Pupil premium strategy statement – The Roundhill Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	687
Proportion (%) of pupil premium eligible pupils	154 (22.42%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Natalie Teece
Pupil premium lead	Abigale Wileman
Governor / Trustee lead	Liz Moore and Gill Hussey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,550
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*	£ 165,550

Part A: Pupil premium strategy plan

Statement of intent

At The Roundhill Academy, we are committed to ensuring that all pupils receive a high-quality education, regardless of background or circumstance. We recognise that pupils eligible for Pupil Premium funding may face additional barriers to learning, and we are determined to address these through inclusive, adaptive practice, strong culture, and high expectations for all.
The intention of this Pupil Premium Strategy is to set out how we use additional funding to support disadvantaged pupils to achieve well, attend regularly, behave positively, and feel safe, valued, and included within our school community.

Our approach reflects our collective values:
Nurture – by forging consistent routines, building resilience and providing a safe and welcoming school environment.
Enrich – by providing tailored enrichment reflecting diversity and promoting cultural awareness and opportunities beyond the taught curriculum.
Inspire – by providing an aspirational and thought-provoking Curriculum with opportunity for every individual within our school community to flourish.
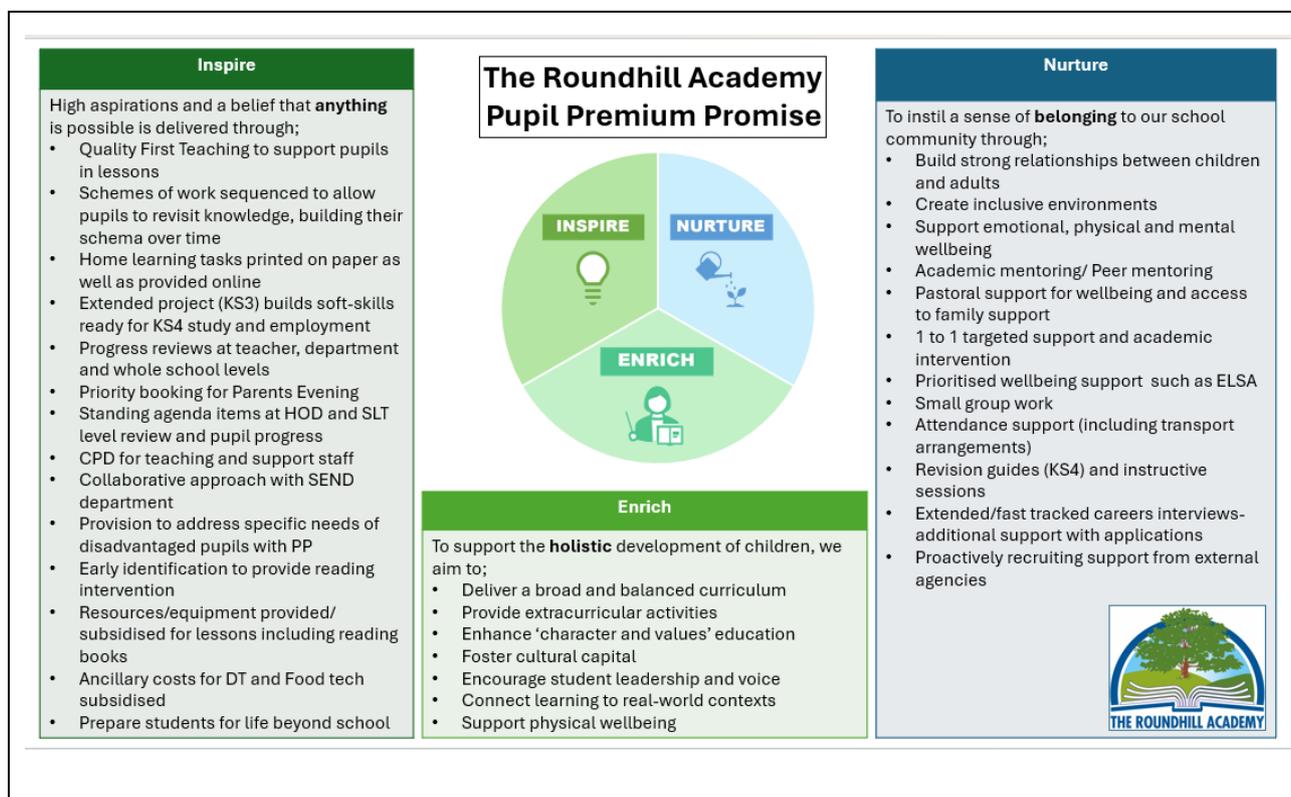
Objectives

