

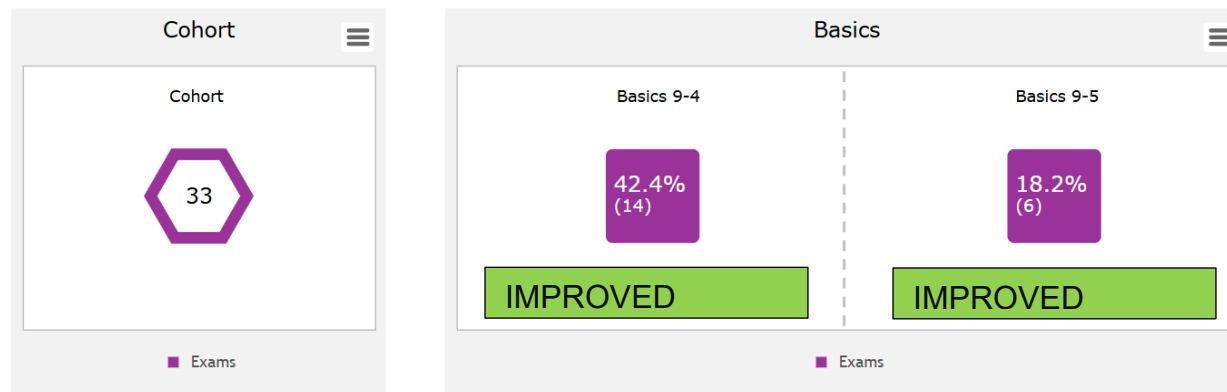
Part B: Review of the previous academic year

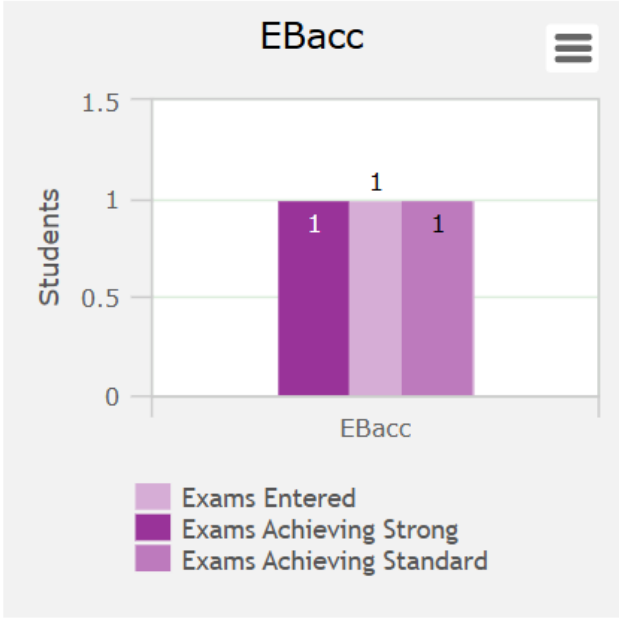
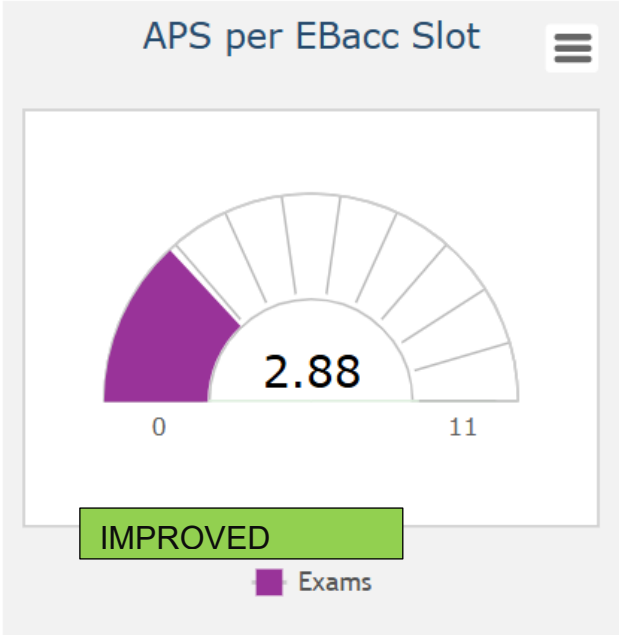
Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.
You should draw on:

