



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It is a three-year strategy, revised from 2022-25 covering the period from 2025-26 to 2027-28.

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	CAMPSMOUNT
Number of pupils in school	722
Proportion (%) of pupil premium eligible pupils	269 - 37%
Proportion (%) of PP Targeted FSM	175 - 24%
Proportion (%) of PP Expanded FSM	113 -16%
Academic year/years that our current pupil premium strategy plan covers	2025-26 to 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	Sept 2026 & 2027
Statement authorised by	JPR
Pupil premium lead	SMO
Governor / Trustee lead	Jean Pickerill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 313, 460
Recovery premium funding allocation this academic year	£ 0
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	£ 313, 460

Part A: Pupil Premium Strategy Plan

Statement of intent

- The Leger Education Trust and Campsmount Academy are committed to ensuring that all students have the support and opportunities they need to achieve their full potential. We believe that every young person, regardless of background, should have access to the highest standards of education.
- With 37% (269/722) of our cohort being Pupil Premium, the additional funding provided to help disadvantaged pupils of all abilities perform better and close the attainment gap between them and their peers is crucial.
- Funding is allocated based on the number of students on roll who meet the eligibility criteria for free school meals (FSM), are looked after/in care (LAC), or are children of service personnel.
- 295 children are eligible for FSM.
- Currently on roll, we have 24% of the Pupil Premium cohort categorised as 'Targeted FSM' (175) and a further 16% of Pupil Premium students are in the Expanded cohort (113).
- Expanded FSM students receive support towards their school meals only. Targeted FSM students receive additional funding. However, it is not required to be spent on individual students who meet the eligibility criteria. Instead, it is directed towards strategies that support this group of students, alongside others from lower income families, so that they are provided with the same opportunities and can make the same progress as their peers.

Our aims are to:

- Effectively identify the needs of all Pupil Premium students, through placing them onto accurate and effective pathways.
- Through effective identification, we can then tailor our support to address key barriers for students.
- Improve the achievement of all students across the school and secure consistency across all subject areas and Key Stages.
- Provide a high-quality, inspirational curriculum that accelerates learning and progress for every student.
- Guarantee access to outstanding education so that all students develop the skills needed for their next steps.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Literacy
3	Academic Achievement
4	Aspirations – to include behaviour, career and well-being support

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025-2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Challenge 1: Attendance	
To improve the attendance of our PP students, with a particular focus on students who are	- The gap between Non-Pupil Premium and Pupil Premium students' attendance continues to narrow year on year through the use of watchlists to respond swiftly to students' attendance needs. - Pupil Premium students involved in the mentoring programme have improved attendance.
Challenge 2: Literacy	
To improve PP students' ability to read with confidence, fluency and comprehension, with a particular focus on KS3	The gap between PP and Non-PP Standard Reading Ages reduces year by year.

	• KS3 PP students accessing Lexia perform well in relation to their starting points, achieving a secure understanding of grammar, word study and comprehension. • PP students accessing phonics graduate the programme swiftly and with success.
Challenge 3: Academic Achievement	
To reduce the achievement gap between PP and Non-PP students across all subjects, particularly in English and Maths, with a focus on KS4.	• The achievement gap (P8 and A8) between KS4 PP and Non-PP students reduces across all subjects on an annual basis. • Pupil Premium Pathways are consistently integrated in staff's practice, triangulated through lesson drop ins, books looks and students' outcomes. • They support with identification of need and addressing students' barriers.
Challenge 4: Aspirations – to include behaviour, career and well-being support	
To raise the aspirations of our PP students, with a particular focus on careers, extra-curricular activities and mental health and wellbeing	• Attendance of PP students to extra-curricular activities increases year on year. • All PP students engage with The Secondary Entitlement Offer. • Visits to further and higher education is calendared and PP student uptake is high, particularly those in Pathway 4. • Students' Attitude to Learning data is positive. The gap between PP and Non-PP narrows year on year. • Student voice shows improvement in relation to how much students enjoy school. This includes an improvement in wellbeing and a sense of belonging.

