

# Pupil premium strategy statement - Bentley Wood High School

This statement details Bentley Wood High 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                     |
|---|--------------------------|
| School name   | Bentley Wood High School |
| Number of Secondary pupils in school (current on roll)  | 1,165 (Year 7 –11)       |
| Number of pupil premium eligible pupils in school   | 338 (Year 7 – 11)        |
| Proportion (%) of pupil premium eligible pupils   | 29%(Year 7 – 11)         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024/25 – 2026/27        |
| Date this statement was published   | October 2025             |
| Date on which it will be reviewed   | September 2025           |
| Statement authorised by   | Ms N Akbar               |
| Pupil premium lead  | Mr K Robinson            |

## Funding overview

| Detail  | Amount                            |
|---|-----------------------------------|
| Pupil premium funding allocation this academic year   | £368,250                          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0                                |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £368,250<br>Funding is not pooled |

## Part A: Pupil premium strategy plan Statement of intent

### **Pupil Premium Statement of intent**

At Bentley Wood High School, we are unwavering in our commitment to ensuring that disadvantaged students receive a high-quality education that fosters both their academic achievement and personal development, equipping them for the varied opportunities, responsibilities, and experiences of later life. Our curriculum remains broad and ambitious, providing all students with access to a wide range of subjects and maintaining their choices for further study and future employment. Rooted in our whole-school ethos and CARE values, our core principle is that 'No child misses out'. We are determined that students' socio-economic backgrounds do not hinder their progress or potential, and we continually strive to close any gaps in attainment between disadvantaged students and their peers at Bentley Wood High School and nationally. Leaders and staff at Bentley Wood High School set consistently high expectations for all, with a particular focus on disadvantaged students. We prioritise early and accurate assessment of these pupils' needs and challenges, ensuring that barriers to their learning and well-being are swiftly identified and addressed. Through a continuous cycle of planning, action, and review, we provide prompt and effective support tailored to individual circumstances. Our approach is collaborative and inclusive: we work closely with disadvantaged pupils, their families, and relevant professionals, actively seeking and valuing their views and aspirations when making decisions about support. We also draw on specialist expertise when required, ensuring advice is fully integrated into the support provided for our disadvantaged learners. Bentley Wood High School's carefully considered pupil premium strategy for 2025-26 is grounded in robust evidence of effective practice and reflects our understanding of the unique challenges affecting eligible pupils in our school community. The leadership team recognises that the most effective way to address disadvantage is through consistently high-quality, inclusive teaching. Staff are highly skilled at identifying any additional support needs and ensuring that effective interventions are in place. We make reasonable adjustments where necessary, in line with our legal responsibilities, and carefully monitor and review these measures for ongoing impact. Our strategy also acknowledges the diversity of barriers that disadvantaged students may encounter. The plan is structured to remove these obstacles through a tiered approach: prioritising quality first teaching, followed by targeted support and wider pastoral interventions. Each section of the strategy is fully costed and rigorously evaluated to ensure maximum value and sustained positive impact for our students.

Key priorities for 2025-26:

- Maintain an outstanding quality of education through our broad and balanced curriculum, delivered by highly effective teaching, to ensure that disadvantaged students make excellent progress across all subjects. Implement thorough and robust assessment processes to swiftly identify any underachievement among disadvantaged students, enabling timely and targeted intervention.
- Accurate and robust assessment will ensure any underachieving students are identified quickly, enabling targeted intervention to be put in place to support their progress.
- Continue to provide exceptional pastoral care, supporting excellent behaviour and attendance. Disadvantaged students will be encouraged and enabled to fully participate in all curricular and extra-curricular opportunities open to them.

### **Monitoring evaluation and review**

Further to this, the school's robust half termly Monitoring, Evaluation & Review (MER) process will also play a vital role in monitoring the impact of the curriculum on the rapid progress of disadvantaged students. As part of both the pastoral and academic MER, leaders regularly review the progress of key groups of students to ensure they are making the required levels of progress, and where this is not the case are taking effective steps to address this. This continuous reviewing, monitoring, and adapting the curriculum ensures disadvantage students catch up rapidly.