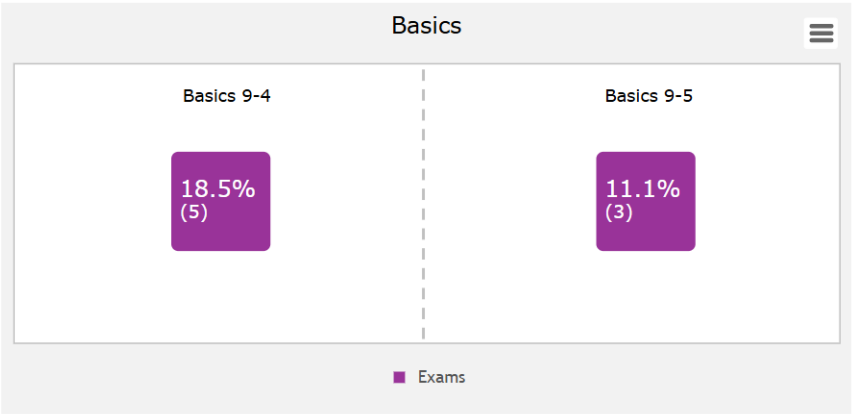
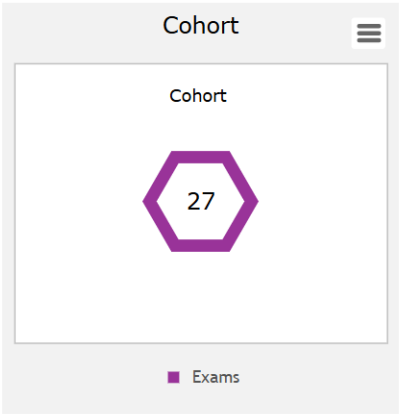
- Data from the previous academic year's national assessments and qualifications, once published.

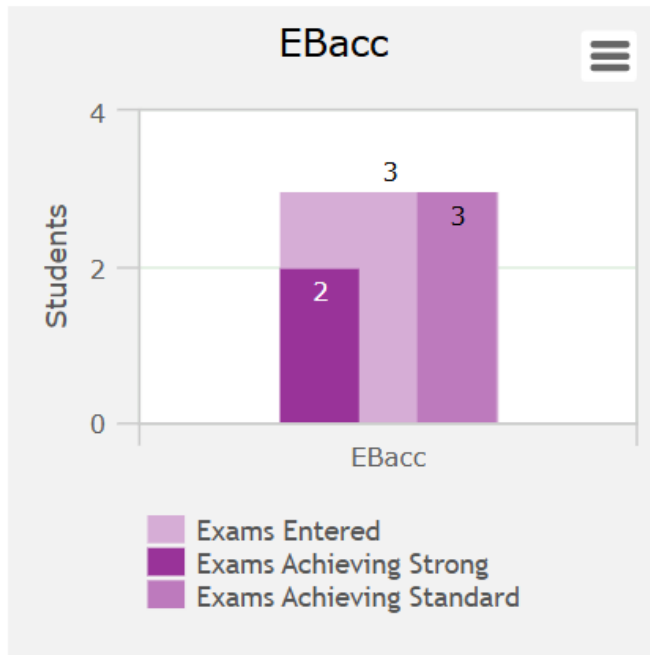
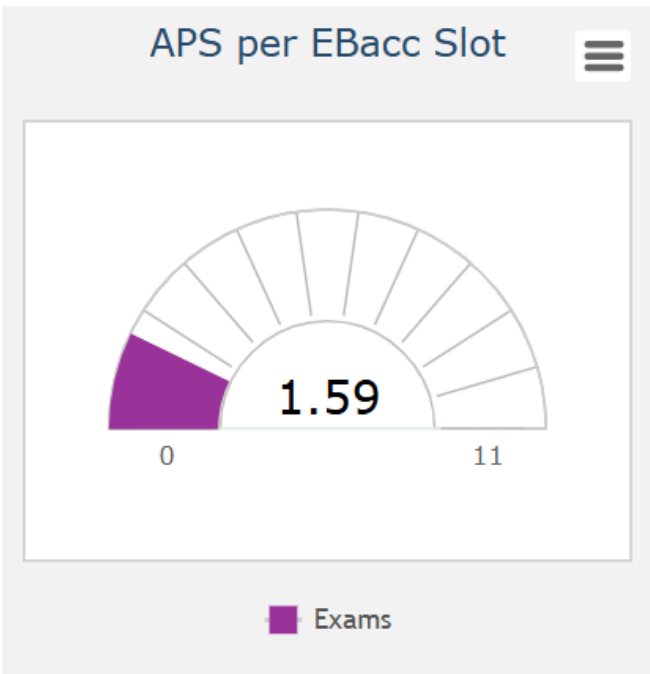
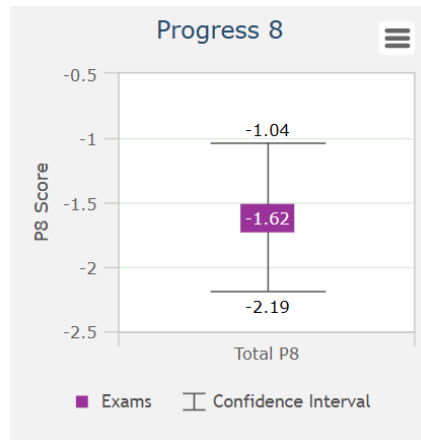
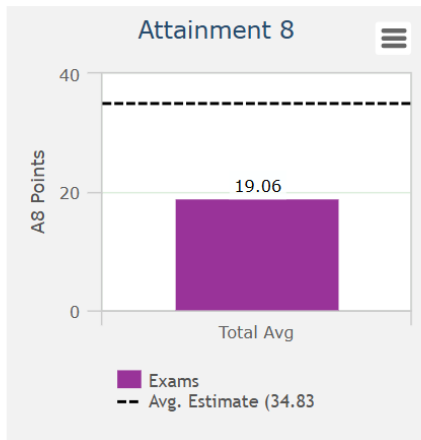
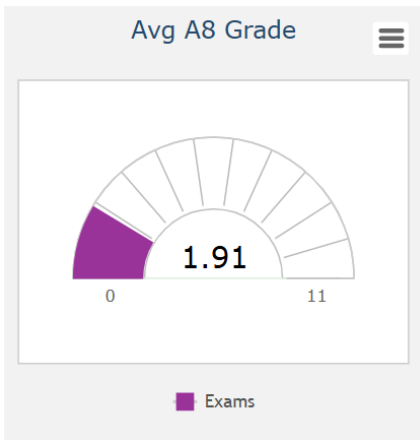
DIS Pupils Attainment for 2025 (the 'IMPROVED' label indicates progress against the same metric over last year)