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: **£185,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring there is capacity in staffing to ensure challenges can be effectively addressed. This includes: • Classroom Support • Leader of Personal Development • Attendance Team – 3 staff • Non-teaching pastoral lead in every year group. • 3 Progress Leaders • 3 Heads of House • Key provision leads for Student Services, Link, Star and Achieve • ClassCharts to track and monitor PP students' achievements, attendance and behaviour	RISE attendance improvement - GOV.UK Working together to improve school attendance - GOV.UK 'Improving attendance is everyone's business'. This key message is evident in literature detailed above; ensuring key stakeholders are in place across the school supports overcoming barriers and improves students' academic achievement. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ Additional classroom support can further improve vulnerable students' outcomes. Inclusion bases in schools Inclusion bases can support students' attendance to school and subsequent academic achievement through teaching and support that bridges gaps in knowledge.	1, 2, 3, 4
Effective Teaching and Learning/ Addressing Barriers/ Raising Achievement: • High quality, inclusive, adaptive and responsive teaching focus of CPD for all staff. With emphasis on universal	Effective Professional Development EEF Guide to Inclusive Teaching EEF Universal approaches EEF	2,3

approaches, as well as adaptations and intervention. • Use of visualisers to support guided practice, scaffolding and modelling. • ACE teaching and learning strategies. These include a focus on cold-calling, Active Observation, live marking and the use of whiteboards (hinge questions). • Inclusive by Design and Accessible by Default-focus on resources being fit for purpose and barriers being removed for students. • Use of technology to enhance teaching and learning. This includes: • use of Microsoft Teams for homework and revision materials; • Carousel Learning, Sparx Maths and Reader for homework • GCSE Pod for Y11 students to support independent revision and internal provision at the academy. • Introduction of Pupil Premium passports onto ClassCharts for more effective dissemination of strategies to support disadvantaged students • All PP students placed on a Pathway (1-4) depending on attitude to learning, reading age, attendance and progress data.	Adaptations and additional support EEF Continuous professional development to improve teaching staff's practice is said to improve students' outcomes significantly. Universal and targeted approaches and knowing when to implement them empowers staff to positively impact on students' achievement. The EEF Guide to the Pupil Premium EEF	
Improving Literacy Skills:	Systematic synthetic phonics (SSP) teaching programme validation - GOV.UK	2,3

• Fresh Start Phonics and Reading Fluency intervention delivered by specialists/ English staff trained in Reciprocal Reading strategies. • FFT Reciprocal Reading and Fluency Sessions delivered by the English department • Dyslexia friendly texts purchased to enhance the Personal Development curriculum and whole school reading strategy during Aspire time.	Phonics EEF Improving Literacy in Secondary Schools EEF FFT Reciprocal Reading EEF Reading comprehension strategies EEF EEF Improving literacy in secondary schools provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. EEF Literacy in Secondary Education Guidance and 'Reading Comprehension' as effective teaching and learning strategy from 'Toolkit'. Professor Jessi Rickett's DfE Reading CPD. Supporting all readers in secondary school - GOV.UK Ensuring that staff are clear about the science of reading, its complexities and how they can support all learners, is a strong lever in improving all students' reading skills. Whilst specialised intervention is important, high impact teaching and learning in the classroom is also highly impactful.	
---	--	--

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

Budgeted cost: **£64,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

KS3– range of small group interventions during tutor time, covering Aspire groups, SEND groups (Social Skills, THRIVE, homework support, handwriting intervention)	EEF guidance suggests small group tuition is effective for delivering +5 months progress on average. This strategy is based on the findings from the EEF toolkit which found that small group tuition is effective on increasing disadvantaged pupils' attainment. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
Targeted KS4 Intervention Programme (Aspire Intervention-English, Maths and Science), including tutor time and after school sessions Online homework platforms-Carousel, Sparx Vocabulary Wise-Online support for Y10 students to develop vocabulary knowledge Y11 Parent Student Revision Evening Y11 Careers and Progression Evening	EEF guidance suggests small group tuition is effective for delivering +5 months progress on average. Homework EEF	1, 2