## Challenges

Key challenges to achievement that Bentley Wood High School have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | When students enter the school, we scrutinise KS2 outcomes. Information is also collected from feeder schools. For disadvantaged students who have scores below the national average we want to ensure that they make rapid progress through the KS3 curriculum. This will then support them to catch up further with their peers at KS4.  |
| 2                | Evidence based teaching and tuition for years 9, 10 & 11 disadvantaged students, including those with SEND, who need the most support to gain further knowledge and skills through the curriculum to catch up with their peers. These strategies to include metacognition and retrieval practice. Progress data to inform students to be appropriately targeted. Professional development provided for teachers and support staff to further improve their implementation of the planned curriculum.   |
| 3                | Excellent attendance and punctuality have historically been a strength of the school. Nationally student absence has risen since the pandemic. We want to ensure through continued close working with families and high expectations that disadvantaged students have excellent attendance and punctuality to school. In addition to this, mental health and overall personal development particularly of disadvantaged students must remain a focus to support school attendance. Strategies to continue to be implemented to promote good mental health and to ensure that the numbers of disadvantaged students attending enrichment continue to rise and are high. |
| 4                | Historically Bentley Wood High School has had excellent attendance to parents' evenings. We want to build further on this by working with parents of disadvantaged students those who can be hard to reach.  |
| 5                | Recent economic disruptions have worsened socio-economic barriers for some families, particularly limiting disadvantaged students' access to essential IT resources. As digital learning becomes increasingly important, lack of a suitable device at home can hinder academic progress. To address this, the school's three-year strategy will invest in providing IT devices and support for these students, ensuring equal access to technology and helping all pupils achieve their potential.   |

## 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  |
|--|---|
| Through a well-planned, sequenced curriculum to maintain and exceed the high progress & attainment 8 scores for disadvantaged students by the end of KS4.  | <p>Progress 8 to be at least 1 or above for disadvantaged from 2026 to 2028</p> <p>Entry to EBacc, maintained at 95% and above for all students.</p> <p>Expected outcomes:</p> <ul style="list-style-type: none"> <li>• 4+ English and Mathematics - 82%</li> <li>• 5+ English and Mathematics - 67%</li> <li>• Entered for EBacc - 96%</li> <li>• Attainment 8 – 59.8</li> </ul> |
| To build on our ambitious curriculum ensuring that planning includes specific strategies to scaffold up for disadvantaged students. This means they know more and remember more which results in a | Half termly established Monitoring, Evaluation & Review programme provides evidence of the highest quality teaching that impacts on disadvantaged students knowing and  |

|  |   |
|--|---|
| <p>build-up of their knowledge. Implementation includes specific resources to support this to ensure end points for all students are aligned.</p> <p>Impact of the curriculum and targeted interventions ensures levels of literacy, oracy and reading sufficient to engage fully with their broad and ambitious curriculum.</p> | <p>remembering more. Differences between groups diminish. Subject knowledge is excellent, and Rosenshine's principles of learning are applied.</p> <p>Student focus groups with middle and senior leaders' evidence that disadvantaged students can recall knowledge and speak enthusiastically about their learning.</p> <p>Documented information from learning visits, specifically provide evidence about a well-planned sequenced curriculum that is ambitious for disadvantaged students and impacts positively on the development of their knowledge and skills.</p> <p>Internal assessments show that the gap in reading, and literacy levels is diminishing and there is a smaller disparity between disadvantaged and non-disadvantaged peers.</p> <p>Teachers and leaders also see the evidence of improvement through book scrutinies and when speaking with students about their learning.</p>                             |
| <p>To deliver well-targeted, high-quality tuition, both school-led and via external companies where appropriate, ensuring that disadvantaged students receive tailored academic support designed to address their specific learning gaps.</p>  | <p>Well-targeted, high-quality tuition plays a crucial role in closing gaps in knowledge for many disadvantaged students. By addressing specific learning needs and offering personalised support, tuition enables these pupils to catch up with their peers. As a result, disadvantaged students are empowered to achieve their best, with outcomes that reflect the high standards set across the school for all learners.</p> <p>This tuition will be flexible and responsive to individual needs, making use of trusted external organisations as well as leveraging the expertise of our own staff to maximise impact. Close monitoring and regular evaluation will ensure that interventions remain effective and adapt to the changing needs of pupils throughout the year.</p>  |
| <p>To achieve and sustain excellent attendance and punctuality is maintained by disadvantaged students.</p> <p>Ensure all students, including those who are disadvantaged, have full access to enrichment and careers guidance.</p>  | <p>Building on high attendance from previous years. Attendance of disadvantaged students 2025/26 to be 96% or in line with peers.</p> <p>Persistent absence of all students is below 10% and the figure among disadvantaged students being no more than 2% lower than their peers</p> <p>All students, including disadvantaged take part in at least one trip and/or enrichment during each academic year.</p> <p>Participation in enrichment grows year on year, particularly amongst disadvantaged students.</p> <p>Activities around promoting good mental health are particularly promoted for non-disadvantaged and disadvantaged students.</p> <p>Disadvantaged are fully represented in leadership responsibilities and receive an equal number of rewards to their peers.</p> <p>Work placements for disadvantaged students are rich experiences. Funding supports students to have access to a wider range of experiences.</p> |

