

Pupil premium strategy statement – Henry Beaufort School

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

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

School overview

Detail	Data
Number of students in school	979
Proportion (%) of pupil premium eligible students	24.3% 238 students in total 77 Students services
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	25/26 – 28/29
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026 (and half termly)
Statement authorised by	<i>Miss S Hearle</i>
Pupil premium lead	<i>Miss E Colebourn</i>
Governor / Trustee lead	<i>Mr D Vasse</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 215,065.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£215,065.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for students whose education and wellbeing were impacted by many factors and they have many different complex needs. Attendance and the importance of attending school to help safeguard these young people plays a pivotal and curricula role.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Each strategy needs to be individualized and bespoke to meet the needs of the young people. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're 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 and raise expectations of what they can achieve
- ensure who disadvantaged cohort are emotionally supported with a strong pastoral network
- ensure that are disadvantage cohort has exposure and can access many culturally enriching opportunities beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged students' attainment and progress overall is less than their non disadvantage peers.
2	The attainment of disadvantaged students in Maths, English and Science at GCSE is generally lower than that of their peers and the gap starts in Year 7.
3	<p>Assessments, observations and discussion with students in Year 7&8 indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 our disadvantaged students arrive below age-related expectations for reading compared to non disadvantaged. This gap persists during students' time at our school.</p> <p>25-26: Students who are Non Secondary ready (in both English and Maths)</p> <p>Year 7 30 students (11 DIS)</p> <p>Year 8 – 26 students (12 DIS)</p> <p>Year 9 – 24 students (11 DIS)</p> <p>Year 10 – 25 students (7 DIS)</p> <p>Year 11 – 33 students (11 DIS)</p> <p>The 25/26 cohort for Year 7 have 17 students who are Tier 3 readers, 5 of which are DIS.</p> <p>Track and monitor the progress of the other Tier 3 readers in Year 8 – 11, with approximately 50% of the students being disadvantaged.</p> <p>Year 8 – 18 students</p> <p>Year 9 – 13 students</p> <p>Year 10 – 25 students</p> <p>Year 11 – 24 students</p>
4	Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged students, impacting their attainment and attendance.

5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students by 10%.</p> <p>In 2024/2025 there was an improvement – 39.5% of disadvantaged students have been ‘persistently absent’. (42% of disadvantaged students were persistently absent in 23/24). Compared to 7.69% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students’ progress and outcomes.</p>
6	<p>Analysis of current behaviour data indicates that pupils eligible for Pupil Premium, particularly those identified as disadvantaged (DIS), are disproportionately represented in exclusion figures. This trend suggests a need for targeted interventions to reduce exclusions and improve engagement.</p> <p>In 2024/2025 - approx. 50% of suspension involved a DIS student.</p> <p>31 DIS students were suspended (15 students were repeat offenders) – with a total of 129 days lost to learning (74 incidents in total)</p> <p>37 Non DIS were suspended – with a total of 121.5 days lost to learning (79 incidents in total)</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
Improve outcomes among and attainment 8 score across all their subjects	<p>By 2027 narrow the gap between the disadvantaged and non disadvantaged cohort for the attainment 8 score. Aim to reduce gap to 1 or less.</p> <p>2024/2025 (42 DIS students)</p> <p>Whole cohort: Attainment 8 = 4.96</p> <p>DIS cohort: Attainment 8 = 3.18</p> <p>Gap = 1.78</p> <p>2023/2024</p> <p>Whole cohort: Attainment 8 = 5.30</p>

