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 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	Cox Green
Number of pupils in school as of 21st September 2025 (Y7-Y13)	1,160
Proportion (%) of pupil premium eligible pupils (Y7-11)	23%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	21st September 2026
Date on which it will be reviewed	21st September 2027
Statement authorised by	Danny Edwards
Pupil premium lead	Andrew Shields
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this financial year April 2026 to Mar 2027	£255,670
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	£255,670

Part A: Pupil Premium Strategy Plan

Statement of Intent

- *All disadvantaged pupils will be enabled to achieve the same outcomes as non-disadvantaged students using the three key approaches of high-quality teaching, targeted academic support and the wider strategies approach*
- *Our key principles are to focus on effective teaching and learning and create an ethos of a targeted approach to support PP students with their barriers to learning.*

Challenges

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

Challenge number	Detail of challenge
1- High Quality Teaching	Improve attainment and progress of PP students across the school with a focus on the students with the most barriers to their learning
2- Targeted Academic Support	Ensure PP students across the school receive bespoke and personalised interventions; 23% of the school population
3- Wider Strategies	Improve attendance in PP students by increasing engagement with education and reducing the difference between disadvantaged and non-disadvantaged students in each year group.
4- Targeted Academic Support	Decrease the literacy gap between disadvantaged students and non-disadvantaged students shown in the data at CGS
5- High Quality Teaching	Develop and embed a holistic approach across teaching and learning for PP students with a focus on adaptative teaching and learning strategies

6- Wider Strategies	Embed opportunities for PP students to build on their cultural capital and enrichment experiences throughout their education to improve engagement and attitudes to learning

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
Improve the attainment of PP students through improving the quality of education through a holistic approach to adaptative teaching and learning strategies High Quality Teaching Approach- Challenge 1 and 5	• Excellent practice of PP Mentors, assigned to support with the implementation of PP strategies across every year group • Promotion of Adaptative Literacy and T&L strategies within the classroom for all teaching staff and the use of PP/SEN strategies • Support staff in classrooms to identify factors that could improve progress for all e.g. STEP plans/STEP evaluation/Learning partnership cards • Disadvantaged Focus students a focus of QofE Walks, Work Reviews to measure and monitor the quality of effective feedback to monitor and evaluate use of PP T&L strategies in the classroom • Learning Leads will take ownership of PP students in department either by nominating a PP Champion or taking on the role themselves. • PP Champions oversee strategies, data and interventions put in place in each department. PP lead to liaise with the PP champions and provide data/guidance. • PP lead to continue to work with LL's on the development of specific PP strategies within departments e.g. Key word glossaries, WTM etc. • Analysing assessment data on a cyclical basis with a section of ML meeting to discuss PP focus students and strategies • Maths/Science/English/Options Intervention sessions for identified PP students in Year 11

Continue to embed the new PP strategy plan during this academic year enabling an individualised approach to PP students Targeted Academic Support Approach- Challenge 2	• Continue to analyse qualitative and quantitative data to identify groups of students with similar intervention needs to provide bespoke mentoring to aid engagement and academic progress e.g. Blue Learning Partnership Cards, Literacy interventions, Year 11 Revision support plans etc • Encourage use of Centralised PP tracker continue to review Wave 1 and 2 Interventions offered by departments in light of each data drop • Create new PP academic support plans for students in the new Year 7 cohort 2026-27 with most barriers to learning including those with the largest attainment gap • Review Year 8-11 Blue Learning Partnership Cards 25-26 by the end of September and make appropriate changes • Create Year 11 Revision Support Plans 26-27 for appropriate students after reviewing their data on cyclical basis • Using directed time sessions and support of PP Champions continue to embed the above two strategies across departments as part of their everyday strategy • Support staff through CPD via Teaching and Learning Briefings, ML Meetings etc
Close the literacy gap between PP and non-PP students High Quality Teaching and Targeted Academic Support- Challenge 4	• Specific English and Maths interventions for students making the least amount of progress at GCSE. • Use of literacy strategies in T&L practice e.g. LEAP/Phonics approach, disciplinary literacy, tier 2 words, informative texts, specialist vocabulary and comprehension of exam vocabulary • NGFRT Testing use to identify students and which Literacy programme they need to follow. Lists reviewed regularly. • Literacy programme for PP students including; Dedicated literacy lessons provided through Literacy Specialist teacher, LEAP sessions for those identified with the lowest reading ages, and supportive strategies such as Paired Reader Mentoring, Breakfast Literacy Sessions and Reading Box sessions used as and where appropriate

