

Evaluation of 2024-2025 Activity supported by the Pupil Premium

This document is a summary of work carried out in the last academic year. It will be re-visited throughout the year as more data and evidence becomes available

Activity	Progress	Impact	Next steps
Teaching			
<p>Staff CPD</p>	<p>Teaching and learning development has continued to build positively over the past year, with an increased allocation of departmental CPD time allowing staff greater opportunity to engage with, practise, and embed key strategies within their subject areas. This sustained focus has supported consistency in approach and has enabled staff to reflect more deeply on their classroom practice.</p> <p>Teaching and Learning Champions continue to drive this work across the school, providing focused support and guidance in key priority areas, including feedback, high expectations, questioning, and lesson structure. Their role has been further strengthened through the introduction of WalkThru CPD, which has provided a shared framework and common language for professional learning. This has supported greater clarity and consistency in expectations of effective teaching practice.</p>	<p>Teachers are accessing more consistent, high-quality CPD that is closely aligned to whole-school teaching and learning priorities.</p> <p>Staff report increased support and clarity around expectations for effective teaching and learning, supported by shared frameworks and guidance.</p> <p>CPD and departmental support are increasingly targeted, allowing teachers to focus on specific areas for development and embed improvements within their classroom practice.</p>	<p>Development conversations will continue, with a sharper focus on monitoring impact over time and supporting staff to embed agreed actions within their classroom practice.</p> <p>Teaching and Learning Champions will further refine their work by targeting department-specific and individual teacher needs, using WalkThru CPD to provide focused, practical support.</p>

	<p>In addition, development conversations remain an integral part of the CPD model. Heads of Department continue to meet with staff on a half-termly basis to explore teaching experiences in depth, identify strengths, and agree clear, manageable action points for improvement. These professional discussions, alongside ongoing CPD and WalkThru resources, have contributed to a more reflective culture and a sustained focus on improving teaching and learning across the school</p>		
<p>Staffing recruitment and retention</p>	<p>Progress in staff recruitment and retention has been mixed over the past year. While challenges remain in securing and retaining staff across some subject areas, there have been positive developments within the English department. A number of new appointments have been successfully made, including the appointment of a Head of English and a Second in English, providing greater stability and leadership capacity within the department.</p> <p>These appointments have supported improved consistency in staffing and</p>	<p>The appointment of new leadership within the English department has improved stability, capacity, and consistency in leadership and curriculum oversight. This has reduced reliance on temporary staffing and supported continuity for pupils. However, recruitment and retention challenges remain across other areas of the school, limiting wider impact. Further strategic work is required to secure sustained</p>	<p>Continue to strengthen recruitment strategies in hard-to-fill subjects, with a focus on early appointment and targeted advertising.</p> <p>Develop and embed retention strategies to improve staff stability, including workload support, induction, and professional development pathways.</p> <p>Monitor the impact of new appointments within English to inform wider workforce planning and leadership development across the school.</p>

	<p>curriculum leadership within English. However, recruitment and retention pressures continue to impact the wider school workforce, and further work is required to strengthen staffing stability across all areas. This remains a key priority moving forward, with a continued focus on strategic recruitment, staff support, and retention measures.</p>	<p>staffing stability at a whole-school level.</p>	
<p>Expansion of SLT Team</p>	<p>For a second consecutive year, the Senior Leadership Team has been expanded to strengthen leadership capacity across key priority areas. Two Assistant and Associate Headteachers have stepped back from middle leadership responsibilities, enabling greater focus, visibility, and strategic oversight within their respective remits. This has increased leadership presence and improved capacity to drive school improvement priorities.</p> <p>In addition, two new senior leadership appointments have been made to strengthen pastoral leadership and achievement leadership, providing clearer</p>	<p>The expansion of the SLT team has increased leadership capacity and visibility, enabling more timely and targeted support for pupils, particularly those who are de-regulated. Additional senior leaders have strengthened pastoral and achievement oversight, improving support for disadvantaged (Pupil Premium) students. Clearer leadership of key areas affecting PP pupils has led to more coordinated interventions and stronger support for staff.</p>	<p>Complete the appointment of the remaining two SLT positions to further strengthen leadership capacity.</p> <p>Ensure new and existing SLT members continue to focus on targeted support for disadvantaged (PP) pupils, particularly in behaviour, engagement, and achievement.</p> <p>Monitor and evaluate the impact of increased leadership capacity on pupil outcomes and staff support to inform future workforce planning.</p>