	<p>DIS cohort: Attainment 8 = 3.56 Gap = 1.74</p> <p>2022/2023 Whole cohort: Attainment 8 = 5.07 DIS cohort: Attainment 8 = 3.90 Gap = 1.17</p> <p>There will be robust tracking and monitoring of DIS students in Data Drop results analysis for all year groups to ensure that interventions are in place to address performance and reduces any barriers. The new system in place will ensure all academic leaders will ensure each DIS students is looked at individually if the DIS students are underachieving.</p>
Improved outcomes among disadvantaged students in % 9-4 in maths and English to help support post 16 options.	<p>2024 - 2027 least 65% pass GCSE maths at grade 4 or above.</p> <p>2024/2025 Whole cohort: English and Maths % 9-4 = 71.9% DIS cohort: English and Maths % 9-4 = 35.7%</p> <p>2023/2024 Whole cohort: English and Maths % 9-4 = 81% DIS cohort: English and Maths % 9-4 = 42.1% Progress 8: -0.62</p> <p>2022/2023 Whole cohort: English and Maths % 9-4 = 81.5% DIS cohort: English and Maths % 9-4 = 60.7%</p>
Improved reading comprehension among disadvantaged students across all years.	<p>Regular reading age assessments will track progress, aiming for improved reading ages and comprehension skills among disadvantaged students, alongside a reduced gap between their scores and those of non-disadvantaged peers (Testing in Year 7, 8 and 10).</p> <p>Bespoke literacy interventions to support the most vulnerable learners and to address gaps in reading comprehension and these are tracked for impact termly.</p>

	<p>Key students who have been identified as a vulnerable learner will receive additional support in Year 7&8 within Curriculum support lessons.</p> <p>Data drop assessments will measure impact.</p> <p>All teachers need to ensure reading ages are integral to their mark books and their planning of OAP.</p> <p>All Tier 3 students are a recognised groups of learners whose outcomes will be scrutinised at data drop assessments to ensure interventions and support are in place for Tier 3 readers.</p>
Enhanced oracy skills to strengthen disadvantaged students' understanding of key vocabulary and build their confidence to actively participate in discussions."	OAP will lead to improved oral language skills and recognition of key word vocabulary among disadvantaged students.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2027 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students. <p>This will be tracked and monitored through termly statistics of attendance at Enrichment activities.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance by 2027 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 5%. Aspiration target of 90% or above attendance for DIS, 95% for non dis. • The percentage of all students who are persistently absent being below the national average and the figure among disadvantaged students being no more than 20% lower than their peers. • Ensure a robust attendance strategy is in place to support and challenge students and parents who are absent from school. • Review and monitor the 'missing student' record to put interventions in place for internal truancy • Review lateness to school and identify students who are persistently late to school
Provide and embed a bespoke curriculum	Frequent and consistent opportunities for all disadvantaged students to engage with culturally enriching experiences

<p>including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP</p>	<p>outside of the classroom- close monitoring of trips offered and students who attended and benefitted from these, student voice and surveys capture how students feel they have benefitted from these trips and experiences are tracked on the Hbx tracker.</p> <p>Disadvantaged students' engagement in extra curricular clubs are monitored and analysed to ensure that they are attending and engaging in at least one extra curricular club.</p> <p>Ensure all disadvantaged students have all strands of the HbX tracker completed by the time they leave Year 11.</p> <p>Student voice opportunities to explain the impact of culturally enriching opportunities.</p>
<p>Provide early intervention and support and where necessary adaptive provision for DIS/LA/SEND (emotional vulnerable learners)</p>	<p>Every Students, Every Lesson, Every Day mantra to support all learners – to be reviewed in lesson observation and learning walks</p> <p>Ensure colleagues know the most vulnerable learners in their classroom to ensure OAP.</p> <p>In conjunction with the Corners of the Curriculum document which outlines the proportion of students in option subjects that are within different vulnerable group (reference the schools Corner of the curriculum document). HOD and SL adapting the departmental 5 year curriculum plan so that each subject's offer adapts to the needs of subjects with a high proportion of DIS students.</p> <p>For 25/26 having a great insight into the students with SEND and DIS to ensure removal of barriers and raise the awareness of ordinary adaptive provision through regular CPD opportunities (SEND briefing)</p> <p>Raising the awareness of students who are both SEND and DIS:</p> <p>Year 7 – 30 DIS, 7 SEND Support, 4 EHCP</p> <p>Year 8 – 33 DIS, 3 SEND Support, 3 with EHCP</p> <p>Year 9 – 33 DIS, 6 SEND Support, 5 with EHCP</p> <p>Year 10 – 30 DIS, 2 SEND Support, 3 EHCP</p>

