Pupil premium strategy statement – The Emmbrook School

2025-26 (Y3)

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	1168 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	13.2% (Y7-Y11)
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)	2024/**2025**/2026
Date this statement was published	30/12/25
Date on which it will be reviewed	Annually
Statement authorised by	T Bhambra / K Massey
Pupil premium lead	T Bhambra
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110320

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils irrespective of their background or circumstance should be given the opportunities to make exceptional progress and achieve high attainment across the curriculum. We also want our children to learn how to act with **respect** for themselves, each other and the wider-world, and to act with **integrity** at all times. A sense of 'belonging' and **family** is very important to us as a proud inclusive school. We set challenging targets so that all pupils retain high **ambition** and this strategy focuses on ensuring that disadvantaged pupils fulfil their potential.

These are the core values of the school.

The purpose of this strategy is to ensure that students at The Emmbrook who are socially disadvantaged are challenged and supported to *live* these values every day.

The strategy has six strands; teaching and learning, improving reading and comprehension, improving attendance and punctuality, developing students' character, improving students' behaviour and wellbeing.

Underlying our strategy are the following principles:

Our approach is evidence based, hence the explicit focus on high quality teaching first and foremost, supported by targeted support and wider strategies to improve outcomes for all our students. We are clear that by pursuing these strategies, non-disadvantaged pupil attainment will be improved alongside that of our disadvantaged students.

The Pupil Premium strategy is based on what the data tells us at the Emmbrook School about where gaps exist and we are relentless and ambitious in closing these gaps. Yet we also recognise that student need will be varied, and so we remain open, responsive and creative in meeting these different needs.

Improving provision for Pupil Premium will be delivered through staff at all levels, raise their expectations of students and take responsibility for ensuring exceptional progress; this means knowing students and their aspirations, being prepared to intervene early so that we are ambitious for our students

During 2025-26, there is a particular focus on primary transition and in-year transfer of PP pupils ensure that there is a strong focus on 'getting to know' our most vulnerable pupils well enough to support them against the 6 challenges. This can then be shared with those leading work on the 6 challenges, to support that work and to better inform those leaders so that we can sharpen our approach for these two groups especially.

Research base:

- Tackling Social Disadvantage through Teacher Education: Ian Thompson
- EEF – Using your pupil premium effectively
- The Education Endowment Foundation's Guide to the Pupil Premium, updated September 2023
- The Education Endowment Foundation's Teaching and Learning Toolkit
- The Department for Education's Guide to Using the Pupil Premium, March 2023

Challenges

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

Challenge number	Detail of challenge
1	**Teaching & Learning (TBH / AHO / SLT Link)** Academic achievement: To continue to reduce and then close the attainment and progress gaps between disadvantaged and non-disadvantaged students. The target to achieve is: 10% improvement at GCSE, as average point score for all PP pupils on 2024-25 15% improvement (average) for pupils at KS3 'meeting expectation' on 2024-25
2	**Attendance (EHO)** Attendance and punctuality. To improve attendance and punctuality of disadvantaged students The target is to improve the overall attendance for PP pupils to a minimum of 91% and to reduce the PA gap with non-PP pupils by at least 10%
3	**Reading and Comprehension (RRI)** Improving reading and comprehension: All research points to one of the main barriers to improved reading amongst disadvantaged pupils is the lack of texts at home. The National Literacy Trust (2022) revealed that 4/5 boys from disadvantaged backgrounds don't read daily and that 1/8 do not have a book at home. Our NGRT assessments indicate that there is a gap between disadvantaged and non-disadvantaged students Our target is to prioritise PP pupils for assessment, identify gaps and prioritise the first group for intervention with a view to improving reading and comprehension
4	**Engagement (EFR)** Developing character: To increase enjoyment and engagement of the curriculum for disadvantaged students This will be done using standards walks and data. The target here is to have 90% of observed lessons (using the engagement proforma) as showing pupils engaged in lessons. The evidence will be further supported by student surveys.

