 2. This will continue to be a focus to ensure that all pupils, particularly disadvantaged pupils, are engaging with the learning in every lesson.

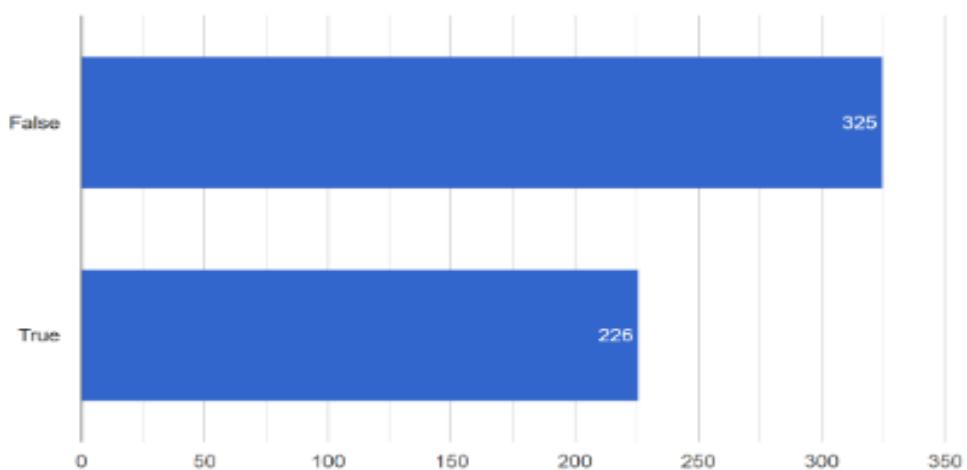
Challenge: Engagement in enhanced curriculum opportunities

Extra Curricular club data:

The opportunities we provide our students for enrichment and extra curricular have developed this year across the school. All year 7 students attended a 'Freshers Fair' advertising the extra curricular clubs that are offered to all students, attendance data will continue to be monitored and support provided to under resourced students if required to ensure there is equitable access to attend trips and clubs.

Trips and Visits data below show that there is still low engagement with trips and visits from Pupil Premium students. This will continue to be a focus moving forward to ensure that there is equitable access to trips, visits and the curriculum.

Students Attended at least one club by PP status: 01/09/2024 - 31/07/2025



Number of sessions attended between 01/09/2024 - 31/07/2025 by: PP