	<p>accountability and more targeted support for pupils and staff. Further expansion is planned, with two additional senior leadership positions scheduled for appointment later this academic year. This continued investment reflects a sustained commitment to building leadership capacity and improving outcomes across the school</p>		
<p>Increased access to Reading and Numeracy</p>	<p>Dear programs continues to be Progress in reading and numeracy continues, with a number of interventions and initiatives maintained and improved. Numeracy booklets have been updated and continue to be used during morning registration sessions, providing structured practice and consolidation for students. The DEAR (Drop Everything And Read) programme remains in place, promoting regular reading across the school, while the Reading Eggs programme has transitioned to a new software package designed to better support pupil progress in literacy.</p> <p>Despite these measures, reading remains a key area of concern.</p>	<p>Although reading ages remain below expected levels, the continued use of targeted programmes is having a positive impact on pupils' literacy and comprehension skills. Students engaging with Reading Eggs are demonstrating improved ability to decode texts and understand key concepts, supporting overall reading development.</p> <p>The updated numeracy booklets and structured practice during morning registrations are reinforcing numeracy skills across the</p>	<p>Fully embed the new Reading software package, ensuring staff and pupils are confident in its use and that progress tracking is consistent.</p> <p>Strengthen the systems and routines that support reading and numeracy programmes, including monitoring participation and progress during morning registrations and DEAR sessions.</p> <p>Continue targeted interventions for pupils with low literacy and numeracy levels, using data to personalise support and address gaps.</p>

	<p>Although reading ages have improved for some pupils, they continue to fall significantly below age-related expectations. This highlights the need for ongoing targeted interventions and continued monitoring to ensure that all pupils, particularly those with lower starting points, make accelerated progress in reading and numeracy.</p>	<p>school day, helping students to apply mathematical thinking beyond formal lessons. Regular participation in the DEAR programme is fostering a culture of reading and increasing pupil engagement with texts, providing a consistent opportunity to practise literacy skills</p>	
<p>Pupil Premium FIRST</p>	<p>The Pupil Premium First approach is increasingly embedded. Teachers are aware of PP pupils and prioritise them in questioning, feedback, and marking. Staff support PP students to access the cultural capital needed to engage with new learning.</p> <p>SLT, Heads of Year, Heads of Department, and Pastoral Support Officers (AHOY) review PP pupil progress regularly, enabling targeted interventions. PP work is included in marking and staff development conversations, ensuring outcomes for disadvantaged pupils remain a key focus and accountability is strengthened.</p>	<p>Prioritising Pupil Premium pupils in teaching, feedback, and marking has increased their engagement and participation in lessons. Regular progress reviews and targeted support have helped identify and address learning gaps more quickly. Including PP work in staff development conversations has strengthened accountability and ensured disadvantaged pupils remain a central focus, contributing to improved outcomes and more equitable access to learning opportunities.</p>	<p>Continue to embed the Pupil Premium First approach across all classes, ensuring consistent prioritisation of PP pupils in questioning, feedback, and marking.</p> <p>Strengthen the monitoring and review of PP progress, using data to identify gaps and inform timely interventions.</p> <p>Highlight and prioritise the focus of questioning in class to Pupil premium students through CPD.</p>
<p>Staff Coaching Support</p>	<p>Limited progress has been made in implementing staff coaching support</p>	<p>The limited implementation of coaching has resulted in</p>	<p>Review the value and effectiveness of the current coaching approach to</p>