5	**Improving Behaviour (EFR)** Reduce the sanction point gap between disadvantaged and non-disadvantaged pupils. The target is to reduce C1, C2 and C3 points by a minimum of 10% over 2024-25
6	**Supporting Mental Health (SGU /RRI)** We know that students from socio-economically disadvantaged homes will be in greater need of safeguarding support, in order to protect their physical and mental health and wellbeing. This has further been exacerbated by the cost of living crisis. The target here is for pupils to report (through surveys) that their mental health and well-being has improved over the course of the year.

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	In line with national average for non-DA students nationally. 10% improvement at GCSE, as average point score for all PP pupils on 2024-25 15% improvement (average) for pupils at KS3 'meeting expectation' on 2024-25
Improve attendance and decrease incidence of persistent absence	The attendance of PP will be close to non-PP students The target is to improve the overall attendance for PP pupils to a minimum of 91% and to reduce the PA gap with non-PP pupils by at least 10%
Improve engagement in lessons for disadvantaged students	Improved attitude to learning / effort grades recorded for disadvantaged students- in line with non- disadvantaged. Our target is to prioritise PP pupils for assessment, identify gaps and prioritise the first group for intervention with a view to improving reading and comprehension
Improve behaviour of disadvantaged pupils	Decrease gap in recorded C1, C2, C3 for disadvantaged pupils against non-disadvantaged pupils. The target is to reduce C1, C2 and C3 points by a minimum of 10% over 2024-25

Improve literacy skills of disadvantaged students	Testing with GL Assessment's NGRT several times a year, we aim to create parity between DA and non-DA students in two areas: Reading age and Reading comprehension
	Our target is to prioritise PP pupils for assessment, identify gaps and prioritise the first group for intervention with a view to improving reading and comprehension
Mental Health Support	Through quantitative data (student survey) and qualitative feedback, students will indicate that they have a clear understanding both of how to keep themselves safe and healthy and will be confident in accessing support when required.
	The target here is for pupils to report (through surveys) that their mental health and well-being has improved over the course of the year.

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: £ 38700

(snapshot from costing spreadsheet)

Focus	Purpose	Number of staff	Hours per term	Total hours	Cost
Teaching	Continuing to embed TELC; (TLC meets every term and all staff are engaged with buddying system to work on one aspect of teaching and learning)	10	4	40	3000
Teaching	Ensure that in-year joiner PP pupils meet with KMA to go through learning expectations (such as TELC)	1	2	2	150
Teaching	Provide high quality professional development for all staff: CPD aimed to improve staff pedagogical knowledge of metacognitive learning strategies which support the progress of disadvantaged and SEND students.	75	2	150	11250
Teaching	Effective use of data to inform learning and provide DA students with bespoke intervention.	5	10	50	3750
Teaching	Senior team work collaboratively with HODs to identify DA students at risk of underperformance and implement support strategies	8	6	48	3600
Teaching	Prioritise in-year transfer PP pupils to ensure that a smooth transition has been made (KMA 1-1)	1	3	3	225
Teaching	Prioritise DA students in leadership team lesson observations and through work sampling and standards walks	8	8	64	4800
Teaching	Monitor the adaptations and scaffolding for DA students	8	2	16	1200
Teaching	Provision of high-quality careers guidance to raise aspirations of DA students	2	6	12	900
Teaching	Whole school and departmental student voice	2	4	8	600
Teaching	Improve reading and oracy skills of disadvantaged learners through:			0	0
Teaching	Monitoring and reviewing the impact of literacy intervention strategies such as Lexia Plus. (Prioritise PP/SEND)	3	6	18	1350
Teaching	NGRT Data use to get reading comprehension age. This data is analysed to identify key students for literacy interventions. Spelling scores are also determined, and appropriate interventions put in place. (Prioritise PP/SEND)	2	5	10	750
Teaching	Increase DA student access to complex non-fictional text and tier 2 and 3 vocabularies.	Budget for resources			
Teaching	TBH to monitor and review impact through learning walks, work sampling and student voice	1	4	4	300
Teaching	Increase DA students access to cultural capital, through funded opportunities	Budget for resources			
Teaching	Greater exposure to a read aloud programme to nurture a love of reading which can be embedded in lessons	2	6	12	900
Teaching	Reading in all lessons to form an integral part of the lesson structure	Budget for resources			

