

# Pupil premium strategy statement

This statement details our school's use of pupil premium (for the academic year 2025 to 2026) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	WRENN SCHOOL
Number of pupils in school	1538
Proportion (%) of pupil premium eligible pupils	26.5%
Academic year/years that our current pupil premium strategy plan covers.	3 YEARS
Date this statement was published	DECEMBER 2025
Date on which it will be reviewed	OCTOBER 2026
Statement authorised by	LAURA PARKER
Pupil premium lead	HANNAH JONES
Governor / Trustee lead	GWAYNE WEBB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£428, 817
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£428,817

# Part A: Pupil premium strategy plan

## Statement of intent

At Wrenn School we believe that all students, regardless of socioeconomic background can make outstanding progress and achieve outstanding personal progress. We set no limits and accept no excuses from any of our pupils.

Our pupil premium strategy will explore how to unlock inner independence to ensure all disadvantaged students can achieve. Through robust identification of the barriers to learning and challenges faced by academically vulnerable students, we will use this evidence to implement a bespoke programme of support and challenge.

We will deliver high-quality teaching, with no identification of background; differentiation will be employed for all students and staff will work to a set of standards developed through 'The Wrenn Way'. Subject knowledge and academic performance will be challenged in all Wrenn students. The removal of unconscious bias in the classrooms is an important part of this programme. It is the intention that all Wrenn pupils' attainment will be sustained and improved; all students will achieve high attainment across a broad and effective curriculum.

Pastoral teams will support disadvantaged students to ensure there is effective acknowledgement of external factors and that personal strength and achievement is celebrated. External agencies will be assisted where required and students will be given a safe and encouraging environment to grow.

Curriculum Leadership will support subject knowledge development. Student progress will be regularly reviewed, and the curriculum adapted to ensure that students vulnerable to academic disadvantage are achieving in line with their peers. The curriculum will be sequenced effectively, and medium-term plans will highlight areas for common misconception to ensure consistency.

A programme of facilitation, based on barriers to learning, will take place for some disadvantaged students which includes swift identification of underachievement and the implementation of structured, researched based strategies beyond the classroom and pastoral support. Barriers to learning have been identified through observation, research, discussion with pastoral and teaching staff and student self-identification through pupil voice.

Our strategy is also integral to wider school plans for education recovery. We will run the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our strategies to ensure disadvantaged students succeed personally and academically complement each other. As a whole school we will ensure all students are challenged

and we will monitor and identify the needs of individual students. By adopting a whole school approach, all staff will take accountability for disadvantaged students' outcomes and staff will feel supported in this role with the facilitation that takes place with these students.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Persistent absence and general Life Structure.</u></b></p> <p>Data from 2023-2024- 169 disadvantaged students were classed as PA (under 90%).</p> <p>Absence from school directly impacts achievement.</p> <p><b>Data from September 2021- June 2022</b></p> <p>Whole School attendance during this period- 87.8%</p> <p>Pupil Premium students' attendance- 81.8%</p> <p><b>Data from September 2022- July 2023</b></p> <p>Whole School attendance during this period 88.7%</p> <p>Pupil Premium students' attendance- 82.2%</p> <p><b>Data from September 2023- July 2024</b></p> <p>Whole School attendance during this period- 90.2%</p> <p>Pupil Premium students' attendance- 85.0%</p> <p><b>Data September 2024- September 2025</b></p> <p>Whole School attendance during this period- 91.7%</p> <p>Pupil Premium students' attendance- 85.5%</p>
2	<p><b><u>Lack of consistently effective Literacy and Vocabulary</u></b></p> <p>Our assessments, question level analysis, observations and discussions with teaching staff indicate disadvantaged students generally have lower levels of reading comprehension and literacy skills than peers. This impacts their progress across curriculum areas.</p> <p><b>YEAR 7 2024 FINAL CENSUS POINT DATA SUMMER TERM</b></p> <p>ENGLISH 0.3% GAP (Attainment Data 9-5)</p> <p><b>YEAR 8 2024 FINAL CENSUS POINT DATA SUMMER TERM</b></p> <p>ENGLISH 17% GAP (Attainment Data 9-5)</p>