	<p>this year. A small number of coaching experiences have taken place, providing some targeted support to individual staff members. However, the approach has not been consistently embedded across the school, and overall engagement with coaching has been minimal. Due to the limited impact observed, consideration is being given to whether this strand should continue in its current form or be removed from the professional development strategy.</p>	<p>minimal impact on teaching and learning. With few staff engaging in coaching sessions, there has been little measurable improvement in practice or professional development outcomes. As a result, the strand has not significantly influenced teacher performance or contributed to school-wide improvement.</p>	<p>determine whether it should be continued, revised, or discontinued.</p> <p>If retained, develop a structured plan to increase engagement, clarify objectives, and monitor impact on teaching and learning.</p> <p>Consider alternative professional development strategies that may provide more consistent and measurable support for staff. its impact on teaching.</p>
<p>KS3 Data Approach</p>	<p>The KS3 data approach is now more consistent and embedded across departments. Staff are routinely using data to monitor student progress and inform teaching strategies. However, there has been minimal use of Pupil Premium spend or CPD to further develop or enhance this approach, limiting its impact on targeted interventions and professional development.</p>	<p>The consistent use of data across departments has improved the monitoring of student progress and helped teachers identify general trends and gaps in learning. However, the limited use of Pupil Premium funding and CPD has meant that the approach has had minimal impact on targeted interventions for disadvantaged pupils or on wider improvements in teaching and learning.</p>	<p>Increase the use of Pupil Premium funding to support targeted interventions for KS3 pupils, informed by the data approach.</p> <p>Provide CPD for staff to develop skills in analysing and acting on data to improve teaching and learning.</p> <p>Continue to embed and refine the data approach within departments to ensure it directly informs planning, interventions, and pupil outcomes.</p>
<p>Transition Team – Diagnostic approaches</p>	<p>The Transition Team has continued to develop and implement diagnostic approaches to support incoming pupils. Baseline assessments and</p>	<p>The use of diagnostic approaches has improved understanding of pupils’ starting points, allowing for</p>	<p>Further embed diagnostic approaches across all transition activities to ensure every pupil’s needs are identified early.</p>

	<p>targeted screening activities are being used to identify learning needs and gaps, allowing for early intervention. These approaches are becoming more embedded within the transition process, helping staff to plan tailored support for pupils as they move into the school. While progress is evident, there is scope to further refine diagnostic tools and ensure consistent use across all relevant areas to maximise impact on student outcomes.</p>	<p>more targeted support during transition into the school. Early identification of learning gaps has helped staff plan interventions and support strategies, contributing to a smoother transition experience. However, the impact is currently limited by inconsistent use across all areas, meaning some pupils may not yet fully benefit from these approaches.</p>	<p>Refine and standardise assessment tools to provide consistent and actionable data for staff.</p> <p>Use diagnostic information to plan targeted interventions and monitor their impact on pupil progress throughout the year.</p>
Targeted Academic Support			
<p>Reading Strategies</p>	<p>Progress has been made in strengthening reading strategies across the school. The Reading Eggs programme has transitioned to a new software platform, providing improved functionality and greater potential to support pupil progress. In addition, most high-risk readers are now receiving bespoke support through targeted intervention from teaching assistants and structured support within the library environment.</p> <p>Despite these developments, reading remains a significant priority and an ongoing area for improvement. While systems and support are in place,</p>	<p>The move to the new Reading software has improved access to structured reading support and enhanced the monitoring of pupil engagement and progress.</p> <p>Bespoke intervention for high-risk readers, delivered by teaching assistants and through the library provision, has led to improved confidence and engagement with reading for targeted pupils. However, while these strategies are having a</p>	<p>Develop and implement a whole-school reading initiative that complements Reading and DEAR time, ensuring consistent approaches to reading across all subjects.</p> <p>Provide staff with clear guidance and strategies to support reading in every lesson, particularly for pupils with low reading ages.</p> <p>Continue and refine targeted support for high-risk readers, using assessment data to monitor impact and adjust provision.</p> <p>Regularly review the effectiveness of all reading strategies to ensure they</p>

	<p>further work is required to accelerate progress and ensure that all pupils, particularly those with the lowest starting points, develop age-appropriate reading skills.</p>	<p>positive impact for individuals, overall reading levels remain below expectations. This indicates that, although support is effective at a targeted level, further development and wider consistency are needed to achieve sustained, whole-school improvement in reading outcomes.</p>	<p>lead to accelerated progress and improved reading outcomes across the school.</p>
<p>Small Group Interventions</p>	<p>Small group intervention has continued, with the strategic focus adapting in response to existing systems already in place within the academy. Targeted support is increasingly being delivered through professional strategy meetings (PSMs), which are chaired and led by DHT or SLT, ensuring a coordinated and consistent approach to intervention planning and review.</p> <p>In addition, Heads of Department continue to provide more targeted academic support for students working towards GCSEs in Years 10 and 11. This approach has helped to reduce duplication of intervention strategies and ensured that small group support is more purposeful,</p>	<p>The integration of small group intervention within existing systems has improved coordination and reduced duplication of support. Professional Strategy Meetings have enabled clearer oversight of pupil needs and more targeted intervention planning. Increased involvement from Heads of Department has strengthened academic support for students in Years 10 and 11, contributing to more focused support and clearer accountability for pupil progress.</p>	<p>Further refine the use of Professional Strategy Meetings to ensure actions lead to measurable impact on pupil progress.</p> <p>Strengthen the evaluation of small group interventions to identify which approaches are most effective.</p> <p>Continue to target support for Year 10 and 11 pupils, ensuring interventions are timely and aligned with examination requirements.</p>