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staff Involved
Continuing to embed TELC (TLC meets every term and all staff are engaged with buddying system to work on one aspect of teaching and learning)	The TELC is our school-wide pedagogical approach to teaching and learning, expectation and routines. It has been developed out of research carried out by our teaching and learning committee. See EEF QFT	1,3,4 5,6	All members of TLC (10) meet for 1.5 hours every term All staff buddy for 1 hour each term All staff develop their T&L project in own time
Ensure that in-year joiner PP pupils meet with KMA to go through learning expectations (such as TELC)	In-year joiner PP pupils are the most vulnerable so need 1-1 support initially to go through expectations		KMA to spend 1 hour a week developing the VI toolkit
Provide high quality professional development for all staff: CPD aimed to improve staff pedagogical knowledge of metacognitive learning strategies which support the progress of disadvantaged and SEND students. This will be led by members of the TLC, SENCO and PP Co-Ordinator (around the tackling and supporting vulnerability)	The EEF "Effective Professional Development" report (2021) states that "ensuring teachers are provided with high quality PD is crucial in improving pupil outcomes" For example: Research evidence (EEF) shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly. This involves teaching students' specific strategies for planning, monitoring, and evaluating their learning.	1,3, 5	2 INSET days for all staff members and twilight sessions
Improve the progress and attainment of DA students compared with non-	The EEF "Effective Professional Development" report (2021) states that "high quality teaching is pivotal in improving children's outcomes"	1,3,5,6	

DA students through universally high expectations and providing Quality-first teaching through the implementation of:	and "research tells us that high quality teaching can narrow the disadvantage gap".		
Effective use of T&L strategies -TELC and SEN adaptations in lessons, tilting for PP/SEND pupils	The EEF states that 'high quality teaching "is the most important lever schools have to improve outcomes for their students". "Teaching approaches that ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial".		SLT led QA against programme of scheduled visits
Staff to prioritise first checks for DA and SEND students in lessons.			All staff
Regular meetings with senior leaders and HODS to identify key DA students and discuss appropriate intervention strategies	Research evidence from the EEF finds that the potential impact of metacognition and self-regulation approaches can add +7 months additional progress.		SLT/CURL meetings (every 2 weeks with a focus on PP/SEND)
Effective use of data to inform learning and provide DA students with bespoke intervention.	Effective teaching strategies include teachers modelling their own thought processes. This forms part of our TELC model and CPD for all staff.		
Senior team work collaboratively with HODs to identify DA students at risk of underperformance and implement support strategies	The DfE report "Supporting the attainment of disadvantaged pupils: articulating success and good practice" (Nov 2015) identified as a building block for success to be "clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance".		Additional 1-1 support for PP/SEND as necessary
Prioritise in-year transfer PP pupils to ensure that a smooth			KMA to meet with IY transfer