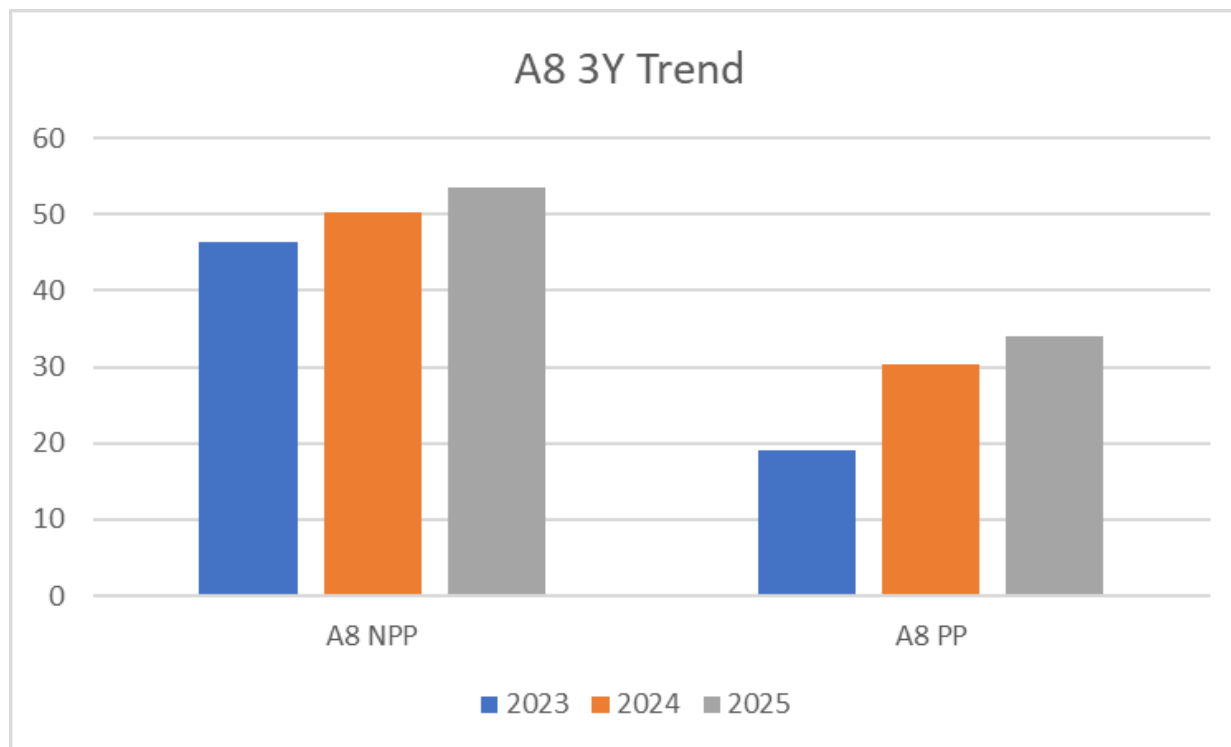




Previous Year PP Attainment (2024)







Over 3 years, the overall attainment (A8) has increased by around 16% for non-pupil premium. For pupil premium students, the overall increase is much greater than that figure (see bar chart above, and dashboards).

The school's journey is one of improved attainment, improved attendance and increasingly number one choice school in area.

Improved attainment outcomes for disadvantaged pupils and the percentage increase over 3 years surpasses that for non-disadvantaged.

In addition, across 8 subjects, the gap has decreased, including mathematics, over 3 years. This is a gap decrease in the right direction against the context of improving outcomes for all pupils, especially disadvantaged.

Whilst we are pleased that overall attainment for disadvantaged pupils continues to improve, at a rate higher than non-disadvantaged, we remain determined to reduce the gap.

- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*

Overall attainment for non-disadvantaged pupils was recorded as the highest in a decade for our school. This means that more pupils are able to access their first choice next-steps (post-16)

Name	O/All Avg	O/All Pts	FFT Tgt	O/All Res	NPP Pts	PP Pts	2025 GAP	2024 GAP	H	M	L
Art & Design 3DD	3L	2.67	4.75	-1.28	3.33	1.33	2		3	2.5	
Art and Design	3H	3.47	5.62	-1.27	3.73	2.33	1.4	2.03	4.24	3.17	2.75
Biology	7H	7.31	7.05	0.27	7.27	7.75	-0.48	0.16	7.57	6.67	