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|--|--|
| Ensuring parents/carers of disadvantaged students are fully engaged with their daughter's education. | Attendance of disadvantaged students to parents evening is 96% and in line with their peers. Hard to reach parents/carers are in regular contact with the school-parent engagement records.  |
| To ensure that all students have equal access to an appropriate IT device to support their learning. | All students are provided with equitable access to information technology within the school environment, and the school implements an accessible and financially sustainable model to ensure that disadvantaged students have comparable access to technology at home. 100% of students have access to the IT in school and over 50% of disadvantaged students take up the scheme across the school initially. |

## Menu of approaches

Bentley Wood has structured its pupil premium strategy plan around the menu of approaches set out by the DfE to ensure its actions are robustly evidence-based and tailored to the needs of disadvantaged students. The school's approach is multi-layered, combining high-quality teaching, targeted academic support, and wider strategies, all underpinned by ongoing monitoring and evaluation. These strategies will be reference in the document under evidence that supports this approach.

| <b>3 tiers</b>                   | <b>Approaches you can implement</b>  |
|----------------------------------|--|
| <b>High-quality teaching</b>     | Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils  |
|                                  | Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback |
|                                  | Mentoring and coaching for teachers  |
|                                  | Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)                      |
|                                  | Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment   |
| <b>Targeted academic support</b> | One to one and small group tuition   |
|                                  | Peer tutoring  |
|                                  | Targeted interventions to support language development, literacy and numeracy  |
|                                  | Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND  |
|                                  | Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions  |
|                                  | Extended school time, including for summer schools   |
| <b>Wider strategies</b>          | Supporting pupils' social, emotional and behavioural needs   |
|                                  | Supporting attendance  |
|                                  | Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips   |
|                                  | Breakfast clubs and meal provision   |
|                                  | Communicating with and supporting parents  |

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address identified challenges.

### Section 1. Quality First Teaching

Budgeted cost - £107,128

| <b>Activity</b> | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
|-----------------|---|--------------------------------------|
|                 |   |                                      |

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|--|---|------------|
| <p><b>CPD for curriculum planning</b></p> <p>CPD days and department meetings throughout the year have dedicated time to review curriculum plans to meet individual needs with a focus on disadvantaged students. This ensures that each student has a broad and balanced curriculum tailored to their strength and interests as well as supporting CPD, recruitment and retention. The school's monitoring, evaluation, and review (MER) cycle systematically checks the impact of the CPD.</p> | <p>Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback</p>   | <p>1</p>   |
| <p><b>Collaborative planning</b></p> <p>To further develop teaching and curriculum planning, in line with the DfE and EEF guidance, by funding the provision for a representation of teachers to have additional joint planning time. Teachers share pedagogy and strategies with a focus on disadvantaged students and those with SEND.</p>   |   | <p>1</p>   |
| <p>The implementation of these plans is triangulated through our MER to ensure disadvantaged students progress well through the intended curriculum.</p>   | <p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</p>  | <p>1</p>   |
| <p><b>High Attainers St Johns Aspire</b><br/>Will focus on improving access and exposure of disadvantaged students to universities.</p>  |   |            |
| <p><b>Exam marking</b></p> <p>Will further develop teacher's subject knowledge which will in turn support their implementation of the curriculum.</p>  | <p>Notes</p>  | <p>1-5</p> |
| <p><b>Enrichment honorarium</b></p> <p>Will focus on further improving our enrichment provision, house system and DofE. Further improving engagement of disadvantaged students in enrichment.</p>  | <p>Some of these honorariums cross over into targeted intervention and wider strategies/</p>  |            |
| <p><b>Inclusion honorarium</b></p> <p>To further support:</p> <ul style="list-style-type: none"> <li>disadvantaged students who may have ADHD and/or autism at BWHS;</li> <li>vulnerable groups of students to develop social and life skills;</li> <li>exceptional inclusive practices in the classroom</li> </ul>  | <p>Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback</p> <p>One to one and small group tuition</p> |            |
| <p><b>Developing a Curriculum Oracy Strategy honorarium</b></p> <p>To explicitly develop teaching speaking, listening, and communication skills to improve academic outcomes, enhance wellbeing, and prepare students for life and employment.</p>   | <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>  |            |
| <p><b>Developing a Curriculum Reading Strategy honorarium</b></p>  | <p>Extra-curricular activities, including sport, outdoor</p>  |            |