transition has been made (KMA 1-1) Prioritise DA students in leadership team lesson observations and through work sampling and standards walks Monitor the adaptations and scaffolding for DA students Provision of high-quality careers guidance to raise aspirations of DA students Whole school and departmental student voice	EEF "researchers found that teenagers who have a good understanding of what they need to do to achieve their career ambitions do a lot better economically later in life than their peers. However, they found that teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need." Sir Kevan Collins states "high-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes"		weekly for their first term SLT and CURL to conduct work sampling as joint exercise SLT led QA Led by CJO SLT led, special focus for PP/SEND
Improve reading and oracy skills of disadvantaged learners through: Monitoring and reviewing the impact of literacy intervention strategies such as Lexia Plus. (Prioritise PP/SEND) NGRT Data use to get reading comprehension age. This data is analysed to identify key students for literacy interventions. Spelling	Research evidence from Ofsted (Nov 22) "Now the whole school is reading: How to support struggling readers in secondary school" suggests that the best ways to support struggling readers and ultimately improve outcomes is evident where senior leaders prioritise reading; students are screened using appropriate diagnostic tests to gauge accurate reading ages; staff training on how to explicitly support struggling readers; where information is shared widely about struggling readers; there is clear monitoring to track progress and support continues past KS3.	1, 3,5	Led by LPA, supported by KMA

scores are also determined, and appropriate interventions put in place. (Prioritise PP/SEND) Increase DA student access to complex non-fictional text and tier 2 and 3 vocabularies. TBH to monitor and review impact through learning walks, work sampling and student voice Increase DA students access to cultural capital, through funded opportunities Greater exposure to a read aloud programme to nurture a love of reading which can be embedded in lessons Reading in all lessons to form an integral part of the lesson structure	Research evidence from the EEF "Oral Language Interventions" indicates that oral language approaches have a high impact on pupil outcomes of 6 months additional progress. EEF (July 21) states that "there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their experience and learning later in their school lives". Research evidence from the EEF "Reading Comprehension Strategies" states that the average impact can add an additional 6 months' worth of progress over the course of a year. The key findings from this research suggest "that it is important to identify the appropriate level of task difficulty and provide enough challenge to improve reading comprehension." Success is dependent on being taught "explicitly and consistently". Lower attaining pupils "appear to benefit in particular from the explicit teaching of strategies to comprehend text". Evidence suggests that disadvantaged students are "less likely to own a book of their own and read at home" so are unlikely to develop the necessary skills for reading and comprehension. The EIF (2019) states that the "correlation between vocabulary size and life chances is firm" and that "children from the most disadvantaged backgrounds encountered fewer words than their advantaged peers". To		TBH PWH (trips)

	overcome this the EIF recommends "reading to them frequently, introducing new vocabulary and meaning within				

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

Budgeted cost: £ 39600

(snapshot from costing spreadsheet)

Targeted	Improve the progress of some year 7, 8 and 9 PP crossover SEND with low NGRT scores. Use the VI tool to prioritise pupils, especially any in-year joiners.	70	5	350	26250
Targeted	Targeted TA support of PP crossover SEND students: Partial funding towards the employment of curriculum in English, Maths especially to greater access to the curriculum	6	15	90	6750
Targeted	Use of the SENCO to assist with support and development of the curriculum, including the use of AP	1	15	15	1125
Targeted	Whole school CPD on attendance and continued work between the SEND department and Attendance lead. Using the VI tool, prioritise those pupils with lowest attendance and VI metric.	2	5	10	750
Targeted	Provide CPD on explicit aspects of TELC and use of VI tool	4	5	20	1500
Targeted	Develop use of effective feedback for students through staff CPD and learning walk	8	4	32	2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the progress of some year 7, 8 and 9 PP crossover SEND with low NGRT scores.	Research evidence provided by the EEF on "Small Group Tuition" claims that "the average impact of the small group tuition is four additional months' progress, on average, over the course of a year." Research suggest that a reading focus where there are frequent small group sessions are most impactful.	1,3, 5
Targeted TA support of PP crossover SEND students: Partial funding towards the employment of curriculum in English, Maths especially to greater access to the curriculum	EEF evidence "Teaching Assistant Interventions" states that "teaching assistants can provide a large positive impact on learner outcomes." The evidence suggests that targeted small group intervention is more effective than deployment of everyday classroom teaching. The EEF recommends that "well-evidenced teaching assistant interventions can be targeted at pupils	1,3, 5, 6