	focused, and aligned with whole-school systems already established.		
Homework	<p>The Satchel One programme remains embedded within school life and continues to be used regularly by students to access and complete homework. Systems for monitoring homework setting and completion are still in place, with data analysis shared on a half-termly or termly basis to support oversight and accountability.</p> <p>However, progress in this area has slowed following the departure of the lead member of staff responsible for homework. As a result, development of the homework strategy has stalled, and there has been no further progress in establishing a homework club with free food. Addressing leadership and ownership of this strand is now necessary to ensure continued development and improved impact.</p>	<p>The continued use of Satchel One has maintained consistency in the setting and completion of homework, providing clear access and expectations for students. Regular data analysis has supported monitoring and highlighted patterns in engagement.</p> <p>However, the absence of a designated lead has limited further improvement, and the lack of progress with homework club provision has reduced the level of additional support available, particularly for disadvantaged pupils.</p>	
Additional GCSE Support for Maths and English	Additional GCSE support has continued to be provided across the school, maintaining targeted intervention for both Maths and English. Friday period 1 intervention	Friday period 1 interventions are well attended and led by experienced staff members, increasing time spent on core subjects.	Continue to monitor the impact of intervention groups and peer mentoring to ensure they effectively support progress, particularly for Pupil Premium students.

	<p>groups remain in place, including sessions specifically supporting Pupil Premium students.</p> <p>The P16 peer mentoring programme has continued to operate, particularly before mock examinations, with guidance from Heads of Department and Deputy Heads of Department. Students are assessed and RAG rated to tailor engagement with the programme, and timetables are established to ensure structured and purposeful support.</p> <p>Additionally, students who have dropped option subjects are placed into Maths and Science intervention groups, ensuring they continue to receive focused academic support and are able to consolidate essential knowledge and skills. These measures have maintained consistent access to targeted GCSE support across key cohorts.</p>	<p>The continuation of targeted intervention groups and peer mentoring has helped ensure that students, particularly Pupil Premium pupils, receive focused support in core subjects.</p> <p>RAG-rated timetabling and structured sessions have increased engagement and allowed for more personalised support.</p> <p>Students who have dropped option subjects benefit from additional Maths and Science interventions, helping to prevent gaps in learning and maintain progress towards GCSE outcomes.</p> <p>Overall, these strategies have contributed to more consistent access to academic support and improved opportunities for attainment in key subjects.</p>	<p>Refine RAG-rating and timetabling processes to maximise engagement and tailor support more precisely to individual needs.</p> <p>Expand or adapt intervention provision for students at risk of underachievement, ensuring coverage across all core subjects and key cohorts.</p> <p>Evaluate the long-term impact of support strategies on GCSE outcomes to inform future planning and resource allocation.</p>
<p>Promotion of MFL to support EBacc entry</p>	<p>External provider Mingalaba organised for a full package day for our year 8 students to help nurture and change</p>	<p>Promotion of Modern Foreign Languages (MFL) has continued successfully, with</p>	<p>Continue to organise engaging external visits and interactive activities to raise interest in languages.</p>

	<p>their perspective of languages in schools.</p> <p>Steve Eadon (ex Arsenal coach) took 4 football sessions in different languages for students to experience and also led an inspirational assembly for the whole year group.</p>	<p>another engaging external visit this year. Mingalaba delivered a full-day programme for Year 8 students, designed to broaden perspectives and enhance interest in language learning.</p> <p>In addition, Steve Eadon led four football sessions conducted in different languages, providing students with a practical and interactive experience of MFL. He also delivered an inspirational assembly to the whole year group, further motivating students and highlighting the value of language learning. These activities have continued to raise the profile of MFL and support engagement with the EBacc pathway.</p>	<p>Promote MFL across the school to increase uptake and support EBacc entry for more students.</p>
<p>Software packages to enhance Teaching and Learning</p>	<p>The use of software packages and digital resources to enhance teaching and learning has continued successfully across the school.</p> <p>All Pupil Premium students in Year 7 receive a scientific calculator to</p>	<p>The continued use of software packages and digital resources has supported more effective lesson delivery and targeted</p>	<p>Continue to monitor and evaluate the impact of all digital resources on pupil progress, particularly for PP students.</p>