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

Budgeted cost: **£64,230**

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Social and Emotional Learning, including ASPIRE programme, Social Skills interventions. House System	EEF guidance suggests interventions which target social and emotional learning (SEL) and seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, on average, have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Social and emotional learning EEF	1, 4
Attendance support, including Attendance Officer and Family Liaison Officer	Increased attendance can improve the educational outcomes for disadvantaged pupils as found in the DfE report: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE- RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf RISE attendance improvement - GOV.UK Working together to improve school attendance - GOV.UK Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.	1.4
Behaviour support, including well-being support through pastoral support programme	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies The EEF toolkit shows that targeting emotional issues can have a moderate impact of attainment.	1,4

	https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/social- and-emotional-learning-strategies/Parental engagement EEF	
--	--	--

Total budgeted cost: £313, 460

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 2025 to 2026 academic year.

1. Improve the attendance of our Pupil Premium students

	2023-2024	2024-2025	2025-2026
Pupil Premium Attendance	81.05% (Non-PP TBC)	82.2% (Non-PP 92.8%)	82.7% (Non-PP 92.9%)

Overall trend

Attendance is consistently improving year on year for Pupil Premium students, showing a positive upward trajectory across the three academic years. However, there is still a significant gap between Non-Pupil Premium students’ attendance and those who are Pupil Premium.

SOME GOOD PROGRESS MADE

Next steps 2026-2027:

- To sustain momentum, the focus needs to continue to shift from universal strategies to targeted, individualised support, identifying students’ patterns in behaviour in relation to attendance and supporting them to overcome barriers.
- Continued implementation of Watchlists, categorising students on the basis of need, priority and urgency as well as Golden Hours and earlier, daily intervention including:

- AM home visits
- PM calls and preparation for the following day
- Approximately 5–25 PM calls per day
- Adopt a forensic approach to Y11 Pupil Premium attendance, identifying barriers to attending early and intervening as swiftly as possible, in liaison with all relevant stakeholders.
- Engagement with the Department for Education’s RISE school will further add capacity to secure greater gains in attendance.

2. To improve the literacy of our Pupil Premium students.

- All students are assessed periodically across the academic year using a Norm-Reference Test.
- Students scoring more than one standard deviation below 100 (85) are screened for Phonics and are placed on our Lexia Intervention programme.

Standard Age Scores SUM 25-26/ AUT 26-27:

AUT 1 (2026)	Whole Cohort Average Standard Age Score	Non-PP	PP
Year 7	99	100	99
Year 8	97 (96)	101 (101)	92 (92)
Year 9	98 (97)	102 (103)	92 (90)
Year 10	100 (98)	99 (99)	95 (95)
Year 11	102 (101)	107 (107)	94 (93)

- The AUT1 norm-referenced data provides a positive picture of attainment across the school, with the whole-cohort Standard Age Scores broadly at or above the national mean. Maintaining a norm reference score is progress in itself as the challenge increases in response to curriculum demands each year.
- The stability evident in this data highlights how work to keep up is having impact, with some examples of exceeding previous achievement across certain year groups.
- The strongest whole-cohort outcomes are evident in Year 10 (100) and Year 11 (102), with Year 11 also showing an improvement from 101 in the previous year.
- A key strength is the stability and improvement of outcomes for Pupil Premium pupils.
- Year 7 Pupil Premium pupils have entered with a strong starting point. It is important that we continue to maintain this.
- Across Years 8–11, Pupil Premium outcomes have been maintained, with Year 11 improving from 93 to 94.
- The data also indicates strong outcomes for non-Pupil Premium pupils, particularly in Year 11, where the current SAS of 107 is significantly above the national mean. Overall, the data suggests that attainment is strengthening through the school, with the older cohorts demonstrating particularly positive norm-referenced outcomes, most likely due to experiencing the reading and literacy offer consistently now since entering in Year 7.
- The key strength is therefore the combination of improving whole-cohort outcomes, strong Year 10 and Year 11 performance, and evidence of improvement or stability for Pupil Premium pupils.