	<p><b>YEAR 9 2024 FINAL CENSUS POINT DATA SUMMER TERM</b> ENGLISH 4% GAP (Attainment Data 9-5)</p> <p><b>YEAR 10 2024 FINAL CENSUS POINT DATA SUMMER TERM</b> ENGLISH LANG 13% GAP (Attainment Data 9-5)</p> <p><b>2024-2025 GCSE Exam Results- please see Part B.</b></p>
3	<p><b><u>Poor basic fluency in Numeracy</u></b></p> <p>The maths attainment of disadvantaged pupils is lower than that of their peers in KS3 and teacher diagnostic assessments suggest that many pupils particularly struggle with basic numeracy fluency such as addition, subtraction, division and multiplication. Confidence in fluent numeracy is low.</p> <p><b>YEAR 7 2024 FINAL CENSUS POINT DATA SUMMER TERM</b> MATHS 18% GAP (Attainment Data 9-4)</p> <p><b>YEAR 8 2024 FINAL CENSUS POINT DATA SUMMER TERM</b> MATHS 25% GAP (Attainment Data 9-5)</p> <p><b>YEAR 9 2024 FINAL CENSUS POINT DATA SUMMER TERM</b> MATHS 29% GAP (Attainment Data 9-5)</p> <p><b>YEAR 10 2024 FINAL CENSUS POINT DATA SUMMER TERM</b> MATHS 23% GAP (Attainment Data 9-5)</p> <p><b>2024-2025 GCSE Exam Results- please see Part B.</b></p>
4	<p><b><u>HAPs Aspirations/Attainment</u></b></p> <p>There is evidence to suggest that PP/HAPS students are underachieving and are not fully aware of pathways and routes to success. This group of students can often go undetected in a school, however more focused monitoring and intervention needs to be in place to ensure they are guided and supported to reach their full potential.</p>
5	<p><b><u>Negative Patterns of Behaviour</u></b></p> <p>Our assessments, observations, discussions with progress leaders, pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, low self-esteem and a lack of confidence.</p> <p>Through discussions with the behavior team, it has been noted that a large proportion of students who have negative behaviour points find it</p>

	<p>hard to consistently apply positive human interaction with others (peers and staff).</p> <p>In previous years, typically fewer disadvantaged students go on education trips and residential, which build relationships and confidence.</p> <p>PP students are overrepresented in suspension and exclusion figures.</p> <p><b>2022-2023.</b> 67% of suspensions were for disadvantaged students.</p> <p><b>2023-2024.</b> 58% of suspensions were for disadvantaged students.</p>
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## 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	<p>2028/29 KS4 outcomes demonstrate that disadvantaged pupils achieve well and there is smaller disparity between the attainment of disadvantaged pupils and their non-disadvantaged peers.</p> <ul style="list-style-type: none"> <li>• Progress 8 score of 0 for disadvantaged students (students that are disadvantaged achieve as well as their peers of the same KS2 starting point)</li> <li>• Attainment 8 gap no larger than National Average.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance seen by 2028/29 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Attendance rate for disadvantaged student above 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> </ul>

To build positive relationships with families of disadvantaged students.	<ul style="list-style-type: none"> <li>-Engagement at school events such as parents evening is not significantly different to non-disadvantaged families.</li> <li>-Disadvantaged students follow the school expectations with support from families (reduction in FTE).</li> </ul>
To achieve and sustain improved wellbeing and confidence for all pupils, including those who are disadvantaged. This includes access to extra-curricular experiences.	<p>Sustained high levels of wellbeing from 2028/29 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <ul style="list-style-type: none"> <li>-An significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
Improved reading comprehension and basic literacy skills among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> <li>-Reading comprehension assessments demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</li> <li>-Graduation from Thinking Reading.</li> <li>-Repeat CATs testing indicates improvement.</li> <li>-Teachers should also have recognised this improvement through engagement in lessons and book scrutiny (evidenced through DDI and staff voice survey).</li> </ul>
Improved numeracy fluency among disadvantaged students.	<ul style="list-style-type: none"> <li>-Numeracy fluency tests demonstrate improved attainment.</li> <li>-Repeat CATs testing indicates improvement.</li> <li>-Maths and Science teachers should also have recognised improvement.</li> <li>-Teachers should also have recognised this improvement through engagement in lessons (evidenced through DDI and staff voice survey).</li> </ul>
A reduction in poor behaviour among disadvantaged students. To understand patterns of behaviour and learn how to control these positively.	<p>No significant difference between behavioural instances of disadvantaged and non- disadvantaged students.</p> <ul style="list-style-type: none"> <li>-Disadvantaged students follow the school expectations with support from families (reduction in FTE).</li> </ul>