Business Studies	5M	5.13	5.09	0.01	5.3	3.75	1.55	1.47	6.37	4.92	3.63
Chemistry	7H	7.33	6.96	0.29	7.31	7.5	-0.19	0.38	7.43	7.07	
Classical Civilisation	5H	5.4	6.25	-0.59	5.34	6.5	-1.16	0.8	6.53	4.5	3.67
Computer Science	6L	5.8	5.64	0.21	5.96	4.57	1.39	0.42	6.79	5.19	1.67
Design	3H	3.42	5	-1.1	3.65	2.43	1.22	0.03	4.75	3.48	1
Drama	5M	5.1	5.36	-0.11	5.1			-2.09	6.5	5	3
English Language	5M	4.99	5.08	0.16	5.24	3.56	1.68	1.45	6.37	4.76	3.49
English Literature	5M	5.02	5.22	0.11	5.26	3.6	1.66	1.22	6.26	4.83	3.47
French	6L	5.55	5.56	-0.54	5.66	3	2.66		6.38	4.94	4.29
Further Maths	7M	6.91		-0.29	6.94	6.67	0.27		7.32	5.29	
Geography	5M	5.13	5.36	-0.04	5.49	3.25	2.24	1.83	6.82	4.66	3.3
History	5L	4.71	5.43	-0.32	4.88	3.33	1.55	0.84	5.97	4.4	2.73
Mathematics	5H	5.4	5.33	0.6	5.66	3.97	1.69	2.1	7.46	5.01	3.4
Media Studies	5M	4.91	5.26	0.08	5.14	0		1.3	6.33	4.88	3.67
Music	6L	5.56	6.11	-0.98	5.56			1.67	6.67	5	
PE (GCSE)	4H	4.3	5.27	-0.64	4.56	2.78	1.78	1.5	5.54	4.03	3.67
Physics	7H	7.42	7.19	0.39	7.4	7.75	-0.35	0.3	7.62	6.93	
Religious Studies	5M	4.91	5.09	0.41	4.8	6	-1.2	1.83	6	5	4.5
Science Double	54M	4.44	4.55	0.32	4.72	3.14	1.58	1.12	5.58	4.55	3.44
Creative Media Production	L2P	3.72	4.16	-0.04	3.97	2.8	1.17		4.17	3.91	3.33
Health & Social Care	L1D	3.55	4.33	-0.12	3.78	3.06	0.72		3	3.89	3
Marketing and Enterprise	L2P	3.63	4	-0.07	4.2	2.67	1.53			3.63	
Hospitality & Catering	L1D*	3.12	4.13	-0.57	3.48	2.06	1.42		3.3	3.39	2.47
AVERAGE		4.96	5.35	-0.20	5.14	3.91	1.05		5.92	4.68	3.18