Lexia Performance 25-26:

Group	With data	% Progressed	Progressed	Total	PP	PP % progressed
7A3	19	100%	19	22	17	100%
8A3	15	93%	14	16	9	89%
8B3	16	88%	14	16	8	88%

Group	With data	% Progressed	Progressed	Total	PP	PP % progressed
9A3	15	93%	14	15	5	100%
9B3	17	88%	15	17	7	86%
Total	82	92%	76	86	46	92%

1. PP pupils are benefiting from Lexia

- 46 out of 50 PP pupils are progressing.
- This gives a 92% PP progression rate, identical to the overall rate.
- This is evidence that the current Lexia intervention is having a positive impact on PP students' engagement and progress, based on this measure.

2. The strongest PP outcomes are in 7A3 and 9A3

- **7A3:** 17/17 PP pupils progressing.
- **9A3:** 5/5 PP pupils progressing.
- These groups show particularly consistent PP progress, ensuring strong foundations are in place at the start of students' KS3 journey and equally, supporting our vulnerable Year 9 students to transition more effectively to the demands of the KS4 curriculum.

3. 8A3 and 9B3 warrant targeted monitoring

- **8A3: 9 approximately 10 PP pupils** are progressing (89% as reported).

- 9B3: **7/approximately 8 PP pupils** are progressing (86% as reported).
- The gaps are relatively small, but identifying the pupils who have not progressed would allow targeted intervention.

Overall, Lexia is demonstrating a positive impact on pupil progress. Overall, 92% of pupils with available data have progressed, with Pupil Premium pupils achieving the same 92% progression rate. This indicates that PP pupils are benefiting from the intervention at a comparable rate to the wider cohort. Progress is particularly strong in 7A3 and 9A3, while 8A3 and 9B3 should be monitored to identify individual pupils requiring additional support. Further work should focus on pupils who have not progressed and ensuring complete data coverage across the cohort.

Fresh Start Phonics 25-26:

Whole Cohort-(20)	PP-(18)
--------------------------	----------------

- 90% of the phonics cohort were PP
- All made progress from their starting points with only 5% of the cohort requiring further phonics intervention this academic year.
- All students receiving phonics will now continue to complete Lexia, as well as be screened using the Access Reading Test to ensure that they receive further support with the development of their reading skills.

GOOD PROGRESS MADE

Next steps 2026-2027:

- Continue to screen students upon entry and routinely across the academic year to identify students' reading needs.
- Use Access Reading Tests to diagnose reading need from a literacy, vocabulary and inference level and to inform more specific in class support.
- Continue to provide professional development on effective reading strategies to all staff.
- Incorporate reading strategies into daily practice, with a particular emphasis on supporting Pupil Premium students. Quality assure regularly.
- Develop students' fluency skills through dedicated Reciprocal Reading sessions in English lessons, so all students benefit from this approach.
- Ensure that Echo reading strategies are embedded in Y7 and Y8 Aspire lessons to allow for greater reading practice across the curriculum.
- Develop KS4 students' vocabulary knowledge to support access to academic texts such as Shakespeare and Dickens.

3. To raise the achievement of our KS4 Pupil Premium students (2025-2027)

Disadvantaged pupils - Overall A8

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2025	42	31.9	34.9	Close to average (non-sig)	50.4	-18.5	No meaningful change	32.6	
2024	58	30.8	34.6	Close to average (non-sig)	50.0	-19.2	No meaningful change	32.1	
2023	35	32.0	35.0	Close to average (non-sig)	50.3	-18.3	Not available	33.0	

Disadvantaged pupils - Overall P8

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2024	57	-0.73	-0.57	Close to average (non-sig)	0.16	-0.89	No meaningful change	-0.77	
2023	34	-0.69	-0.57	Close to average (non-sig)	0.17	-0.86	Not applicable	-0.74	
2022	50	-1.24	-0.55	Below (sig-)	0.15	-1.40	Not available	-0.73	Below (sig-)

Attainment 8:

- The Overall A8 data shows a broadly positive picture for disadvantaged pupils, particularly in 2025. The school's A8 score increased from 30.8 in 2024 to 31.9 in 2025, an improvement of +1.1. In 2026, the school's A8 was 30.0, a slight decrease in performance from the previous year. Comparisons to like schools is yet to be published. In 2026, non-disadvantaged A8 was 43.95.
- In 2025, the school was assessed as 'close to average' compared with national disadvantaged pupils, with the school score of 31.9 compared with a national disadvantaged average of 34.9. This indicates that the school remains within a similar performance range, with no statistically significant difference indicated. Additionally, in similar schools, the performance difference was marginal.
- The gap between disadvantaged pupils and national non-disadvantaged pupils narrowed from -19.2 in 2024 to -18.5 in 2025. Although the gap remains significant, this represents a +0.7 improvement in the latest year.
- There is also evidence of improvement when compared with similar disadvantaged schools. The gap reduced from approximately -1.3 in 2024 (30.8 compared with 32.1) to -0.7 in 2025 (31.9 compared with 32.6).

Progress 8:

- The Overall P8 data demonstrates a particularly clear improving trend over the three-year period shown.
- The school's P8 score improved substantially from -1.24 in 2022 to -0.73 in 2024, representing an improvement of 0.51 points.
- The gap compared with national disadvantaged pupils reduced considerably, from -0.69 in 2022 to just -0.16 in 2024. This means that the school has moved much closer to national disadvantaged performance.
- This has continued in 2026 with students achieving a Progress 8 score of -0.49.
- In 2022, the school was significantly below the national disadvantaged comparator, whereas by 2024 the data describes the performance as 'close to average', demonstrating a clear positive shift.
- The comparison with similar disadvantaged schools has also improved markedly. In 2022, the school's score of -1.24 was around 0.51 points below the similar-school average of -0.73. By 2024, the school score of -0.73 was slightly above the similar-school average of -0.77.
- Although there was a small movement from -0.69 in 2023 to -0.73 in 2024, the 2024 figure remains substantially stronger than the 2022 position and is described as close to the national disadvantaged average.
- The P8 data provides strong evidence of sustained improvement in disadvantaged pupils' progress. Over the three-year period, the school has moved from being significantly below national disadvantaged performance to being close to the national disadvantaged average, while also moving from below to slightly above the performance of similar schools.

Disadvantaged pupils - English and maths grade 4 plus

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2025	42	38.1%	43.8%	Close to average (non-sig)	73.1%	-35.0	No meaningful change	38.8%	
2024	58	34.5%	43.4%	Close to average (non-sig)	72.8%	-38.3	Narrowing	37.6%	
2023	35	20.0%	43.4%	Below (sig-)	72.8%	-52.8	Not available	38.4%	Below (sig-)

Disadvantaged pupils - English and maths grade 5 plus

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2025	42	23.8%	25.8%	Close to average (non-sig)	53.1%	-29.3	No meaningful change	20.5%	
2024	58	20.7%	25.8%	Close to average (non-sig)	53.1%	-32.4	No meaningful change	20.1%	
2023	35	17.1%	25.2%	Close to average (non-sig)	52.4%	-35.3	Not available	19.9%	

English and Maths Basics:

- The performance of disadvantaged students in achieving both a 4+ in English and Maths has improved over the three year trend, with performance being largely in line with like schools.
- More positive performance is evident at Grade 5+, with a consistent three year trend, sustained in 2026 too.

English:

Disadvantaged pupils - English grade 4 plus

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2025	42	57.1%	56.3%	Close to average (non-sig)	81.3%	-24.2	No meaningful change	51.6%	
2024	58	51.7%	55.9%	Close to average (non-sig)	81.2%	-29.5	No meaningful change	50.3%	
2023	35	45.7%	56.0%	Below (non-sig)	81.3%	-35.6	Not available	50.9%	

Disadvantaged pupils - English grade 5 plus

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2025	42	42.9%	41.3%	Close to average (non-sig)	67.9%	-25.0	No meaningful change	35.7%	Above (non-sig)
2024	58	41.4%	40.6%	Close to average (non-sig)	67.4%	-26.0	No meaningful change	33.6%	Above (non-sig)
2023	35	40.0%	40.4%	Close to average (non-sig)	67.7%	-27.7	Not available	34.9%	

- Disadvantaged students' performance in English has improved over the three years. This picture has continued in 2026.
- When comparing to like schools, disadvantaged students in our academy are performing better.
- Whilst the gap still remains, progress is evident.