	<p>Year 11 - 30 DIS, 6 SEND Support, 3 EHCP</p> <p>Work in partnership with Hampshire County Council, SENDCo, pastoral leads to develop effective adaptive provision for students.</p>
Reduce the number of disadvantaged students that are being suspended. Reduce the number of 'repeat offenders'	<p>Embed the new behaviour policy which was launched in September 2025. Support the de escalation of behaviour with the RESET room to break the cycle.</p> <p>Review the DIS behaviour data half termly to ensure support and interventions are in place for 'repeat offenders'.</p>

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: £180, 565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standardized diagnostic assessments.</p> <p>Training in subject areas to create and implement a clear programme of assessments and effective feedback</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual students, or across classes</p> <p>Diagnostic assessment EEF</p>	1, 2, 3
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p>	1, 2, 3

	Embedding oracy as a whole school improvement focus – both in lessons and in tutor times. Oral language interventions EEF	
Enhance the quality of teaching for all students, through comprehensive professional development	The EEF report on professional development supports that “high quality teaching can narrow the disadvantage gap”	1, 2, 3, 6
Recruitment and retention of high quality leaders, teachers and support staff	A teacher with oversight of the support of disadvantaged students – to track progress, behaviour and attendance and introduce timely interventions when required.	1, 2, 3, 5, 6

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

Budgeted cost: £14, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for students in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE’s guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4
Delivering well-evidenced numeracy and literacy teaching assistant interventions for students that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1, 2, 3
Continue to develop different mentoring opportunities to support students academically and pastorally	Mentoring EEF DIS students are either provided with a mentor 1:1 or will be in small groups, this is to support students academically and pastorally	1, 2, 4, 5, 6

Continue to develop ways to engage all families	Parental engagement EEF	1, 2, 4, 5, 6
Curriculum support lessons and a tailored curriculum offer	EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months. Students benefit from additional support in small groups.	1, 2, 3
Deliver bespoke revision packages to prepare students academically and emotionally for exams		1, 2, 3, 4
Bespoke programme to support students access to post 16 education opportunities and preparation, in addition to valuable work experience opportunities.	<p>Students complete work experience during Year 10 – we want this to be a valuable and worthwhile experience so that disadvantage students are aspiring for careers and post 16 opportunities. Staff will be supporting this process to maximise the work experience opportunity.</p> <p>Gatsby Benchmark 3 – opportunities for advice and support needs to be tailored to the needs of each pupil. Careers programmes should embed equality and diversity.</p> <p>EBP days within school and individual careers interviews with PP dis as the first priority.</p>	4, 6
Bespoke curriculum intervention for high achieving disadvantage Year 8 students to be involved in specific projects and create links with local Post 16 and Post 18 opportunities.	<p>Stretch and challenge the more able DIS students to have high aspirations</p> <p>Aspiration interventions EEF</p>	1, 2, 5

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

Budgeted cost: £20, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional counsellor(s) within school – with a focus on the adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions.	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	4, 5, 6
Secondary ELSA sessions	The ELSA programme is recognised as an evidence-informed intervention that complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise	4, 5
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance mentor/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Rewards and incentives attendance. Make school 'unmissable'</p>	5
High quality pastoral support to ensure PP students are in school, are happy to attend and are engaging.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4, 5, 6
Extended curriculum – ensure a broad and balance	Physical activity EEF – the benefit of Sport and PE is significant	1, 2, 4, 5