The Pupil Premium funding enables us to positively discriminate our children from disadvantaged backgrounds and helps to enhance their educational experience and achievements. Our priority is to narrow the gap in achievement between our pupil premium and non-pupil premium children as well as reducing the gap of pupil premium children at TRA with those nationally.

Strategy

To raise attainment for disadvantaged pupils through high-quality teaching, strengthened by positive and trusting relationships with pupils and their families. We prioritise strong attendance and punctuality, positive behaviour, and a deep sense of belonging as essential foundations for learning, alongside a sustained focus on developing pupils' literacy across the curriculum. Targeted academic and pastoral support is used to remove individual barriers while maintaining ambitious expectations for all. We also provide high-quality careers education, information, advice and guidance (CEIAG) and enrichment opportunities to raise aspirations and support successful progression. Through the consistent implementation of the Roundhill Promise, disadvantaged pupils experience a rich, inclusive and aspirational education that enables them to thrive and narrows the gap with their peers.

The Roundhill Academy Pupil Premium Promise

Inspire

High aspirations and a belief that **anything** is possible is delivered through;
- Quality First Teaching to support pupils in lessons
- Schemes of work sequenced to allow pupils to revisit knowledge, building their schema over time
- Home learning tasks printed on paper as well as provided online
- Extended project (KS3) builds soft-skills ready for KS4 study and employment
- Progress reviews at teacher, department and whole school levels
- Priority booking for Parents Evening
- Standing agenda items at HOD and SLT level review and pupil progress
- CPD for teaching and support staff
- Collaborative approach with SEND department
- Provision to address specific needs of disadvantaged pupils with PP
- Early identification to provide reading intervention
- Resources/equipment provided/ subsidised for lessons including reading books
- Ancillary costs for DT and Food tech subsidised
- Prepare students for life beyond school

Nurture

To instil a sense of **belonging** to our school community through;
- Build strong relationships between children and adults
- Create inclusive environments
- Support emotional, physical and mental wellbeing
- Academic mentoring/ Peer mentoring
- Pastoral support for wellbeing and access to family support
- 1 to 1 targeted support and academic intervention
- Prioritised wellbeing support such as ELSA
- Small group work
- Attendance support (including transport arrangements)
- Revision guides (KS4) and instructive sessions
- Extended/fast tracked careers interviews- additional support with applications
- Proactively recruiting support from external agencies

Enrich

To support the **holistic** development of children, we aim to;
- Deliver a broad and balanced curriculum
- Provide extracurricular activities
- Enhance 'character and values' education
- Foster cultural capital
- Encourage student leadership and voice
- Connect learning to real-world contexts
- Support physical wellbeing

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** Quality First Teaching is our core priority. To secure strong attainment for all pupils, we will continue to strengthen and refine our QFT practice. As a whole-school approach, we will further develop the use of formative assessment to inform teaching and ensure every learner receives the support they need
2	**Attendance and punctuality** Raise attendance rates for all pupils, especially our disadvantaged pupils. The attendance of disadvantaged pupils is below that of non-disadvantaged pupils.
3	**Behaviour** The number of suspensions for disadvantaged pupils is high. For all pupils to feel they belong at TRA, we need to consistently ensure that children feel safe, nurtured and encouraged to thrive.
4	**Literacy** Reading ages continue to be some of the lowest in our disadvantaged pupils. Where students feel confident that they can read and comprehend, they are more likely to access subject content and succeed in learning.