	<p>support engagement and progress in Maths.</p> <p>GoTeachMaths provides scaffolded worksheets and lesson resources, helping staff plan and deliver lessons effectively, with materials tailored to support disadvantaged pupils.</p> <p>MathsWatch continues to be used for weekly homework, with bespoke catch-up tasks for PP students following assessments. Additional support is offered through Maths club every Wednesday, giving PP pupils further opportunities to consolidate learning.</p> <p>The Numeracy Ninjas programme is delivered weekly in Maths lessons for all Year 7 students and lower-ability pupils in Years 8–11, providing targeted practice to reinforce numeracy skills.</p> <p>Collectively, these resources and programmes continue to support staff in delivering high-quality lessons and help disadvantaged students make progress alongside their peers.</p>	<p>support for disadvantaged pupils.</p> <p>Pupil Premium students benefit from scaffolded materials, bespoke homework, and dedicated catch-up sessions, helping to reduce gaps with their peers. Regular access to programmes such as MathsWatch, Numeracy Ninjas, and Maths club has improved engagement, reinforced key skills, and provided additional opportunities for consolidation, contributing to measurable progress in numeracy across key cohorts.</p>	<p>Ensure consistent use of scaffolded resources and programmes across all Maths classes.</p> <p>Explore opportunities to expand digital support into other subjects to enhance teaching and learning further.</p>
<p>Wider strategies</p>			

<p>Breakfast Club</p>	<p>The Breakfast Club has continued to develop positively, with an increase in overall attendance, including a higher number of Pupil Premium students accessing the provision. The range and quality of food and drinks available has improved, making the club more appealing and better meeting pupils' needs. Attendance is tracked on a termly basis, allowing the school to monitor uptake and identify patterns. Communication with families has also been strengthened, with regular messages sent home to promote the club and encourage consistent attendance.</p>	<p>The increased uptake of Breakfast Club, particularly among Pupil Premium pupils, has supported improved readiness for learning at the start of the school day. A wider range of food and drinks has helped ensure pupils are settled and focused in morning lessons. Regular tracking and communication with families have improved engagement and consistency of attendance, contributing to better wellbeing and punctuality for those accessing the provision.</p>	<p>Next steps include increasing communication with families to further promote the provision, targeting pupils who would benefit most, and continuing to monitor attendance to maximise impact on wellbeing, punctuality, and learning readiness.</p>
<p>Attendance data and monitoring</p>	<p>staff appointments</p> <p>Attendance for Pupil Premium students remains below that of their peers; however, progress has been made in strengthening monitoring and follow-up procedures. Increased and consistent communication with families continues, including regular emails, phone calls, and messages sent home to address attendance concerns promptly.</p>	<p>Improved monitoring systems and increased communication with families have strengthened the school's response to attendance concerns. The quality and consistency of follow-up by Heads of Year and Assistant Heads of Year has improved, supported by clearer reporting and guidance from the attendance team. While</p>	<p>Continue to strengthen targeted support for Pupil Premium pupils with persistent absence, using data to prioritise early intervention.</p> <p>Increase and refine communication with families, including follow-up meetings and home visits where attendance concerns remain.</p> <p>Further embed the use of attendance tracking tools and reports to support Heads of Year and Assistant Heads of Year in driving improvement.</p>

	<p>Late reports are routinely produced and shared, providing clearer oversight and enabling targeted support. Heads of Year and Assistant Heads of Year are receiving stronger guidance and direction from the attendance team, leading to improvements in the quality and consistency of monitoring. These developments have strengthened systems and accountability, laying the foundations for improved attendance outcomes over time.</p> <p>The Purple Tickets attendance system continues to promote and reward positive attendance, reinforcing expectations for pupils. Home visits also remain in place, providing targeted, personalised support for families where attendance concerns persist</p>	<p>Pupil Premium attendance remains below that of peers, these systems are enabling earlier identification of issues and more targeted support, laying the foundations for improved attendance over time.</p>	
<p>Pastoral Support Officers (PSO's)</p>	<p>Progress has been made in strengthening pastoral support through a revised role structure. The Pastoral Support Officer role has been</p>	<p>The revised Assistant Head of Year role has increased accountability and consistency in pastoral</p>	<p>Continue to embed the Assistant Head of Year role, ensuring accountability for behaviour, welfare, and support</p>