The average GCSE point score for non-disadvantaged pupils was over '5' with many subjects exceeding 5

- Information from summative and formative assessments the school has undertaken.

The changes made to assessment and quality assurance have made a positive impact at KS3

	Art and Design	Computing	Design & Tech KS3	Drama	English	Food & Nutrition KS3	French	Geography	History	Mathematics	Music	PE KS3	Religious Studies	Science	Spanish
Y7															
ALL	Red	Green	Green	Green	Orange	Green	Green	Orange	Green	Green	Green	Green	Red	Green	Green
PP	Red	Green	Green	Green	Red	Green	Green	Red	Green	Green	Green	Green	Red	Green	Green
NON-PP	Red	Green	Green	Green	Orange	Green	Green	Orange	Green	Green	Green	Green	Red	Green	Green
SEND	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green
HPA	Red	Green	Green	Green	Green	Green	Green	Red	Green	Green	Green	Green	Red	Green	Green
MPA	Red	Green	Green	Green	Red	Orange	Green	Green	Green	Green	Green	Green	Red	Red	Green
LPA	Red	Green	Green	Green	Red	Green	Green	Orange	Green	Green	Green	Green	Red	Red	Green
Y8															
ALL	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green
PP	Red	Green	Orange	Green	Green	Green	Green	Green	Green	Green	Green	Green	Orange	Green	Green
NON-PP	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Red	Green	Green
SEND	Red	Green	Orange	Green	Orange	Green	Green	Green	Green	Green	Green	Green	Red	Orange	Green
HPA	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Orange	Red	Orange	Green
MPA	Red	Green	Green	Green	Green	Green	Green	Green	Green	Orange	Green	Green	Red	Green	Green
LPA	Red	Green	Green	Green	Green	Green	Green	Green	Green	Orange	Green	Green	Red	Green	Green
Y9															
ALL	Red	Green	Green	Green	Grey	Green	Red	Green	Green	Grey	Green	Green	Green	Grey	Green
PP	Red	Green	Green	Green	Grey	Green	Red	Orange	Green	Grey	Green	Green	Green	Grey	Red
NON-PP	Red	Green	Green	Green	Grey	Green	Red	Green	Orange	Grey	Green	Green	Green	Grey	Green
SEND	Orange	Green	Green	Green	Grey	Orange	Red	Green	Green	Grey	Green	Green	Green	Grey	Red
HPA	Red	Green	Green	Green	Grey	Green	Red	Green	Green	Grey	Green	Green	Orange	Grey	Green
MPA	Red	Green	Green	Green	Grey	Green	Red	Green	Orange	Grey	Green	Green	Green	Grey	Green
LPA	Red	Green	Green	Green	Grey	Green	Red	Green	Green	Grey	Green	Green	Green	Grey	Red

There have been some staffing issues in isolated areas, but our overall assessment at KS3 suggests that in most subject areas and across KS3, non-disadvantaged pupils make progress on par. This followed a change to quality assurance around KS3, as well as how we analyse results to arrive at judgements.

- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

Focus on attendance

The numbers in the bracket in the table below are whether it was an increase or decrease from Term 3.1 but the overall figures are for the whole year.

Cohort	Present	PP
Whole School	91.9% (0%)	84.4% (-0.1%)
Year 7	94.3% (-0.1%)	88.5% (-0.8%)
Year 8	93.5% (-0.3%)	86.3% (-0.4%)
Year 9	91.8% (-0.3%)	84.7% (-0.6%)
Year 10	91.5% (+0.1%)	73.6% (-1.2%)
Year 11	N/A	N/A
Year 12	83.3% (-6%)	N/A
Year 13	N/A	N/A

In terms of subgroups, we ended the year in the following situation (this doesn't include Y11 as they had been on study leave):

	100%	99-98%	97%-96%	95%-94%	93-90%	89%-85%	85% and below
PP (131)	2.29%	8.40%	13.74%	7.63%	22.90%	10.69%	34.35%
Not PP (909)	6.49%	22.11%	22.55%	14.96%	15.40%	7.15%	11.33%

A positive to highlight is that 25% of the PP cohort ended the year with attendance of 96% or above.