|   |   |              |
|---|---|--------------|
| <p>To develop a framework that teaches students use become more effective readers by focusing on skills like reading fluency, comprehension, and active engagement with texts.</p> <p><b>Developing a Curriculum AI home learning strategy honorarium</b><br/>Exploring and implementing specific AI opportunities into the curriculum as the AI landscape continues to develop.</p>  | <p>activities, arts and culture, for example music lessons and school trips</p>   |              |
| <p>Continued investment in teaching staff at all stages of their careers to ensure the highest standards of quality first teaching are maintained and further development</p> <ul style="list-style-type: none"> <li>• ECT programme; to include training on disadvantaged students</li> <li>• National Professional Qualifications (NPQ's)</li> <li>• Whole school training software aimed at supporting teaching such as Microsoft Teams</li> <li>• Embedding three-part homeworks. Ongoing monitoring of home learning and intervention via 'Microsoft Teams' where appropriate to support successful completion for disadvantaged students</li> </ul> | <p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)</p>                      | <p>1 - 2</p> |
| <p><b>Subject knowledge CPD</b><br/><b>Subject reviews</b><br/>OFSTED published its subject reviews and its aim is 'that the reviews will support and inform those leading the thinking on subject education in our schools. Professionals from the education sector will also be able to see the research that is informing our conception of a high-quality education in a variety of subjects'.<br/>These subject reviews are informing the work carried out by departments which informs ongoing</p>  | <p>Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback</p> | <p>1 - 2</p> |

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| curriculum development with a focus on disadvantaged students  |  |            |
| <p><b>IT strategy – supporting disadvantaged students with 1:2:1 device</b></p> <p>Bentley Wood High School is in the process of transitioning to every student having their own laptop device to support with their learning. To support disadvantaged families to access this provision we are ensuring that any student whose family cannot sign up can use a device at school and therefore not be disadvantaged. Families whose daughter is categorised as pupil premium, will receive a reduced contribution rate so that they can take the device home at the end of the day.</p>               | Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment | 1 -2 and 5 |
| <p><b>Transition – bridging work</b></p> <p>To ensure that students continue to learn over the summer holidays between specific years, they are required to complete bridging work in each subject. Bridging work is set for the following transition points:</p> <ul style="list-style-type: none"> <li>• Year 10 to 11</li> <li>• Year 11 to 12</li> </ul> <p>On returning to school in September this transition work is assessed by teaching staff and recorded on Arbor. This is then followed up with by the HOY/HOD where necessary to ensure students are making a good start to the year.</p> | Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment | 2          |