Improve attendance to increase motivation and engagement with school Wider Strategies Approach- Challenge 3	• Introduction of Study Bugs programme by Deputy Head to focus on Attendance across the whole school. Programme will provide regular updates to Tutors, HOY, SAFE, Attendance Officer, Attendance Lead and LT to ensure more regulary and pertinent actions are taken. • Use of the Attendance Policy and Tracker amongst HOY/SAFE/LT by implementing Attendance Action plans where needed. • Attendance Challenge plans for all PP students 70-95%. • Tailored specific Careers interventions created by the Careers Advisor 2025-26 as and where appropriate for the PP students with the most barriers to learning • Careers Enrichment Trips provided by ASL project • Work with the SAFE team and HOY's to create strategies that are appropriate to the individual PP students e.g. mentoring, counselling etc
Improve the multi-agency approach to PP students within the school to improve wellbeing, enrichment and cultural capital Wider Strategies Approach- Challenge 6	• Continue with the Breakfast Mentoring for Year 7-11 PP students including breakfast and a mentoring session. • Peer Mentoring 2026-27 targeted at students nominated by SAFE/HOY • All Mentoring is a tiered system to make it targeted to students e.g. Behaviour Mentor to mentor appropriate students, Sixth Form Peer Mentoring for appropriate students, SEMH Mentor for appropriate students etc. • Continue to improve PP Enrichment opportunities offered and encourage PP attendance e.g subject specific invitations/rewards/PP focused trips • Use of PP Champions within departments to create coherent and consistent approach throughout faculties to PP strategies

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)

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
Whole school literacy drive	In the EEF literacy is highlighted in the case study at Aspire Academy where their focused on oral language skills and communication skills helped them to improve the outcomes of students across the curriculum by focusing on vocabulary and how to use it and understand it in a particular context. A report produced by Rising stars comparing the data of disadvantaged students and non-disadvantaged students and effect of lockdown highlights that in terms of numeracy PP students are on average 8 months behind and literacy in Year 6 pupils is 6/7months behind.	- Literacy programme provided through a dedicated Literacy Specialist Teacher. A dedicated classroom has been provided for interventions provided as appropriate to gap e.g. LEAP sessions, Paired Reader Mentoring, Reading Box, Literacy Form time for targeted students - Continue to update Literacy Strategies via CPD as whole staff during twilight and Instructional Coaching/Step Lab sessions - Continue to have Literacy a focus of Do now tasks e.g. Informative text, Decode questions - Year 7-11 “Reading with tutors” form time - Literacy Strategies and Interventions library available to all staff via the Teaching and Learning Strategies on the Staff Intranet	1,4,5
CPD on feedback and effective AFL strategies	The EEF states that effective teaching and learning is integral to the approach to PP students and improving their outcomes. A whole school	- Disadvantaged and HPA focus as a school with CPD provided on T&L strategies. - The focus on the Cox Green Way of; Show Me Boards, Live Marking, Cold Calling, Think/Pair/Share and to focus on	1

	approach that allows teachers time to attend CPD to develop their own skills and subject knowledge is particularly highlighted as strong in the EEF. In the case study focusing on Springfield Junior School the evidence-based approach was taken as high quality teaching is stated as having a disproportionate effect on PP pupils. They gave time for regular sequential sessions enabling subject leaders to be part of the strategy including support staff	Checking for understanding and quality of feedback across the whole school. - CPD provided on these whole school strategies. Curriculum time given to review and develop within departments. - All staff can access AFL strategies, via the T&L Library on the staff intranet. - Work Reviews to focus on the use of these AFL strategies in class. LL to review and feedback to ASL, who then work on improving quality of feedback across the department. - Homework Strategies focused on retention and retrieval e.g. using teams to set quizzes. - Consistent routines e.g. "Think, Learn, Discuss" and STAR student whole school strategies for good behaviour for learning across the school the consistency of routines across the school - T& L Perfect Page strategy focuses PP students what is important and highlights key points for them to remember e.g. key words in lessons for retention - Directed time given for specific Coaching project that focusing on developing their T&L Strategies through StepLab. All staff have this as a Target 1 on their performance management.	