5	**Belonging** Research shows that disadvantaged pupils often have had fewer cultural and enriching experiences than their peers, which can limit their understanding of the wider world. They may also face additional barriers linked to language, religion, culture, and reduced aspirations. These factors can contribute to a weaker sense of belonging in school. At TRA, Disadvantaged pupils are also less likely to engage in extracurricular opportunities, further widening gaps in confidence, cultural capital, and connection with the school community.
6	**Careers/ Aspirations** 2024-25- 96.15% have enrolled in post-16 courses, and this figure is improving annually. Only 33% of year 10 students underwent work experience in 2024-25. This needs to be higher to support all disadvantaged pupils to be aspirational and helps them to ensure they are making appropriate decisions for their future.

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

Academic Outcomes: To improve the progress and attainment of pupil premium students across the curriculum at the end of KS4	2025-26 and 2026-27 outcomes demonstrate that disadvantaged pupils:
	• Continue to reduce the gap between disadvantaged and peers in:
	    ○ English and Maths 4+ (gap narrowing - reduced by 0.5% 2023 to 2024)
	• Maintain attainment above National Average in the following areas:
	    ○ Humanities 4+ (73.9% NA 43.9%)
	    ○ Humanities 5+ (60.9% NA 31.6%)
	    ○ Languages 4+ (83.3% NA 59.4%)
	    ○ Languages 5+ (50% NA 45.7%)
	    ○ English and Maths 4+ (46.4.9% NA 43.5%)
	    ○ English A8 (7.9 NA 7.8)
	    ○ Maths A8 (7.4 NA 6.9)
	    ○ Maths 4+ (57.1% NA 49.5%)
	• Improved attainment in Science so that disadvantaged pupils perform in line with, or above NA, and the gap narrows between disadvantaged and their peers
	• Improved attainment in Option subjects so that disadvantaged pupils perform in line with, or above NA, and the gap narrows between disadvantaged and their peers

Attendance: To reduce the in-school and national gap between disadvantaged and non-disadvantaged pupils.	Attendance for disadvantaged pupils has improved since 2023-24, however this trend needs to be consistent. • Improve attendance from 83% (2024-25) to at least 86% by July 2026 and at least 90% by July 2027 • Reduce persistent absence rate from 57% (2024-25) to below 49% by July 2026 and to below 30% by July 2027 Pupil Premium attendance data analysis results in effective actions and interventions being implemented

	Punctuality report is being piloted with year 8 and 9 to increase punctuality to lessons. Attendance intervention in year 9 to show an increase in attendance. This year group has been selected due to high proportion of students with SEND, PP and a key transition point within the school
Behaviour: To reduce the number of in-school sanctions and suspensions of disadvantaged pupils.	• Reduce suspensions by 50% by July 2027 Arbor will be used to track behaviour incidents and days lost to suspensions. Interventions will be delivered to prevent repeat offences The rate of in-school sanctions will reduce during 2025-2027 (judged by rate of sanctions per student per half term) In-school ELSA team will demonstrate support for wellbeing of PP Pupils Inclusion strategy meetings will ensure key data is analysed, resulting in interventions, actions and strategies being implemented to prevent behaviour concerns escalating.
Literacy: To improve the reading and writing of all disadvantaged pupils across the school	Reading assessment data shows that disadvantaged students read at a level that enables them to access the full curriculum Reading assessment data shows accelerated progress in those receiving interventions Reading assessment data shows clear gains in reading year on year Case samples show that disadvantaged students can access the full curriculum confidently and are supported with appropriate scaffolds where needed Borrowing rates from the library show that disadvantaged students read for pleasure with a rate of at least equal to others nationally.
Belonging: To achieve an improved sense of belonging to TRA. Increased uptake of enrichment activities and improved cultural capital.	Enrichment tracker will record all students offer of, and engagement in wider curricular opportunities. The regular monitoring of this ensures that our disadvantaged pupils are positively discriminated. Pupil voice will demonstrate a clear understanding of how wider curricular opportunities contribute to becoming a well-rounded citizen, as well as the positive impact these experiences have on developing confidence and overall well-being. All pupils will have a 'Trusted Adult' to seek support from. Thrive CPD for teaching staff will increase a child's sense of belonging. A pupil who belongs at TRA demonstrates a strong sense of connection to the school community: they build positive relationships, actively seek support when needed, attend regularly, feel safe, understand and respect boundaries, engage in extracurricular opportunities, and take pride in their identity as a TRA student, including wearing the school uniform. Children will be greeted, seen, recognised, spoken to and have formed connections with peers and staff alike.
Careers and Aspirations: To ensure that all disadvantaged pupils access	All Year 11 disadvantaged pupils will have secured a place in Further Education. All Year 11 disadvantaged pupils will experience a mock interview for college interviews.