	<p>redefined as Assistant Head of Year, increasing accountability for a range of pastoral responsibilities, particularly in supporting de-regulated students and addressing behaviour concerns.</p> <p>Assistant Heads of Year are now based within Heads of Year offices as a central hub, improving communication, consistency, and responsiveness. They also operate on a rota to support the focus room, ensuring targeted supervision and timely intervention. These changes have strengthened pastoral systems and improved capacity to support pupils effectively.</p>	<p>support, particularly for de-regulated students and those with behaviour concerns. Centralising staff within Heads of Year hubs has improved communication and coordination, enabling quicker responses to issues. The rota support for the focus room has strengthened supervision and intervention, contributing to more effective behaviour management and improved support for vulnerable pupils.</p>	<p>for de-regulated pupils is fully established.</p> <p>Monitor and evaluate the impact of rota-based support in the focus room to identify improvements and maximise effectiveness.</p> <p>Provide ongoing training and development to enhance pastoral skills and ensure consistent approaches across all year groups.</p> <p>Appointment of pastoral leader to streamline improvements and next steps.</p>
<p>Behaviour Interventions</p>	<p>Progress in behaviour interventions has involved a significant shift in approach. Initial interventions were not having the desired impact, which led to a strategic culture change driven by a realignment of SLT responsibilities. Leadership of behaviour was refocused, with clearer accountability and a revised direction for how behaviour is challenged and supported.</p> <p>The school has adopted principles aligned with <i>“When the Adults Change”</i>, placing greater emphasis on adult consistency, relationships, and</p>	<p>Early indications show that the shift towards a more supportive, adult-led approach is beginning to have a positive impact. The development of a wider support network has enabled earlier intervention for pupils displaying challenging behaviour, reducing escalation and improving consistency in responses.</p> <p>Moving away from a system that concentrated</p>	<p>Continue to embed the <i>“When the Adults Change”</i> principles through consistent training, modelling, and reinforcement across all staff.</p> <p>Further strengthen the supportive network around pupils to enable earlier intervention and prevent escalation of challenging behaviour.</p> <p>Monitor behaviour data closely to evaluate the impact of the new approach and refine systems to avoid the concentration of challenging</p>

	<p>calm, predictable responses. This approach has become the new focus for behaviour work and is increasingly embedded across the school. While this work is still developing, it represents growing progress towards a more consistent and relational approach to behaviour management.</p>	<p>challenging behaviours in a single area of the school has helped prevent pupils from being grouped together in ways that previously reinforced negative behaviour. Instead, support is more distributed and proactive, contributing to calmer transitions, improved staff confidence, and a more inclusive and preventative behaviour culture.</p>	<p>behaviours in any one area of the school.</p>
<p>Uniform Shop</p>	<p>Progress has been made in establishing a uniform shop to support pupils who arrive at school without the correct uniform. The provision allows students to loan clean, appropriate uniform for the day and return it at the end, ensuring expectations are maintained while removing barriers to learning. Investment has been made to expand and improve the quality and availability of uniform items. In addition, systems for tracking uniform use and monitoring uniform standards have become more rigorous, enabling better oversight and follow-up. This has strengthened consistency in uniform expectations and provided a</p>	<p>The uniform shop has had a positive impact on maintaining consistent uniform standards while supporting pupils in a practical and non-punitive way. Ready access to clean, appropriate uniform has reduced time out of lessons and helped students remain in learning. More rigorous tracking has improved accountability and follow-up with families, contributing to improved uniform compliance and a calmer start to the school day.</p>	<p>Continue to invest in and maintain a sufficient range of uniform items to meet demand.</p> <p>Further refine tracking systems to identify repeat issues and support early intervention with families.</p> <p>Increase communication with parents and carers to reinforce uniform expectations and promote the use of the uniform shop as a supportive measure.</p>