		- CPD time given to contextualised seating plans to improve the Adaptative Teaching strategies used within the classroom especially for PP students with multiple barriers to learning. - PP Champions will focus on developing use of PP Vocab Packs within department and using the Centralised PP Tracker to track and monitor Wave 1 and 2 T&L strategies implemented within the department.	
Learning Partnership Cards	Quality first teaching has the highest impact – teachers understanding PP needs ensure differentiation and clear effective strategies	- Learning Partnership cards focusing students and staff on three targets improving engagement- reducing barriers in the classroom. - Conduct Review of Learning Partnership cards for 2026-27 and implement any changes - Liaise with SAFE/HOY/SENDCO to provide the correct and appropriate support for the students with LP cards - ASL/LL to use QofE walks to check that these strategies are being used in the classroom and refer to PP Champion/PP lead/PP Mentors as appropriate - PP champions to lead on use of Learning Partnership cards within departments	1
Reducing the attainment gap	In the Rising stars report it is highlighted that middle learners were the most affected in terms of numeracy which can be improved by students	- Instructional Coaching v i a Step Lab. Staff will collaborate to coach each other on how to improve their quality of teaching based on CPD	1, 4, 5

	focusing on learning to learn and how they approach a task and the difficulties they might be facing with it. Year 6 pupils were also particularly behind with their comprehension of informative texts which can then impact a student throughout their schooling as they cannot apply their understanding as they cannot comprehend the question itself. The National literacy Strategy also states that the average reading age of 14 in comparison to the reading age of 15 years and 7 months needed for most GCSE papers.	. - Year 11 Revision Support Plans for students with the widest attainment gap in data. PP led/PP mentors liaise with staff/parents and students to create the most appropriate plan that is a working plan that is adapted as needed - Year 11 Disadvantaged Focus students provided with regular study skill sessions - Year 11 Revision sessions provided to same students focusing on "Learning how to revise" as part of PD - Subject interventions- Intervention tutor times per subject for PP students, each department will complete a WTM and focus on Informative Texts/Decoding the Question to improve exam literacy. - Year 11 Revision packs and guides provided for all PP students. All Year 11 will be provided with revision guides before their Year 11 mocks - Year 10,11,12 and 13 all provided with Exams Equipment pack in their exams. Students/Parent/Carers all emailed beforehand. Pack on desk already.	

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

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
Manage and support department led small group interventions as appropriate	In the EEF case study at Dixon Kings Academy it states that they needed to put the focus on the specific gap and not on the whole cohort. It could be homework interventions needed, re-teaching, small group intervention, log ins created to revision sites or addressing any issues of specific gaps in knowledge or skills in staff. This targeted approach focusing on what specific academic support needed links with the EEF overall strategy of having a tiered approach as a school. Targets academic support is the second tier of the three tier strategy. The EEF states that all three tiers of the strategy need to run alongside each other for the most effective strategies and outcomes.	- Targeted department interventions led and managed by the PP Champion, ASL and LL. Focused on department data, PP Work Reviews, T&L whole school strategies etc - The centralised tracker provides opportunity for ASL/ LL/PP lead to monitor, track and evaluate the Wave 1 Quality First Teaching and Learning strategies used within classrooms across departments and Wave 2 Targeted Specific Department led intervention and to adapt/change where necessary e.g. reviewing BFL/Attendance/Literacy information data all in one tracker.	1,2,5
Peer mentoring	Has a moderate impact according to the Sutton Trust. Develops relationships and skills to support students. Enables students to feel like role models within the school and has a low impact teacher workload/costing which allows the time and money to spent elsewhere. It can also support the students involved in terms of well being to give a sense of pride to the Year 12 PP students and a linking the younger years to the upper school.	- Reading mentors- Year 7/8 students have time with Year 10 students for reading time- selected based on their NGRT tests - Year 7-11 Peer Mentoring scheme to encourage engagement with school e.g. SAFE and HOY will select students with Sixth Form students who have been given more specific training. These sessions are for students where	3, 4