## Section 2. Targeted academic support

Budgeted cost - £200,664

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Specific subject interventions and support for disadvantaged students' years 7-11</b></p> <p>Additional funding for specific departmental and/or pastoral initiatives/intervention. HOD / HOY submit a 'Disadvantaged Student 'bid outlining the: initiative/intervention; students; cost; short term impact and medium-term impact. Each request is reviewed by the collaborative committee before approval.</p>    | Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND | 1-5                           |
| <p><b>Transition – reading books for new Yr 6</b></p> <p>All new students transitioning from their primary school to Bentley Wood were sent a reading book and a learning journal book to complete during the summer holidays. This initiative is aimed at assessing the literacy levels of students coming into the school, as well as ensuring that students are continuing with their reading over the summer break</p> | Targeted interventions to support language development, literacy and numeracy                     | 1-2                           |
| <p>Improve the literacy, numeracy, and reading ages of disadvantaged students from their starting points. To provide bespoke tuition for individual students.</p> <ul style="list-style-type: none"> <li>• Fresh start phonics programme</li> </ul>  |   |                               |

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Year 7 and 8 disadvantaged students receive support through the Educake program each Monday, Tuesday, and Thursday.</li> <li>Year 7 and 8 numeracy support</li> <li>Specialist English tutor employed to work with students to support with their literacy (at Key Stage 3) and their English Language and Literature GCSEs (at Key Stage 4).</li> <li>Early stage EAL students supported through small group literacy and TA support.</li> <li>Embed reading across the curriculum to raise ambition</li> <li>Thursday, P8 Mathematics for Year 11 students.</li> </ul> <p>Library assistant to support extended opening hours in the week and weekend</p> | <p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</p> <p>Targeted interventions to support language development, literacy and numeracy</p> <p>One to one and small group tuition</p> | 2 |
| <p><b>Small group tuition</b></p> <p>Students in Years 7 to 11 targeted for support via 1 to 8 small group tuitions aimed at supporting disadvantaged students and helping them catch-up on missed learning and close the attainment gap. Students have been identified in collaboration with HODs. Tuition delivered by teaching staff. In x15 1hr session blocks. Students supported with resources to help boost their chances of exam success.</p>   | <p>One to one and small group tuition</p>   | 2 |

### Section 3. Wider strategies

Budgeted cost - £60,458

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Supporting students emotional and social needs, including regulating behaviour strategies<br/>Pastoral Support Plans for disadvantaged students. Strategies include:</p> <ul style="list-style-type: none"> <li>Counselling.</li> <li>Mentoring</li> <li>Lunchtime walks</li> <li>Meeting with mental health Ambassadors</li> <li>Meeting with HOY/Deputy HOY</li> <li>Safer schools' officer</li> <li>Breakfast club</li> </ul> <p>Bentley Wood High School has also been involved with Public Health Questionnaires for Harrow.</p> | <p>Supporting pupils' social, emotional and behavioural needs</p> <p>Breakfast clubs and meal provision</p> | 3 - 4                         |

|   |   |          |
|---|---|----------|
| <p>Maintain and further improve excellent attendance. No disadvantaged students will be persistently absent (less than 90%)</p> <p>School Attendance officer<br/>To monitor and track attendance across the school, supporting families to improve attendance and punctuality. Building links with the vulnerable hard to reach families to establish.</p> <p>Deputy HOYs to target and intervene with students who have poor punctuality.</p> <ul style="list-style-type: none"> <li>• Fortnightly attendance meeting with pastoral leadership teams, attendance data analysed, interventions evaluated.</li> <li>• Individual attendance action plans for vulnerable students.</li> <li>• Attendance and punctuality panels.</li> <li>• Attendance and punctuality weekly SLG agenda item</li> <li>• Attendance and punctuality letters.</li> <li>• Attendance officer and pastoral teams contact students whenever there is an unexplained absence.</li> <li>• Budget for attendance rewards.</li> </ul> | <p>Supporting attendance</p>  |          |
| <p>Ensure that finance is not a barrier for participation in school activities.</p> <p>All disadvantaged students receive subsidised music sessions.</p> <p>School trip and resources grants<br/>Supporting students to develop an in-depth interest in a subject or activity. Supporting disadvantaged students with finance to enable them to purchase resources (i.e., food teach, arts resources, books etc.)</p> <p>Participation in trips and activities contributes to a student's participation and self-esteem. Supporting disadvantaged students with finance to enable them to take part in trips and activities. School financial support is usually 50% of the trip cost, however this is assessed on an individual basis and on the total cost of the trip if it exceeds £100.</p> <p>Specific British Sign Language club for x15 students</p>  | <p>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</p> | <p>5</p> |
| <p>Parental engagement<br/>Schools and parents have a shared interest in doing the best for their children. Using the recommendations from the EEF report on improving parental engagement, leadership training took place to improve understanding and increase communication. To arrive at the EEF recommendations, the best available international research was reviewed and consultation with teachers and other experts took place.</p>   | <p>Communicating with and supporting parents</p>  | <p>4</p> |

## Total pupil premium budgeted cost - £368,250

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes (based on SISRA so may change when DFE is released)

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year where 29.4% of the cohort are classed as disadvantaged.