	supportive, practical solution for students and families.		
Building Resilience	<p>Progress has been made in strengthening the school's approach to building pupil resilience. Support systems have increasingly focused on helping students develop coping strategies, self-regulation, and perseverance when facing challenge. Staff are more aware of the importance of resilience and are using consistent approaches to encourage pupils to reflect, recover from setbacks, and re-engage positively with learning.</p> <p>Targeted pastoral support and structured interventions have helped pupils, particularly those who are vulnerable or frequently de-regulated, to build confidence and emotional resilience over time. While this remains an ongoing priority, resilience-building is becoming more embedded within pastoral practice and behaviour support, contributing to a more supportive and proactive culture across the school.</p>	<p>Early impact indicates that pupils are becoming more able to manage setbacks and regulate their emotions, particularly those receiving targeted pastoral support. Improved consistency in adult responses has helped students reflect on behaviour and re-engage with learning more effectively. While progress is still developing, there are signs of increased confidence, improved self-regulation, and more positive responses to challenge among key groups of pupils.</p>	<p>Further embed resilience-building strategies across all pastoral and behaviour systems to ensure consistency.</p> <p>Provide staff with additional guidance and training to support the explicit teaching of resilience and self-regulation.</p> <p>Monitor the impact of resilience-focused support on behaviour, attendance, and engagement to inform next stages of development.</p>
Increased promotion of cultural capital (including increased extra-curricular offer)	<p>Progress has been made in promoting cultural capital across the school. Student awards have been introduced</p>	<p>The promotion of cultural capital is beginning to have a positive impact on pupil</p>	<p>Fully implement the new house system to increase participation,</p>

	<p>to recognise and celebrate participation in after-school clubs, raising the profile of enrichment and encouraging wider engagement. Systems for tracking participation have improved, providing clearer insight into pupil involvement and enabling targeted encouragement for those less likely to engage.</p> <p>Positive progress has also been seen with some hard-to-reach students engaging in an off-site boxing programme, supported by a mentor, which has helped build confidence and sustained participation in enrichment activities. However, further work is needed to broaden opportunities and introduce the new house system to strengthen participation, belonging, and access to cultural experiences across the wider student body.</p>	<p>engagement and motivation. Recognition through student awards has encouraged participation in after-school clubs, while targeted programmes, such as the off-site boxing mentorship, have successfully engaged hard-to-reach students. Improved tracking has enabled staff to identify and support students who are less likely to participate, helping to widen access to enrichment opportunities and build confidence, resilience, and a sense of belonging.</p>	<p>competition, and a sense of belonging across the school.</p> <p>Expand targeted enrichment opportunities to engage more hard-to-reach students and ensure equitable access to cultural experiences.</p> <p>Continue to monitor and track student participation to inform interventions and celebrate wider engagement.</p>
<p>Removing barriers to learning (linked to cultural capital)</p>	<p>Progress has been made in removing barriers to learning and participation for Pupil Premium students. Music lessons continue to be offered free of charge, with an increase in the number of PP students accessing them. The uniform shop remains in place, providing practical support for pupils without correct uniform. Trip</p>	<p>These measures have had a positive impact on pupil engagement and inclusion. Free music lessons, uniform support, and fair application of trip discounts have enabled Pupil Premium students to participate fully in curricular and</p>	<p>Continue to monitor and review uptake of free lessons, uniform support, and trip discounts to ensure all eligible pupils benefit.</p> <p>Explore additional ways to remove barriers, such as subsidising other enrichment activities or providing targeted resources.</p>

	<p>discounts and other financial supports are applied fairly and consistently, ensuring that disadvantaged students can access enrichment opportunities on an equal footing with their peers. These measures continue to promote equity and reduce obstacles to engagement and learning.</p>	<p>extracurricular activities. As a result, students are more able to access learning opportunities, engage with enrichment, and experience school life on an equal footing with their peers, helping to reduce inequality and support broader personal development.</p>	<p>Communicate available support clearly to families to maximise engagement and access for disadvantaged students.</p>
<p>Specific interventions for targeted individual students</p>	<p>Progress has been made in providing targeted interventions for individual pupils. Professional Strategy Meetings (PSMs) continue to operate, with increased rigor in actions and follow-up to ensure accountability and clarity of next steps. Mentoring provision has been expanded, offering additional personalised support to pupils who require focused guidance, both academically and pastorally. These measures are helping to ensure that interventions are purposeful, coordinated, and responsive to individual needs.</p>	<p>The continuation and increased rigor of PSMs, combined with expanded mentoring, has improved the support and guidance available to targeted pupils. Interventions are more purposeful and timely, helping individuals address specific academic or pastoral challenges. Early indications show that pupils are more engaged, supported, and better able to access learning, contributing to improved outcomes and personal development.</p>	<p>Continue to strengthen the rigor and follow-up of PSM actions to ensure accountability and measurable impact.</p> <p>Expand and tailor mentoring provision to meet the evolving needs of targeted pupils.</p> <p>Monitor the effectiveness of interventions regularly to refine approaches and ensure sustained progress for individual students.</p>
<p>Safeguarding Team</p>	<p>Progress has been made in strengthening the safeguarding team. Following a change in the safeguarding lead, the staffing structure has been adapted to improve efficiency and clarity of roles.</p>	<p>The restructured safeguarding team has maintained high standards despite reduced staffing, ensuring vulnerable pupils continue to receive timely</p>	<p>Continue to monitor and review safeguarding systems to ensure they remain efficient and effective.</p>