	that require additional support and can help previously low attaining pupils overcome barriers to learning and catch up with previously high attaining pupils". Impact had shown that structured curricular interventions can have +5 months of progress in one year.	
Use of the SENCO to assist with support and development of the curriculum, including the use of AP	EEF special educational needs in mainstream EEF Pupil premium menu	1,2,5,6
Whole school CPD on attendance and continued work between the SEND department and Attendance lead. Prioritise those pupils with lowest attendance and VI metric.	EEF attendance intervention	1,4
Provide CPD on explicit aspects of TELC	Recommended by the EEF as part of a whole school strategy	1,2
Develop use of effective feedback for students through staff CPD and learning walk	EEF notes a potential 6+ months progress when feedback is used effectively in classrooms	1,3

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

(snapshot from costing spreadsheet)

Wider	Improve the sense of belonging amongst disadvantaged students within the school community: Use student voice across the course of the year to gauge levels of student belonging, to inform teaching practices and review strategies/policies	2	10	20	1500
Wider	Monitor impact of DA students involved in the house system – house captains and involvement in house activities.	2	5	10	750
Wider	Track and monitor the VI toolkit scores to support intervention needed to improve outcomes	1	5	5	375
Wider	Improve parental engagement through improved communication with DA families via more regular telephone calls and face to face meetings	2	5	10	750
Wider	Improve attendance of DA students in line with non-DA students:	6	5	30	2250
Wider	Pastoral leaders to work collaboratively with and EHO to prioritise DA students in line with attendance policy.	6	6	36	2700
Wider	Scrutiny of attendance data allows SLT and pastoral staff to identify and monitor DA students	2	5	10	750
Wider	Improved communication (fast and effective) with families/carers to reduce length of absence in line with attendance strategy	2	5	10	750
Wider	Fast action response by pastoral leaders to account for unexplained absence of DA students	5	5	25	1875
Wider	Subject departments use effective means to prioritise and support all (but especially DA students) in addressing lost learning through absence	8	2	16	1200
Wider	Rewards issued to DA students for improving attendance	2	6	12	900
Wider	Offering after school enrichment, clubs, trips and activities, including home-learning support	1	10	10	750
Wider	Contributions to educational visits for those identified as PP/FSM	Budget for resources			
Wider	Regular staff training and reviews through TELC CPD, school-wide QA, subject expertise and coaching to ensure optimal outcomes.	2	5	10	750
Wider	Ambitious expectations of attendance and punctuality, uniform, unstructured time transitions, and student-staff interactions through the focus on 'Relationships'	Budget for resources			
Wider	Provision for equipment and enrichment activities: Funding to be used to support DA students with uniform; equipment and enrichment activities such as school trips and excursions, and extracurricular activities. Monitor attendance of DA students at extra time clubs and on school trips	Budget for resources			
Wider	Improve physical and emotional wellbeing of DA students	1	4	4	300
Wider	KMA to support transition work from Primary by:			0	0
Wider	Liaising with Ali Brown during T2.1 (2024) to visit Primaries;	1	4	4	300
Wider	Working closely with CJO to support transition of PP pupils	1	12	12	900
Wider	Populating the VI toolkit so that we have the metrics available on arrival	6	4	24	1800

Budgeted cost: £16560 +Ring-fenced £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the sense of belonging amongst disadvantaged students within the school community: Use student voice across the course of the year to gauge levels of student belonging, to inform teaching practices and review strategies/policies Monitor impact of DA students involved in the house system – house captains and involvement in house activities. Improve parental engagement through improved communication with DA families via more regular telephone calls and face to face meetings	This will improve attendance and support with student well-being. Identified as a DofE strategy for improving attendance	4
Improve attendance of DA students in line with non-DA students: Pastoral leaders to work collaboratively with and EHO to prioritise DA students in line with attendance policy. Scrutiny of attendance data allows SLT and pastoral staff to identify and monitor DA students Improved communication (fast and effective) with families/carers to reduce length of absence in line with attendance strategy	The DfE 'Working together to improve school attendance' (Sept 2022) and DfE Summary of responsibilities where a mental health issue is affecting attendance (Feb 2023) recommend that schools use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance "by building strong and trusting relationships and working together to put the right support in place". The DfE Research report (2016) – The link between absence and attainment at KS2 and KS4 found "absence had a statistically significant negative link to attainment". Therefore, improving attendance of DA students should lead to improved outcomes.	4, 6