Maths:

- The performance of Grade 4+ and Grade 5+ in maths remains an area of focus for the academy.
- Although there is an improving picture, students' performance is not above national or like school averages.

Disadvantaged pupils - Maths grade 4 plus

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2025	42	38.1%	49.8%	Below (non-sig)	77.7%	-39.6	No meaningful change	45.5%	Below (non-sig)
2024	58	36.2%	49.4%	Below (sig-)	77.4%	-41.2	Narrowing	44.8%	Below (non-sig)
2023	35	25.7%	49.6%	Below (sig-)	77.5%	-51.8	Not available	45.6%	Below (sig-)

Disadvantaged pupils - Maths grade 5 plus

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
2025	42	23.8%	31.0%	Close to average (non-sig)	59.2%	-35.3	No meaningful change	26.0%	
2024	58	22.4%	31.0%	Close to average (non-sig)	59.2%	-36.8	No meaningful change	25.2%	
2023	35	17.1%	30.3%	Below (non-sig)	58.1%	-41.0	Not available	25.2%	Below (non-sig)

SOME GOOD PROGRESS MADE

Next steps 2026-2027:

- Whilst pupil premium performance is improving, the gap with compared to non-pupil premium peers is still evident.

Addressing underachievement in maths:

- In particular, a greater focus is required on the achievement of Grade 4/5+ in Maths at GCSE.
- Student cohorts will continue to be selected for Aspire intervention with Maths specialists.
- Groupings will be closely monitored and changes will be made in response to students' achievement data.
- Student performance in PPEs will be closely monitored, as well as homework completion, AtL and attendance to school so prompt interventions can be put in place to safeguard progress.
- A similar approach will be taken in Humanities and Science, where the performance of students needs to improve.

Supporting pupil premium students:

- Year 11 Pupil Premium students will have academic mentors and will receive revision materials, as well as access to online platforms such as GCSE Pod, Carousel and Sparx Maths. Students' completion on these platforms will be closely monitored.
- A greater focus on remembering more will be at the centre of the Achievement strategy. Students will complete additional low-stakes formative assessments in Maths, Science, Humanities and Literature to support them to learn and remember more.
- Progress RAG meetings will be scheduled after these assessments take place to ensure that interventions are swift and responsive.

4. To raise the aspirations of our PP students, with a particular focus on careers, extra-curricular participation and mental health and wellbeing

Extra-Curricular Engagement:

- In 2025-2026, **22%** of disadvantaged students participated in an extra-curricular activity.
- This is below our whole school proportion (**37%**) and therefore requires further intervention.

Careers:

- **All** Year 11 disadvantaged students received one to one careers advice.
- **All** Year 10 disadvantaged students participated in Work Experience.
- **A cohort (50)** of Y10 disadvantaged students visited Selby College and Outwood Adwick.
- Disadvantaged students participated in a range of programmes: Discover Us for Year 9 Pupil Premium students.
- In **Y8 and Y9, 35%** of pupil premium students participated in the STEM Challenger Day with Draxx.
- Across **all** years, students received careers assemblies (at least once per term).

Mental Health and Wellbeing:

- Students have access to a Wellbeing Hub, staffed by trained counsellors.

- The Personal Development curriculum includes a strong focus on mental health and wellbeing.
- During form time, students read every week with their tutors and discuss important issues in the following oracy session.

Next Steps:

- To ensure that our disadvantaged students receive access to a broad range of extra-curricular activities, develop the 'Secondary Entitlement Offer', for every student, every year, to increase the proportion of wider activities they get to participate in.
- This includes 7 pledges each year that supports all students, but particularly those who are disadvantaged to participate in leadership activities, as well as life skills, cultural events, employer encounters and community activities.

SOME GOOD PROGRESS MADE

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
Lexia Strategies	Lexia UK
Sparx Reader	Sparx
Sparx Maths	Sparx
GCSE Pod	Access Education
Carousel	Carousel Learning
Class Charts	TES Global Ltd
WALKTHRUS	WALKTHRUS
Iris Connect	Iris

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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