	-Consistent use of Therapeutic Thinking approach to manage behaviour.
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve T&L strategies (£21,000 )	<p><a href="https://educationendowmentfoundation.org.uk/high-quality-teaching/">High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Guidance from EEF. Professional Development.</p>	1,2,3,4,5
Subject enrichment/ Curriculum (£15,000)	<p><a href="#">What Is Ofsted's 'Cultural Capital'?   True Education Partnerships</a></p> <p>Development of students' cultural capital. Ensuring disadvantaged students can access opportunities are available that link to curriculum teaching.</p>	1,2,3,4,5

	Also adds to enjoyment of school which will in turn improve persistent absence.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £116,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support worker Focus on working with families to assist improvement of persistent absence. (£21,000)</p> <p>Barrier facilitation: Structure and Family (£2,600)</p>	<p><a href="https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf">https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</a></p> <p>‘The impact of family and community disadvantage is felt well before a child enters formal schooling, and continues to weigh them down throughout the schooling years, affecting physical and psychological health, well-being and the ability to retain information and perform under pressure.....The environment into which disadvantaged children are born tends to be less conducive to healthy family functioning and child development, school readiness and performance;’</p> <p><a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</a></p> <p>This research did not imply that poorer parents don’t care about their children’s education. Many parents on low incomes lack the resources that allow them to help out, to provide conducive environments or to access relevant services.</p> <p>Our family support worker will work with families to empower them to engage with their child’s learning. The programme of facilitation in this area will enable students to identify negative structures in their life and will help develop strategies to ensure this does not negatively impact achievement.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Childrens-Learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1,5



	Guidance from EEF.	
Numeracy Facilitation Contribution to Maths Intervention (£10,100)	<p>- <a href="https://www.risingstars-uk.com/blog/april-2018/bridging-the-dis-advantaged-gap-in-maths-for-good">https://www.risingstars-uk.com/blog/april-2018/bridging-the-dis-advantaged-gap-in-maths-for-good</a></p> <p>‘When it comes to maths, the barriers can be broadly categorised into cultural barriers and knowledge barriers. Clearly, both need addressing quickly but there are some cultural conditions that, unless they are put right, the quality of learning cannot improve quickly enough. Interestingly for the maths specific barriers, they can be traced back to one key characteristic – the child never really learned the basics of number and therefore everything else is suffering – lack of success leads to poor motivation, lack of knowledge means an inefficient working memory, lack of knowledge of vocabulary means that mathematical questions and discussions are a mystery ‘</p> <p>-<a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>‘There is particularly strong evidence that teaching students metacognition and self-regulation can have a positive impact on maths attainment.’</p> <p>All students in this school, irrelevant of socioeconomic background deserve to chance to achieve in mathematics to improve future pathways.</p>	1, 3,4,5
Thinking Reading Contribution to intervention (£10,100)	<p>-<a href="#">Improving Literacy in Secondary Schools</a></p> <p>EEF. ‘Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.’</p> <p>- ‘Literacy is about people’s ability to function in society as individuals, active citizens, employees or parents... Literacy is about people’s self-esteem, their interaction with others, their health and employability. Ultimately, literacy is</p>	1, 2,4,5