work experience that is meaningful. To ensure all pupils make appropriate choices in their journey to post 16 and all pupils are enrolled in Further Education.	All Year 10 pupils will have engaged with work experience All disadvantaged pupils in KS4 will have access to, and additional appointments with a careers advisor to ensure course choices are aspirational All Year 9 disadvantaged pupils will have additional/longer 'Options' appointments to ensure greater knowledge and understanding of courses available with guidance to aspirational courses. All disadvantaged pupils will be exposed to careers through every subject across the school, but in greater depth in PSHE. All KS3 disadvantaged pupils will attend assemblies designed to expose pupils to different types of careers.	

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: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Formative Assessment to support Quality First Teaching. (Schools, Students and Teachers (SSAT Project) EFA) Teachers collaborate in 'communities' where we learn about and trial types of formative assessment to increase the use of it to inform our planning and teaching. This will help in narrowing attainment gaps.	EEF Toolkit indicates that "feedback" strategies can generate +6 months. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 5
Improving Quality First Teaching of disadvantaged pupils by delivering CPD on ensuring the consistent use of seating plans to support pupils, targeted live marking, as well as strategies to support disadvantaged pupils in class. All also targeting the double disadvantaged pupils.	Quality First Teaching is especially powerful for pupil premium pupils because it gives them the strongest, most consistent foundation for learning. When teaching is clear, well-structured, and responsive to pupils' needs, disadvantaged learners benefit from improved access to the curriculum, stronger language development, and more secure understanding of key concepts. High-quality classroom practice reduces the need for additional intervention by getting learning right the first time, helping to close attainment gaps and build confidence, independence, and long-term academic resilience. DfE guidance (March 2022 doc for school leaders) states as a key approach: *"Developing high quality*	1

	teaching, assessment and a curriculum which responds to the needs of pupils"	
Prioritise the recruitment of specialist teachers, equipped with knowledge and skills to embed evidence informed practice across the school.	On average, schools serving socio-economically disadvantaged communities face greater recruitment and retention challenges than other schools. This means that pupils from disadvantaged backgrounds are more likely to be affected by teacher vacancies and teacher turnover. Sustained access to great teaching is a powerful lever for improving children's outcomes, so ensuring that high-quality teachers are recruited to and retained in disadvantaged schools is a priority for the EEF. https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-teacher-recruitment-and-retention	
Developing literacy skills in all pupils with a focus on reading and oracy. Ongoing CPD through whole staff and department training.	Reading comprehension strategies can have a positive impact on pupil' ability to understand a text. EEF toolkit indicates that "reading comprehension" strategies can generate +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4
Monitoring and evaluating subject curriculums, with emphasis on developing and adapting lessons and resources to best meet the needs of all pupils, especially our disadvantaged cohorts. Focus on language, metacognition & key vocabulary being explicitly taught.	Adaptive teaching is about "being responsive to information about learning, then adjusting teaching to better match pupil need." It provides opportunities for all pupils to experience success by: • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • EEF- https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	1, 4
PP Lead to regularly monitor and evaluate impact of the Roundhill Promise. Departments complete an impact statement that encourages reflection of what works well for their disadvantaged cohort and what could be done better. *Actions* come from identified pupils where impact has not been seen.	Regular, robust quality assurance of school experiences evaluates the impact of leadership decisions. *"The evaluation process allows schools to adapt their strategies and ensure that funds are being used effectively. If certain interventions aren't working, schools should be willing to pivot and explore different approaches."* *Deliver and monitor your strategy	EEF* Departments use the process to evaluate curriculum and pedagogy and make improvements.	