	<p>Despite a decrease in staffing, this has not had a negative impact—standards have been sustained, and safeguarding processes remain robust. More targeted systems are now in place to manage concerns, monitor vulnerable pupils, and ensure timely interventions. Pupil Premium funds previously allocated to additional staffing have been redirected to other areas within the plan, supporting wider school priorities without compromising safeguarding provision.</p>	<p>and effective support. More targeted systems have improved oversight and efficiency, allowing concerns to be addressed promptly. Redirecting Pupil Premium funds has enabled additional investment in other priority areas, demonstrating that safeguarding provision remains robust while contributing to broader school improvement.</p>	<p>Provide ongoing training and support for the safeguarding team to maintain high standards.</p> <p>Evaluate the impact of reallocated Pupil Premium funds to ensure other areas of the plan continue to benefit without compromising safeguarding provision.</p>
<p>Increase in Departmental support through Teaching Assistants and Technicians</p>	<p>Sustained activity has continued in deploying Teaching Assistants (TAs) and Technicians to support departments. TAs provide targeted academic and pastoral support, reinforcing learning and assisting students with additional needs, while Technicians ensure resources and equipment are prepared and maintained for lessons. These roles continue to support the smooth delivery of teaching, enable personalised student support, and allow teachers to focus on planning and instruction. The sustained use of TAs and Technicians has embedded their contribution as an essential part of departmental operations.</p> <p>-</p>	<p>The sustained deployment of TAs and Technicians has had a positive impact on teaching and learning. Students benefit from targeted academic and pastoral support, enabling more personalised interventions and reinforcement of key concepts. Teachers are able to focus on planning and delivering lessons, improving the overall quality of instruction. Departments experience smoother lesson delivery and greater efficiency, with resources and equipment consistently prepared, contributing to a</p>	<p>Review and evaluate the deployment of TAs and Technicians to ensure support is targeted where it has the greatest impact.</p> <p>Provide ongoing training and development to enhance the skills and effectiveness of TAs and Technicians.</p> <p>Explore additional ways to maximise their contribution to student outcomes and departmental efficiency.</p>

		more effective learning environment.	
Parents evenings	<p>Progress has been made in improving the organisation of parents' evenings. Attendance recording has become more efficient, and communication with parents has increased, helping to ensure greater engagement. Beyond these improvements, the overall structure and delivery of parents' evenings continues as in previous years, maintaining established practices and routines.</p>	<p>The improvements in attendance recording and communication have enhanced engagement with parents, making it easier to track participation and follow up where necessary. While the overall format of parents' evenings remains unchanged, these efficiencies have helped ensure that more families are informed about pupil progress and able to participate effectively in discussions about their child's learning.</p>	<p>Explore additional ways to increase parental engagement, particularly for hard-to-reach families.</p> <p>Consider introducing digital options or flexible scheduling to improve accessibility.</p> <p>Continue to monitor attendance and follow-up communications to maximise participation and impact on pupil progress.</p>
Transportation for AP students	<p>Progress has been made in managing transportation to Alternative Provision. Reducing expenditure in this area has been a priority, and the appointment of a designated minibus driver—who also has other responsibilities within the school—has helped streamline provision. As a result, costs and overall spend on transportation have decreased, allowing funds to be redirected to support other areas of the school plan. This approach has maintained</p>	<p>The changes to transportation have maintained reliable access to Alternative Provision for students while reducing costs. This has freed up funding to support other priorities within the school plan, allowing resources to be allocated more strategically. The designated minibus driver's dual role has ensured continuity and efficiency in transport</p>	<p>Transition responsibility for transport to Alternative Provision onto parents, phasing out school-provided transportation.</p> <p>Communicate clearly with families about the change and provide guidance to support the transition.</p> <p>Monitor the impact on attendance and engagement at AP to ensure students continue to access provision effectively.</p>

	effective access to AP while improving financial efficiency.	arrangements without compromising student access or safety.	
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