	<p>about whether a society is fit for the future.’ (CHAIR, EU HIGH LEVEL GROUP OF EXPERTS ON LITERACY 2012)</p> <p>- <a href="https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf">https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf</a> ‘In four years, an average child in a professional family would accumulate experience with almost 45 million words, an average child in a working-class family 26 million words, and an average child in a welfare family 13 million words.’ Betty Hart &amp; Todd R. Risley</p> <p>- <a href="https://www.theconfidenceteacher.com/2018/04/why-closing-the-word-gap-matters/">https://www.theconfidenceteacher.com/2018/04/why-closing-the-word-gap-matters/</a> “Language variation in children is complex and difficult to attribute to a single cause. Regardless of the causes, low levels of vocabulary set limits on literacy, understanding, learning the curriculum and can create a downward spiral of poor language which begins to aspect all aspects of life.”</p> <p>All students in this school, irrelevant of socioeconomic background deserve to chance to achieve in English to improve future pathways.</p>	
<p>Attendance Facilitation (Human Interaction and Confidence) X 2 TLR (£6,500) Programme (£6,178)</p>	<p><a href="https://www.specialneedsjungle.com/how-help-disadvantaged-child-confidence-success/">https://www.specialneedsjungle.com/how-help-disadvantaged-child-confidence-success/</a> ‘Children and young people experiencing challenges, disadvantage and underachievement lack confidence, find learning challenging, develop differently and have limited participation in society. They fall foul of a vicious circle, with each occurrence of underachievement or exclusion being seen as a failure, further diminishing their confidence and limiting their potential. This needs to change.’</p> <p><a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf</a></p>	1,2,3,4,5

	<p>'findings emphasise that the social gap in educational experiences and outcomes arises both from what happens within classrooms and what happens across children's lives. Students from different backgrounds experience different relationships with teachers and with other adults. They have different learning experiences outside school and in particular engage in different kinds of activities that contribute to their learning and different experiences of homework. A key feature of this difference is that children from less advantaged backgrounds are more likely to feel a lack of control over and less involvement in their learning, and so have a greater tendency to become reluctant recipients of the taught curriculum. This relates both to children's attitudes towards learning and to their relationships with adults.'</p>	
<p>Patterns of Behaviour/Metacognition Facilitation TLR (£3,500) Programme (£2,600)</p>	<p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=</a></p> <p>'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.'</p> <p>- 'Dare to be You' Matthew Syed</p> <p>- 'The Slight Edge: Secret to a Successful Life' Jeff Olson</p> <p>Self-awareness is paramount when trying to improve behaviour and patterns of negative behaviour. Once students can identify patterns of behaviour, they can take steps to break the negative pattern and develop positive patterns.</p>	1,4,5

	The school will use the Therapeutic Thinking approach from 2024.	
Contribution to My Tutor (£8,000)	We are committed to the promotion of additional intervention, independent learning and self-study.	2,3,5
Music Tuition (£3,500)	<a href="https://publishing.service.gov.uk">Microsoft Word - NPME FINAL (publishing.service.gov.uk)</a> The myriad of benefits of music tuition for students (particularly disadvantaged) are discussed in this DfE document 'The Importance of Music)	4,5
Extra-Curricula Programme (£10,000)	<a href="https://d2tic4wvo1iusb.cloudfront.net">Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</a> The impact of non-cognitive skills on outcomes for young people Literature review 21 November 2013. EEF. Our aim is for all students to have experience of enjoyment outside of the classroom to positively impact their attitude and learning inside the classroom following a broad curriculum.  Also adds to enjoyment of school which will in turn improve persistent absence.	1,2,3,4,5
Outdoor Education Programme (£20,000)	<a href="https://d2tic4wvo1iusb.cloudfront.net">Non-cognitive skills literature review 1.pdf (d2tic4wvo1iusb.cloudfront.net)</a> The impact of non-cognitive skills on outcomes for young people Literature review 21 November 2013. EEF.  The Outdoor education programme has proved invaluable to changing disadvantaged students perception of school, their relationships with staff, their general feeling of self-worth and willingness to push through adversity. This also adds to enjoyment of school which will in turn improve persistent absence.	1,2,3,4,5

Personal Barriers, such as access to correct uniform, transport, equipment, resources. All of which may impact on persistent absence. (£12,000)	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.	1,4,5
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £276,739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year team managers (£159,781)	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research for EIF framework updated references 22 Feb 2021.pdf</a></p> <p>P Tough, 'How children succeed: grit, curiosity, and the hidden power of character', Houghton Mifflin Harcourt, 2012.</p> <p>'Building children and young people's resilience in schools', Public Health England, 2014.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p>The Year Team Managers at school predominantly work with disadvantaged students. Their assistance in enabling students to access the curriculum is essential.</p> <p>Year Team Managers contribute in the monitoring of pupil absence and work closely with the attendance officer and family support worker.</p>	1,2,3,4,5
Assistant Principals for Behaviour, Attendance and Inclusion	<p><a href="https://educationendowmentfoundation.org.uk/improving-behaviour-in-schools">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Guidance from Improving Behaviour in Schools EEF.</p>	1,2,3,4,5