	"Having a curriculum that represents the school community makes pupils feel significantly more included and some teachers/staff reported this was not reflected at their school, 'the current curriculum needs to reflect diversity', and 'the resources and literature used could be updated to reflect our diverse community'." "Teachers/staff reflected on the importance of being consistent with measures implemented right the way through the school, '…needs to be more consistent: activities and approaches could be more consistent across the school'" National Children's Bureau *Belonging Matters* project Final BM Report.pdf	

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

Budgeted cost £30,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions across subjects such as Maths, English, Science etc. in addition to support the academic progress of lower ability disadvantaged pupils.	"Small group tuition has an average impact of four months' additional progress over the course of a year." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
Tailored reading Intervention to improve reading and comprehension for those students identified as having below expected reading ages.	The EEF states that "Reading comprehension strategies are high impact on average (+7 months)." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 4
Embedding the role of PP Lead and PP Champion to design and deliver interventions to support our disadvantaged cohort around revision strategies, peer mentoring etc.	EEF Guide to Pupil Premium states that: Leadership with a specific focus and related targets is a successful strategy for school improvement. DfE guidance (March 2022 doc for school leaders) states as a key approach: *"Developing high quality teaching, assessment and a curriculum that responds to the needs of the pupil"* Tuition targeted at specific needs and knowledge gaps can be an effective method to	1, 2, 3, 4, 5, 6

	support low attaining pupils or those falling behind.	
Using SISRA to identify low progress in KS4, deliver peer mentoring using year 11 SLG to mentor year 10 disadvantaged	EEF toolkit indicates that "peer tutoring" can generate +5 months. https://educationendowmentfoundation.org.uk/educatione-evidence/teaching-learning-toolkit/peer-tutoring	1, 5
Prioritised year 11 intervention sessions where data has been used to inform the planning and delivery of intervention sessions based on identified subject gaps. Lead by specialists.	"Small group tuition has an average impact of four months' additional progress over the course of a year." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition "For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment." EEF Teaching Toolkit: Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf	1

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Attendance lead with responsibility for embedding strategies to monitor and improve attendance and punctuality to school.	**EEF Using Pupil Premium Effectively:** The focus on non-academic interventions such as attendance, self-regulation and mental health are particularly important.	2, 5
KS3-4 transition and option meetings with SLT and inclusion team to ensure pupils choose appropriate subjects. Mock interviews for college interviews. Support finding work experience. External provider sessions to support applications.	**Gatsby:** 'Every young person needs high quality careers guidance to make informed decisions about their future. Good careers guidance is a necessity for social mobility: those young people without social capital or home support to draw upon have the most to gain from high-quality careers guidance. **EEF review of evidence into careers education:** Young people from poorer homes are more likely to be uncertain about the career they want and develop the skills they need. Schools need to	6