Fast action response by pastoral leaders to account for unexplained absence of DA students Subject departments use effective means to prioritise and support all (but especially DA students) in addressing lost learning through absence Rewards issued to DA students for improving attendance	The EEF Guidance Report "Working with parents to support children's learning" (2018) states that "schools and parents have a shared priority to deliver the best outcomes for their children". Their research finds that "well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance."	
Offering after school enrichment, clubs, trips and activities, including home-learning support Contributions to educational visits for those identified as PP/FSM	https://www.sec-ed.co.uk/best-practice/research-analysis-getting-the-most- out-of-homework/ https://educationendowmentfounda-tion.org. uk/education-evidence/teaching-learning- toolkit/homework Extra-curricular activities can have a significant impact on the health and wellbeing of students. Engaging with extra-curricular activities can also improve attendance at school.	1,3,5,6
Regular staff training and reviews through TELC CPD, school-wide QA, subject expertise and coaching to ensure optimal outcomes. Ambitious expectations of attendance and punctuality, uniform, unstructured time transitions, and student-staff interactions through the focus on 'Relationships'	Regular staff communication and building strong relationships are key to effective behaviour management in schools- EEF	3,5
Provision for equipment and enrichment activities: Funding to be used to support DA	Research from the Social Mobility Commission "An unequal playing field" finds that "extracurricular activities are important in developing soft (social)	1,3,5

students with uniform; equipment and enrichment activities such as school trips and excursions, and extracurricular activities. Monitor attendance of DA students at extra time clubs and on school trips	skills as well as being associated with a range of other positive outcomes such as achievement and attendance".	
Improve physical and emotional wellbeing of DA students	The EEF reports on the Healthy Minds research project that interventions that consider wellbeing practices such as mindfulness have shown statistically significant improvements in student wellbeing	6
KMA to support transition work from Primary by: Continuing to liaise with Ali Brown during 2025-26 Working closely with CJO to support transition of PP pupils	Transition of all pupils to secondary is vital. Successful transition of the most vulnerable pupils is doubly important and a good understanding of their vulnerability profile would ensure that teachers can adapt and shape learning and support more appropriately.	

Total budgeted cost: £ 104860

Focus	Purpose	Number of staff	Hours per term	Total hours	Cost
Teaching	Continuing to embed TELC; (TLC meets every term and all staff are engaged with buddying system to work on one aspect of teaching and learning)	10	4	40	3000
Teaching	Ensure that in-year joiner PP pupils meet with KMA to go through learning expectations (such as TELC)	1	2	2	150
Teaching	Provide high quality professional development for all staff: CPD aimed to improve staff pedagogical knowledge of metacognitive learning strategies which support the progress of disadvantaged and SEND students.	75	2	150	11250
Teaching	Effective use of data to inform learning and provide DA students with bespoke intervention.	5	10	50	3750
Teaching	Senior team work collaboratively with HODs to identify DA students at risk of underperformance and implement support strategies	8	6	48	3600
Teaching	Prioritise in-year transfer PP pupils to ensure that a smooth transition has been made (KMA 1-1)	1	3	3	225
Teaching	Prioritise DA students in leadership team lesson observations and through work sampling and standards walks	8	8	64	4800
Teaching	Monitor the adaptations and scaffolding for DA students	8	2	16	1200
Teaching	Provision of high-quality careers guidance to raise aspirations of DA students	2	6	12	900
Teaching	Whole school and departmental student voice	2	4	8	600
Teaching	Improve reading and oracy skills of disadvantaged learners through:			0	0