(contribution) (£68,036)	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Strong leadership in the areas of behaviour, awards and attendance is essential for a school to run effectively. Evidence has shown that the majority of instances of poor behaviour have involved disadvantaged students. Attendance of pupils from disadvantaged backgrounds is lower nationally and locally than their peers. The area of Therapeutic Thinking and clear steps for behaviour management are being explored this year.</p>	
EAL Support (£20,000)	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</a></p> <p>There is a cross over of students who are disadvantaged and EAL. These students need specialist support in order to achieve.</p>	1,2,4,5
Attendance Officer contribution (£27422)	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Pupil Premium persistent absence is one of our key areas of concern.</p>	1,4,5
Contribution to Cubbie Annual fee (£1,500)	Encouragement of self-regulation and a therapeutic approach.	1,5

**Total budgeted cost: £428,817**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress towards intended outcomes at the end of the three-year plan.

#### **1. Improved attainment among disadvantaged pupils across the curriculum at the end of KS4**

##### **GCSE EXAM RESULTS 2023**

40 Pupil Premium Students in year 11 cohort. P8 score for disadvantaged students is -0.37, which is still a significant gap from non-PP students (by approximately half a grade), however a slightly reduced gap from the previous year. A number of our disadvantaged students did not have prior data and so were not counted in the P8 score for 2023.

English Language: 16.9% gap between PP and Non-PP (9-5)

English Literature: 18.4% gap between PP and Non-PP (9-5)

Maths: 13% gap between PP and Non-PP (9-5)

These gaps have all reduced significantly from 2022 results.

English Language: PP 43.6% (9-4)

English Literature: PP 45% (9-4)

Maths: PP 43.6% (9-4)

Subjects where disadvantaged students were most successful:

Art (positive SPI)

Computer Science (positive SPI)

GCSE PE (positive SPI)

Sociology (Positive SPI)

##### **GCSE EXAM RESULTS 2024**

64 Pupil Premium Students in year 11 cohort. P8 score for disadvantaged students was -0.34. A8 score for disadvantaged students was 40.03. which is still a significant gap from non-PP students (by approximately half a grade).

English Language: PP 18.9% (9-5)

English Literature: PP 26.7% (9-5)

Maths: PP 21% (9-5)

## GCSE EXAM RESULTS 2025

70 Pupil Premium Students in year 11 cohort. P8 score for disadvantaged students was -0.63. A8 score for disadvantaged students was 39.37. which is still a significant gap from non-PP students (by over half a grade).

English Language: PP 26.1% (9-5)

English Literature: PP 26.1% (9-5)

Maths: PP 15.9% (9-5)

Subjects where disadvantaged students were most successful:

Art  
Photography  
RE

Computing (positive SPI)  
Drama (positive SPI)  
Further Maths (positive SPI)  
Spanish (positive SPI)  
Statistics (positive SPI)

The appointment of a fixed term associate SLT member for staff coaching.  
Calendared QA throughout the year.

### **2. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**

#### **DATA**

-PP attendance 2021-2022 was 81.8%.

-PP attendance 2022-2023 was 82.2%.

-PP attendance 2023-2024 was 85 %

-PP attendance 2024-2025 was 85.5%

This is still below Whole School attendance but is demonstrating improvement.

This will continue to be a high priority moving into year 2 and 3 of the strategy.

-Recruitment of a three more attendance officers has been successful. A further position will be made for 2024/25 due to increase numbers going forward.

-New AP appointed to lead on the drive for improved attendance has made a significant impact on strategy.

-Family support worker directed into attendance more towards end of 2024 and will continue in this direction whilst maintaining developing positive relationships with parents; an increased focus on developing relationships with parents of PA PP students.

-A school morning minibus service from the Hemingwell Estate was put into place 2023/24 and this was very successful. 32 students every morning access this to get to school and get to school on time.