	support young people in gaining insights into careers.	
Use of a 'discretionary fund' to support parents with specific hardships relating to materials of educational value.	Based on previous experiences, we have identified a need to allocate funding to support parents quickly with items such as IT provision at home, school uniform, transport costs and other educational supplies.	5
To positively target, prioritise and fund pupil premium students for other clubs, activities, events and trips throughout the year such as Paris and Duke of Edinburgh. Music lessons are also funded through pupil premium.	Support with aspiration and exposure to enriching experiences. We do not want cost to be a barrier to this opportunity for personal development. EEF toolkit indicates that "physical activity" can generate +1 month. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF toolkit indicates that "arts participation" can generate +3 month	5
SLT hold regular discussions around strategies for disadvantaged pupils; attendance, behaviour and inclusion. Team around the Child meetings- weekly whole staff briefing to share important information on specific PP pupils barriers'/mid-year transfer information (PP)	These discussions are essential in best supporting our disadvantaged pupils. It ensures early intervention and the wrap around care they need to feel they belong at TRA.	1,2,3,4,5
Inclusion team calls to encourage the attendance of every PP and SEND parent/carer to parents evening, offering to remove any barriers to support attendance.	"By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage" EEF Teaching Toolkit: Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf	1, 5,
Senior Leaders visit the main feeder schools to gather information about the students.	The more context around pupils, particularly disadvantaged pupils, the more proactive we can be in mitigating barriers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 2, 3, 4, 5
Targeted behaviour intervention based on 'Progressive Masculinity' to address the needs of identified pupils to support a wider understanding of behaviour.	To encourage children to take responsibility for their behaviour, it is important that they recognise it and understand the reasons for it as well as the impact of it. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3, 5, 6

ELSA support directed to those suffering from poor mental health and wellbeing.	"Evidence suggests that ELSA support has shown reductions in absenteeism, as well as increased confidence and engagement in learning amongst children on the programme." Research indicates that disadvantaged pupils in schools often face barriers to their mental health and academic success. Studies have shown that children from low income families are more likely to experience poor mental health, which can lead to lower attendance rates, higher exclusion rates, and poorer academic performance. Mental health issues, such as depression and anxiety, are more prevalent among these children, negatively impacting their ability to engage in learning activities and succeed academically. childhoodtrust.org.uk	
Pastoral care from a Head of Year will support the bridging of parents/carers, pupils and teachers. They are deployed to support in lessons, monitor behaviour (support intervention where required), distribute rewards and always support the safeguarding and wellbeing of the child. All HOY are DSL trained.	This holistic approach prepares pupils for future challenges and opportunities, fostering resilience and self-awareness.	
Introduction to the Thrive model	Thrive interventions can reduce absenteeism, improve behaviour and enhance wellbeing. https://www.thriveapproach.com/impact-and-research/impact-of-thrive	1, 2, 3, 5

Total budgeted cost: £ 165,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

2024/25:

Percentage of pupils achieving grade 5+ in English and Maths:

- All pupils: 46.6% v NA 45.2%
- Disadvantaged pupils: 25.9% v NA 25.6% 0.3 percentage points above NA

Percentage of pupils achieving grade 4+ in English and Maths:

- All pupils 68.9% v NA 64.5%
- Disadvantaged pupils: 48.1% v NA 43.5% 4.6 percentage points above NA

- Gap between PP and non PP reduced by 5 percentage points

Percentage of pupils achieving grade 4+ and 5+ Humanities:

- All pupils 4+ 72% v NA 63.3%
- Disadvantaged pupils 4+: 43.6% v NA 44.7%

- All pupils 5+ % 63.6v NA 51.2%
- Disadvantaged pupils 5+: 43.8% v NA 32.4% 11.4 percentage points above NA

Our strategies to support Pupil Premium students have been reviewed to ensure that **high-quality teaching (QFT)** remains the universal offer for all. Robust quality assurance processes and a targeted programme of CPD have strengthened classroom practice, including staff training on effective seating plans and regular check-ins with Pupil Premium pupils to monitor understanding and engagement. Pupil Premium books are prioritised for marking to provide timely feedback, and these pupils are given priority access to both academic and pastoral interventions where needed. Additional support is provided at key points through mentoring during mock examinations and the final exam period, alongside practical measures such as Pupil Premium breakfasts to support readiness for learning. To further support independent study, all Pupil Premium students received free revision guides for every subject and were explicitly taught how to use them effectively by the Pupil Premium Lead.