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

We are pleased that the school's overall trajectory is one of improving outcomes. This is true for all pupils.

Disadvantaged pupil have made a greater percentage increase over 3 years than other.

In many subjects, gaps have narrowed (or closed).

Attendance for all pupils has also improved. This is also true for disadvantaged pupils. Like achievement, the overall trajectory is one of improvement.

Further changes to Year 3 of this strategy are necessary to primarily:

- a. Further reduce attainment gaps**
- b. Further reduce attendance gaps**

Externally provided programmes N/A

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

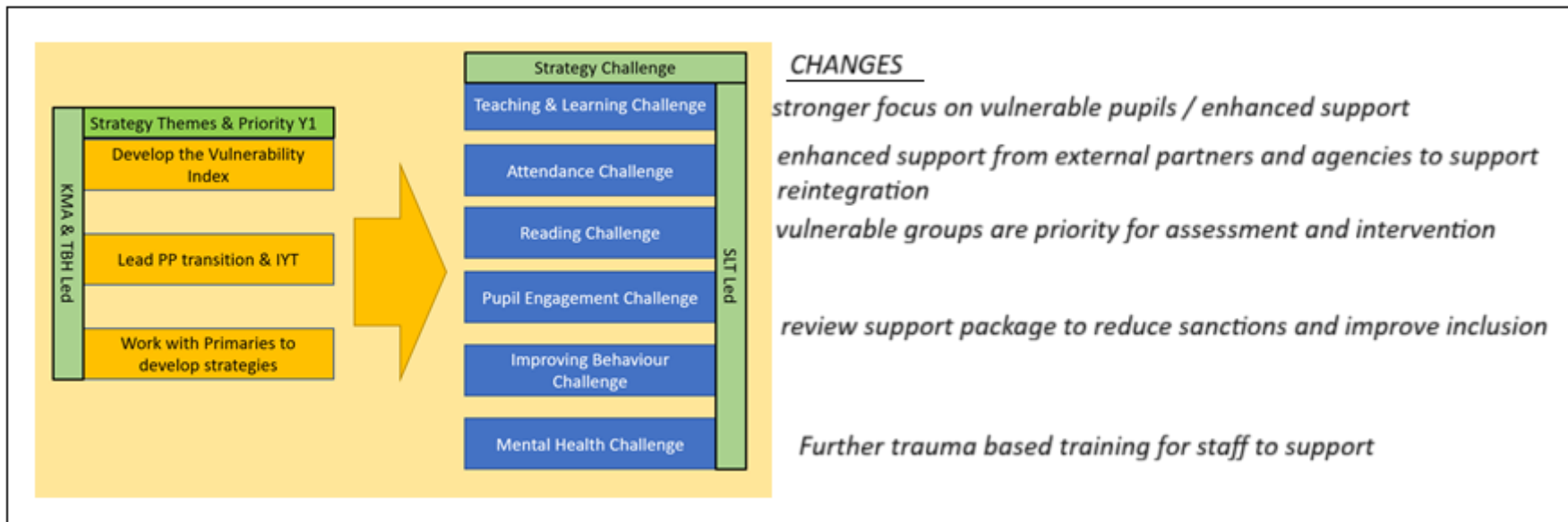
Service pupil premium funding (optional)

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.



Post review, we will be adapting our Y3 plan:

The vulnerability index will not be a priority. This is because we have secured better ways of ensuring the same information (evident SLT meeting 04112025 minutes)

The strategy challenges are still applicable:

- 1. Teaching and Learning 'tilted' to support vulnerable groups against a staggered approach. TLC will focus on DIS/SEND pupils as part of QA and staff development**
- 2. Greater engagement and support with external agencies to continue the upward trajectory of attendance**
- 3. Against the launch of a new Reading Strategy, all vulnerable pupils will be a priority group for assessment and intervention, with regular reporting at SLT**
- 4. Continued support for pupils against SEMH needs to support attendance and achievement**
- 5. Additional trauma based training for key staff.**