Progress 8 for disadvantaged students in 2024-25 is 0.57, demonstrating sustained impact over the last three years. The following key performance measures for disadvantaged students:

- Progress 8 Disadvantaged 0.57
- Attainment 8 Disadvantaged 5.22
- Av EBacc APS Disadvantaged 4.86
- % Disadvantaged attaining 5+ EBacc 26.2% (TBC once DFE data published)

Disadvantaged students at Bentley Wood high School achieve better outcomes in all measures compared to all students nationally.

Bentley Wood High School has historically been in the top 20% of school in the country for attendance. Overall attendance in 2024-25 was higher than in preceding year at 93.1% (91.7% for Pupil premium), it was higher than the national average at 91.3% for all students' secondary schools. The attendance of disadvantaged students was also higher than other schools nationally. It is acknowledged that the attendance of disadvantaged students was below that of their peers at the end of 2024-25. As a result, ensuring excellent attendance for all groups of students continues to be a school priority in 2025-26.

Throughout the school year 'pupil premium' funding supported leaders in providing further targeted support to disadvantaged students, those with SEND and students with safeguarding concerns. Through our whole school monitoring, evaluation and review (MER) cycle we have ensured that quality first teaching, targeted support and wider support strategies have been implemented effectively and continue to have an impact on all disadvantaged students.

Year 7, 9, and 12 students received IT devices to aid learning. MER and external reviews reported improved classroom engagement. Over half of disadvantaged students' families joined the scheme, enabling home use of the devices.

154 education events took place in the academic year 2024-25. Disadvantaged students were proportionally represented in these activities.

## Externally provided programmes

*Names of any non-DfE programmes purchased in the previous academic year.*

| Programme               | Provider |
|-------------------------|----------|
| Online tutoring service | MyTutor  |

Appendix 1

### Student achievement overtime

|                     |                   | <b>2025</b>        | <b>2024</b>        | <b>2023</b>        | <b>2022</b> | <b>2019</b>         |
|---------------------|-------------------|--------------------|--------------------|--------------------|-------------|---------------------|
| <b>Basics 9-4</b>   | Non disadvantaged | <b>86.5</b>        | <b>81.5</b>        | <b>81.3</b>        | 87.4        | <b>86.6</b>         |
|                     | Disadvantaged     | <b>66.2</b>        | <b>70</b>          | <b>71.7</b>        | 68.9        | <b>63.6</b>         |
|                     | Gap               | <u><b>20.3</b></u> | <u><b>11.5</b></u> | <u><b>9.6</b></u>  | 18.5        | <u><b>23.0</b></u>  |
| <b>Basics 9-5</b>   | Non disadvantaged | <b>68.6</b>        | <b>61.7</b>        | <b>66.7</b>        | 76.8        | <b>66.9</b>         |
|                     | Disadvantaged     | <b>47.7</b>        | <b>43.3</b>        | <b>50.9</b>        | 55.7        | <b>33.8</b>         |
|                     | Gap               | <u><b>20.9</b></u> | <u><b>18.4</b></u> | <u><b>15.8</b></u> | 21.1        | <u><b>33.1</b></u>  |
| <b>Attainment 8</b> | Non disadvantaged | <b>61.14</b>       | <b>57.6</b>        | <b>59.09</b>       | 65.37       | <b>61.53</b>        |
|                     | Disadvantaged     | <b>52.19</b>       | <b>51.9</b>        | <b>51.65</b>       | 55.57       | <b>50.64</b>        |
|                     | Gap               | <u><b>8.95</b></u> | <u><b>5.7</b></u>  | <u><b>7.44</b></u> | 9.8         | <u><b>10.89</b></u> |

## Further information (optional)

*Please see individual impact analysis for departmental/pastoral pupil premium applications.*