extra curricular and cultural capital programme.	Extra curricular in Arts, as well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	
Fully funded Music lessons (peri)	DFE states importance of music lessons in promoting listening skills, aural awareness, abstract thinking as well as improving reading skills. If applicable, this will also help to improve outcomes in GCSE Music Arts participation Teaching and Learning Toolkit EEF	1, 2, 4, 5
Bespoke curriculum intervention for student identified by HOY to support engagement in school life eg 'This Girl Can' course, ELSA, Art Intervention, Tech intervention and relevant 1:1 support.	Our analysis and received curriculum conversations tell us that vulnerable girls in secondary phase are at risk of poor academic achievement as they lack the self-belief and resilience which comes with strong mental health and growth mindset approach. Specific small groups working with allocated teachers to develop social and life skills that support learning	4, 5, 6
School uniform and equipment needs addressed so that this isn't a barrier to attending school.	To ensure the students feel part of an inclusive and supportive community School uniform EEF Learning may be impacted if they do not have the equipment or clothing required	4, 5
Healthy Breakfast	EEF evidences huge importance of breakfast in order to ensure students can learn effectively. A healthy breakfast greatly develops concentration span and energy	1, 2, 4, 5
Working in partnership to engage parents and families to help 'break the cycle'	Parental engagement EEF Provide parental courses which are bespoke and addressing current issues specifically impacting this cohort. Levels of parental engagement and support is consistently associated with improved academic outcomes	1, 2, 4, 5
Equipment and digital technology	Pupil premium students are less likely to have access to digital technology available to boost learning through online resources. Students may also be	1,2

	inhibited by lacking essential learning resources (such as revision guides/texts).	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £215,065.00

Part B: Review of the previous academic year 2024/2025

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged students we compared their results to those for disadvantaged and non-disadvantaged students at national levels and to results achieved by our non-disadvantaged students (though we know that students included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual students and schools differently).

The 24/25 cohort was a complex group. In total there were 42 DIS students with 55% being identified as low attaining, and 24% with SEND needs. 14% of this cohort was educated at alternative provisions, so difficult to effect change.

In 2025 the Progress 8 score was (unvalidated) -0.19. This is in comparison to the whole cohort Progress 8 score of 0.64. Although this was negative the gap is continuing to narrow and a significant improvement from the 2023/2024 results where the Progress 8 score was -0.64.

In 2025 the attainment 8 score of all students was 4.96 and disadvantaged students was 3.18 and we will aim to continue to reduce this attainment gap. This attainment 8 average was slightly below the national average which was 3.91.

The 9-5% For maths and English for our 2025 leavers was 33.3%. The national average is 25.6%.

The data demonstrates that we will continue to look at improving the attendance of our disadvantaged students as it has been identified as one of the key barriers to success. In 2023 – 2024 the disadvantaged attendance was 85.76% compared to the whole school 93.94%. In 2024 – 2025 we saw marginal gains in attendance compared to the previous year and the disadvantaged attendance was 87.74%.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing.

The Hbx tracker and the disadvantage intervention tracker continue to track and monitor disadvantaged students access and uptake on culturally enriching opportunities. Any gaps will be addressed and bespoke opportunities made available where required. There is now a clear system in place to track attendance at extra-curricular opportunities and will in turn support to address any barriers to why some disadvantaged students are not attending extra-curricular clubs. All disadvantaged students are offered bespoke reduction for ALL trips which has resulted in a greater uptake of DIS students in trips. In 2024-2025 the school ran in total 72 trips across the academic year - and all trips had a 20% attendance of DIS students (as a minimum). Often individual phone calls are made to each parent of a DIS child to ensure that they are aware of the opportunity and also to ask if any financial support is required.

The Brilliant Club continued to run this year to successfully stress and challenge the more able DIS students and to develop their aspirations at post 16 level. 16 students

had the opportunity to visit Southampton University and were inspired to look at post 18 opportunities. The focus of the PHd was 'Literary theories' which was engaging. A parent emailed to say: "it has been an enormous confidence boost for ****. She hasn't stopped smiling. Testament goes to you and HB for being the nicest group. She is now planning which university she wants to go to". For the current Year 11 cohort, who started the Brilliant Club journey, we will be able to track the impact of the Brilliant Club programme by analysing post 16 destinations.

Literacy continues to be a priority to improve the reading ages and literacy levels with a focus for our DIS cohort. Each subject area has a different Reading strategy focus which is now to be embedded. Oracy is a real focus this year for the whole school and will be very accessible to all DIS students and there the aim is to ensure the DIS cohort gain the confidence to participate in class discussion and volunteer answers and be an integral part of class discussion. The improvement of confidence in the learning environment will hopefully have an impact on outcomes. We have delivered CPD to staff about 'Oracy' ensuring staff have the tools to encourage oracy within the classroom.