2023/24:

Percentage of pupils achieving grade 5+ in English and Maths:

- All pupils: 49.2% v NA 53.4%
- Disadvantaged pupils: 29.7% v NA 25.8% 3.9 percentage points above NA

- Gap narrowed in comparison to NA (-1.4 percentage points compared to -2.6 percentage points nationally)

Percentage of pupils achieving grade 4+ in English and Maths:

- All pupils 71.3% v NA 65%
- Disadvantaged pupils: 45.9% v NA 43.4% 2.5 percentage points above NA

Percentage of pupils achieving grade 4+ and 5+ Humanities:

- All pupils 4+ 81% v NA 63%
- Disadvantaged pupils 4+:73.9% v NA 43.9% 30 percentage points above NA, positive gap (5.1)

- All pupils 5+ 73% v NA 50.7%
- Disadvantaged pupils 5+: 60.9% v NA 31.6% 29.3 percentage points above NA, positive gap (4.4)

2022/23:

Percentage of pupils achieving grade 5+ in English and Maths:

- All pupils: 48% v NA 52.6%
- Disadvantaged pupils: 29.2% v NA 25.4% 3.8 percentage points above NA

Percentage of pupils achieving grade 4+ in English and Maths:

- All pupils 72.6% v NA 64.5%
- Disadvantaged pupils: 62.5% v NA 43.5% 19 percentage points above NA

Percentage of pupils achieving grade 4+ and 5+ Humanities:

- All pupils 4+ 86.1% v NA 62.6%
- Disadvantaged pupils 4+: 76.5% v NA 43% 33.5 percentage points above NA, positive gap (7.9)

- All pupils 5+ 79.5% v NA 50.1%
- Disadvantaged pupils 5+: 64.7% v NA 30.6% 34.1percentage points above NA, positive gap (8.7)

Key progress Autumn 2025

Overall, the QA 10/25 observations show strong progress across key areas of classroom practice. Teachers consistently provided effective 1:1 interaction that supported understanding and kept pupils engaged, while students demonstrated active participation through questioning and use of mini whiteboards. During independent tasks, pupils worked with focus and applied prior learning confidently, showing developing self-regulation. Many students sought help appropriately when needed, indicating healthy engagement with learning. Peer interactions were positive and respectful, with no signs of off-task or disruptive behaviour.

Areas to develop are the use of questioning to ensure depth of learning, stretch and challenge activities are built in to support more abled students and the consistency of 1:1 support when circulating.

Attendance:

Whole-school attendance declined between 2022/23 and 2023/24 before improving slightly in 2024/25, although it remains below earlier levels. Attendance for disadvantaged pupils is consistently lower and fell more sharply over the same period, widening the gap between disadvantaged pupils and their peers. The gap remains particularly pronounced in **Years 8 and 9**, where disadvantaged attendance is weakest. In contrast, attendance in **Year 7 is comparatively strong**, and **Year 11 improved in 2024/25**, reflecting the impact of targeted support and increased focus in the examination year. We recognise that further work is needed to reduce persistent absence, particularly among disadvantaged pupils in the middle years, through earlier intervention and more targeted pastoral support. This is being supported and reinforced by a newly appointed Attendance Officer.

Year	2022/2023		2023/2024		2024/2025	
	Whole School	Disadvantaged	Whole School	Disadvantaged	Whole School	Disadvantaged
Yr 7	94.16%	92.06%	92.01%	86.93%	92.52%	90.37%
Yr 8	90.65%	81.25%	90.86%	84.32%	89.24%	81.78%
Yr 9	93.09%	86.12%	87.01%	77.42%	90.98%	79.48%
Yr 10	90.47%	86.13%	91.07%	83.67%	89.25%	83.78%
Yr 11	91.32%	86.74%	89.69%	78.18%	92.60%	85.76%
Overall	91.85%	86.30%	90.01%	82.27%	91.65%	85.2%