Teaching	Monitoring and reviewing the impact of literacy intervention strategies such as Lexia Plus. (Prioritise PP/SEND)	3	6	18	1350
Teaching	NGRT Data use to get reading comprehension age. This data is analysed to identify key students for literacy interventions. Spelling scores are also determined, and appropriate interventions put in place. (Prioritise PP/SEND)	2	5	10	750
Teaching	Increase DA student access to complex non-fictional text and tier 2 and 3 vocabularies.	Budget for resources			
Teaching	TBH to monitor and review impact through learning walks, work sampling and student voice	1	4	4	300
Teaching	Increase DA students access to cultural capital, through funded opportunities	Budget for resources			
Teaching	Greater exposure to a read aloud programme to nurture a love of reading which can be embedded in lessons	2	6	12	900
Teaching	Reading in all lessons to form an integral part of the lesson structure	Budget for resources			
Targeted	Improve the progress of some year 7, 8 and 9 PP crossover SEND with low NGRT scores.	70	5	350	26250
Targeted	Targeted TA support of PP crossover SEND students: Partial funding towards the employment of curriculum in English, Maths especially to greater access to the curriculum	6	15	90	6750
Targeted	Use of the SENCO to assist with support and development of the curriculum, including the use of AP	1	15	15	1125
Targeted	Whole school CPD on attendance and continued work between the SEND department and Attendance lead.	2	5	10	750
Targeted	Provide CPD on explicit aspects of TELC	4	5	20	1500
Targeted	Develop use of effective feedback for students through staff CPD and learning walk	8	4	32	2400

Wider	Improve the sense of belonging amongst disadvantaged students within the school community: Use student voice across the course of the year to gauge levels of student belonging, to inform teaching practices and review strategies/policies	2	10	20	1500
Wider	Monitor impact of DA students involved in the house system – house captains and involvement in house activities.	2	5	10	750
Wider	Improve parental engagement through improved communication with DA families via more regular telephone calls and face to face meetings	2	5	10	750
Wider	Improve attendance of DA students in line with non-DA students:	6	5	30	2250
Wider	Pastoral leaders to work collaboratively with and EHO to prioritise DA students in line with attendance policy.	6	6	36	2700
Wider	Scrutiny of attendance data allows SLT and pastoral staff to identify and monitor DA students	2	5	10	750
Wider	Improved communication (fast and effective) with families/carers to reduce length of absence in line with attendance strategy	2	5	10	750
Wider	Fast action response by pastoral leaders to account for unexplained absence of DA students	5	5	25	1875
Wider	Subject departments use effective means to prioritise and support all (but especially DA students) in addressing lost learning through absence	8	2	16	1200
Wider	Rewards issued to DA students for improving attendance	2	6	12	900
Wider	Offering after school enrichment, clubs, trips and activities, including home-learning support	1	10	10	750
Wider	Contributions to educational visits for those identified as PP/FSM	Budget for resources			
Wider	Regular staff training and reviews through TELC CPD, school-wide QA, subject expertise and coaching to ensure optimal outcomes.	2	5	10	750

Wider	Ambitious expectations of attendance and punctuality, uniform, unstructured time transitions, and student-staff interactions through the focus on 'Relationships'	Budget for resources			
Wider	Provision for equipment and enrichment activities: Funding to be used to support DA students with uniform; equipment and enrichment activities such as school trips and excursions, and extracurricular activities. Monitor attendance of DA students at extra time clubs and on school trips	Budget for resources			
Wider	Improve physical and emotional wellbeing of DA students	1	4	4	300
Wider	KMA to support transition work from Primary by:			0	0
Wider	Liaising with Ali Brown to continue visit to Primaries;	1	4	4	300
Wider	Working closely with CJO to support transition of PP pupils	1	12	12	900
					87975

Part B: Review of the previous academic year

(See separate published document)