With the many emotionally demands on students and specifically our disadvantaged cohort the school have reviewed the provision and have increased the capacity. For 2024 – 2025 the role of the family support worker continued to work with disadvantaged families to improve the engagement with school. The FSW works closely with the parents and families, signposting additional support were required which has been really effective. We have accessed additional grants to support not only the pupil premium families, but ultimately the whole school – this is the Connect to Community Grant. We were able to support specific families that required additional heating costs, coats, electrical appliances to name a few and also provide food vouchers to families over the Christmas, Easter and Summer holidays.

The Year 11 cohort that left in Summer 2025 significantly benefited from the mentoring programme whereby disadvantaged students who were identified as someone who would benefit from having an additional adult to trust, was assigned a mentor. The mentor was there to support academically, pastorally, socially and emotionally and signpost other members of the pastoral support team if additional support was required. Another group of 12, Year 11 DIS students fortnightly met with Miss Colebourn to go over key aspects of 'school life' – revision, application to colleges, behaviour rewards, 1:1 and small group discussions on exam for example. However, the big focus was attendance. When you compare the attendance of this small groups of students, in 23/24 (when they were in Year 10), to 24/25 (up until May half term 2025), 75% of them saw an improvement in attendance. This bespoke group of students attended this bespoke timetabled sessions, instead of their Year 11 tutor. The student voice suggested that they really valued having a mentor and relished the opportunity to have additional support. Because this has been so successful, this year we successfully introduced a peer mentoring programme at lunch time. A Year 11 students will mentor Year 8 DIS students to act as a 'buddy' so the Year 8 students have a role model and a positive influence. This will also be rolled out whereby Year 10 students will be mentoring Year 7 students. The engagement of the Year 7 and 8 students was excellent and although different to a quantitative account, being present during these lunchtime sessions was really positive and it was apparent the older students supported the younger students.

Academic leaders and head of departments are supporting the disadvantaged cohort with their 'Bids for Needs'. AL request funds at the start of the academic year to ensure that all DIS students have all the resources and equipment to access their subject and

their curriculum needs. This continues to offer the support needed for our DIS cohort to ensure that they are able to access the curriculum and achieve the best outcomes and where possible remove barriers to learning and progress.

In the academic year 2024-2025, disadvantaged students accounted for 50% of all suspensions across the school. This disproportionate representation highlights a significant concern and suggests that pupils from disadvantaged backgrounds are more likely to experience challenges that lead to poor behaviour choices. The data identified the need for targeted interventions, such as enhanced pastoral support, early identification of barriers to learning, and strategies to improve engagement and behaviour, from the student and the family. In September 2025 the school's positive behaviour policy was amended and has been re launched with the aim to de escalate challenging behaviour and in addition to this, the work of our Inclusion Manager will play a vital role in reducing this number.

Attendance has become a priority for the school to address the attendance of DIS cohort and offer the support available to encourage attendance. Although overall the attendance of DIS students has improved to 87.74%. 39.5% of DIS students are classified as Persistently Absent, an improvement from 23/24 where the figure was 42%. We are making progress towards attendance for our DIS cohort and year on year there has been improvements, however, we are still working on strategies to improve these. There is a clear link between attendance, progress and outcomes. In 24/25 DIS students with an attendance less than 85% had an average Attainment 8 score of 2.05, in comparison to those with an attendance of 95% or more where the Attainment 8 score was 4.10. Students will make the most progress if they are in school, safe and accessing the high quality teaching and learning. Attendance is also a key part of safeguarding and we need these students in school, safe. In 2025/2026 we have appointed an attendance mentor. This is to address the internal truancy – to ensure that students that are in school are attending lessons. This data is to be tracked and monitored closely to identify any trends within the DIS cohort.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged students. The 'Do now task' learning strategy which is helping to address gaps in missed learning.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support students with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged students. We also contacted schools local to us with high-performing disadvantaged students to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for students.