-Continued contributions 2023-2024 towards travel expenses (bus passes etc) for disadvantaged students living outside of Wellingborough.



**3. To build positive relationships with families of disadvantaged students.**

22 students and families worked with 2024-2025. All students attendance remained positive or increased over the year. The families that Sam Mallett has worked with say that she has enabled them to communicate with the school in a more productive way. The students created a Student Voice Booklet to give insight into their views about School. Sam Mallett will continue to work with disadvantaged families with a more intense focus on attendance going forward as her work in this area has been impactful.

**4. To achieve and sustain improved wellbeing and confidence for all pupils, including those who are disadvantaged. This includes access to extra-curricular experiences.**

Disadvantaged students made up at least 35% of all trips again last year which is a significant increase, the cost of the trips for PP students was either £0 or an extremely reduced rate. Pupil feedback from trips and residential was extremely positive with over 90% stating that they tried things that were new to them, they had better relationships with staff and they feel their experience would benefit them in the future.

The Outdoor programme continued to developed throughout 2024-2025 to include a wider variety of activities to engage disadvantaged students including, skiing, archery, sailing, climbing, 4 types of outdoor residential and the suite of DofE awards.

This area will continue to develop in 2024-2025.

**5. Improved reading comprehension and basic literacy skills among disadvantaged pupils across KS3.**

-Thinking Reading:

38 students started the programme 2024-2025.

29 Graduated.

2 left the school.

1 student refused the intervention

6 continued into 2025-2026

-Curriculum leaders have been trained and are auditing the use of Subject Specific Vocabulary across the curriculum.

-KS3 students complete accelerated reader during library lessons.

-2024-2025 All students on Lexia have made progress.

Students have taken part in MyTutor English and this will also continue.

**English Subject Data for KS3 (2023 Summer Assessment Point)**

Yr 7: 9.3% gap between PP and Non PP

Yr8 : 23.5% gap between PP and Non PP

Yr9: 15.3% gap between PP and Non PP

**English Subject Data for KS3 (2024 Summer Assessment Point)**

Yr 7: 8.7% gap between PP and Non PP

Yr8 : 17% gap between PP and Non PP

Yr9: 26% gap between PP and Non PP

**English Subject Data for KS3 (2025 Summer Assessment Point)**

Yr 7: 0.3% gap between PP and Non PP

Yr8 : 17% gap between PP and Non PP

Yr9: 4% gap between PP and Non PP

**6. Improved numeracy fluency among disadvantaged students.**

Attendance for MyTutor sessions in 2023-24 will be a focus as those who took part in this demonstrated impact through assessment points.

The school have invested in Sparks Maths for KS3 homework..

**Maths Subject Data for KS3 (2023 Summer Assessment Point)**

Yr7: 22.2% gap between PP and Non PP

Yr8: 31.7% gap between PP and Non PP

Yr 9 31.9% gap between PP and Non PP

**Maths Subject Data for KS3 (2024 Summer Assessment Point)**

Yr7: 15% gap between PP and Non PP

Yr8: 23% gap between PP and Non PP

Yr 9 19% gap between PP and Non PP

**Maths Subject Data for KS3 (2025 Summer Assessment Point)**

Yr7: 18% gap between PP and Non PP

Yr8: 25% gap between PP and Non PP

Yr 9 29% gap between PP and Non PP

**7. A reduction in poor behaviour among disadvantaged students. To understand patterns of behaviour and learn how to control these positively.**

67% of suspensions in **2022-2023** were for disadvantaged students which is still excessively high.

58% for **2023-2024** which demonstrates a reduction but disadvantaged students are still over represented in these figures.

From 2023-2024 there was a more robust collaboration with the SEND team to explore unmet and unidentified SEND needs. As the cross over between SEND and PP is significant in suspensions.

There will be a closer collaboration with the Local Authority to utilise services available to students and families.

**2024-2025** 59% suspensions were for PP students (increased year groups and increased number of EHCP's and SEND students).

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Thinking Reading	Thinking Reading
Sparks Maths, English, Science	
TT Rockstars	
Seneca Learning	Seneca
Lexia	Lexia Learning
Rapid Read	
Accelerated Reader	

Therapeutic Thinking	
My Tutor	

**Further information (optional)**