2025/2026

A strategic year 9 attendance focus group is 58 children. 100% of those in the wave 1 interventions are PP working with the attendance welfare officer on a regular basis and with prioritised access to other interventions (Thrive, resilience, life skills etc)

Behaviour:

The data shows a rise in both whole-school and disadvantaged pupil figures following the introduction of the *Ready to Learn* behaviour policy, suggesting that the policy has influenced reporting and expectations across the school. Whole-school figures increased from **8.7** in 2022–23 to **13.6** in 2023–24, before stabilising slightly at **13.2** in 2024–25. A similar pattern appears for disadvantaged pupils, rising from **3.4** to **5.3**, then to **5.4** over the same period. While the absolute numbers have increased, the proportion of disadvantaged pupils relative to the whole school has remained broadly consistent, moving only from **39%** to **40.9%** across three years. This suggests that the changes are not due to shifts in cohort composition but rather reflect the impact of the *Ready to Learn* approach, which has led to clearer expectations, more consistent responses to behaviour, and consequently higher levels of recorded behaviour incidents across all groups.

Year	Whole School	Disadvantaged	% of whole school
2022-23	8.7	3.4	39%
2023-24	13.6	5.3	39%
2024-25	13.2	5.4	40.9%

Enrichment comparisons (inc trips, in school activities and parental engagement)

	Average engagement		
	2024/2025	**2025/2026**	
Year 7 All	36.4	34.0	
Year 7 PP	42.1	30.8	
Year 7 Non PP	36.5	34.4	
GAP	5.6	-3.6	9.2 Negative PP Gap
Year 8 All	16.8	14.5	
Year 8 PP	18.5	19.2	
Year 8 Non PP	18.6	15.1	
GAP	-0.1	4.2	+4.2 Positive PP Gap and increasing
Year 9 All	34.9	14.1	
Year 9 PP	35.9	16.4	
Year 9 Non PP	40.7	14.8	
GAP	-4.8	1.6	+6.5 Positive PP Gap and increasing
Year 10 All	26.2	15.9	
Year 10 PP	35.6	19.5	
Year 10 Non PP	33.7	18.1	
GAP	1.9	1.4	0.5 Sustained Positive PP gap
Year 11 All	26.2	10.5	
Year 11 PP	35.6	24.5	
Year 11 Non PP	33.7	10.8	
GAP	1.9	13.7	+11.8 Positive PP Gap and increasing

Wider Curricular Experiences

The number of disadvantaged students accessing enrichment has increased since last year. This has helped in building a sense of belonging to our school and community.

Interventions:

Academic-

Interventions in year 11 to enhance outcomes have been offered across all subjects. 100% of disadvantaged pupils have been offered and participated in targeted intervention this year.

Pupil Premium Lead offers regular intervention to a selected group of Year 11 students weekly, to support wellbeing and provide additional opportunities to organise and revise.

100% of Year 10 disadvantaged students participate in intervention to support revision ahead of mock exams, whilst selected students have been identified and offered Peer Mentoring with Year 11.

Wider curriculum-

We have a high proportion of disadvantaged pupils accessing in-school Early Help;
- ELSA
- Teen Health
- MHST
- Phonic and Reading
- Curriculum Support Intervention

Year	Oakfield	MHST	ELSA	Teen Health	School counsellor	Winston's Wish	Jasmine House
2024/25	-	84%	79%	58%	72%	100%	100%
2025/26	100%	62%	77%	87%	90%	-	100%

Externally provided programmes

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

Programme	Provider
Embedding Formative Assessment	Schools, Students and Teachers
Progressive Masculinity	Progressive Masculinity
Accelerated Learner	Accelerated Learner
Music lessons	Darryl Golding
GCSE Photography	Oak Academy
Music Production	Leicestershire Music Service
Alternative Provision	Oakfield

Further information (optional)

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