		attendance, engagement, behaviour or social difficulties are a concern. - Tiered mentoring to take place Tier 1- Behaviour/SAFE/PP Mentor to mentor appropriate students - Tier 2- Sixth Form Peer Mentoring specific students as chosen by SAFE/HOY more focused time. - Tier 3 All PP students to receive a Peer Mentor during Breakfast Mentoring selected by SAFE/SENDCO/Behaviour mentor as appropriate. - Sixth Form Peer mentors trained in Mental Health and Coaching techniques	
Academic mentoring	EEF says that school gaps should not be the focus nor internal classes. The focus should be on targeted academic support and strategies as that is the most beneficial.	- Morning Interventions 8:10-8:55am held in Maths/Science/English/Options for PP students under target. - Literacy and Numeracy Sessions led by Specialist Literacy teacher and the Numeracy Sessions run by Head of Maths - PP Champions/LL to lead GCSE mentoring/interventions. They will analyse current data and then act on appropriate actions/interventions.	1, 2,3

		- Strategies in place focus on Attendance, Reading Age, SEND, safeguarding to help focus the support on those with the most barriers to learning.	

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

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
Wellbeing: *Behaviour, SAFE team and SEND team*	In the EEF a case study at Limpsfield school shows that an approach that centred on wellbeing had a direct effect on achievement, communication and independence. 1:1 counselling, occupational therapy was provided for pupils of need and this focus improved outcomes.	- Regularly liaise with SAFE to ensure that strategies used within classrooms with key students are appropriate. - SAFE team to provide strategies to PP students as appropriate to their needs e.g., Mental Health Support Team referral, Therapy sessions, Educational Psychologist, - SEND team refer students for different strategies as when appropriate for needs such as Sensory consortium for hearing/visually impaired students - SHINE – specifically for students with an Autism diagnosis - SAFE, SENDCO and Behaviour teams will be part of the Breakfast Mentoring to provide targeted support to those with the most barriers to their learning.	3,5

		- Improve access to the HUB for PP students where appropriate to improve emotional regulation. To be decided and monitored by SAFE manager and SEMH mentor. - PP led and Behaviour Manager to monitor and track students' behaviour and provide appropriate support where necessary e.g. Behaviour Mentors for students in more need	
Wellbeing: *Counsellor*	EEF suggestion of focus on well-being in case study as above. It is cited that dealing with wider barriers to education including attendance and behaviour are more important that the interventions that can be put in place.	- Refer PP students to the counsellor, SEMH mentors and SAFE as appropriate.	3,5
Well-being: *Sessions in PD and tutor program*	EEF as above	- PP students will take part in the PD programme to improve their sense of well-being. - Wellbeing Wednesdays in tutor time to support mental health. - Mental Health Awareness Week - Mental Health and Coaching techniques used in Peer mentoring course	3
Sixth Form	Developing relationships within the school and enabling students to aspire to achieve the very best they are capable of.	- Encourage bursary uptake with Sixth Form and Football Academy including Vulnerable person bursary - Support given to track students' attainment gaps and ideas for	1, 3,

		interventions e.g. attendance, attainment etc.	
Enrichment: Internal	In the EEF case study at Limpsfield school they also introduced a programme of Work experience opportunities, trips and experiences that had a direct impact. This links to the third tier of the EEF recommended approach which is to look for wider strategies that are available and to look at the specific features of the community that the school resides in. Providing opportunities to PP students that are not available within their own community are citing as having an impact on their social and emotional well-being.	- Continue to encourage uptake of Enrichment activities in PP students e.g., Extra- Curricular activities in Music, Sport, Science, D of E, Drama - Embed use of invitations for PP students with LL/ASL - Identify gaps in Enrichment through Breakfast Mentoring forms and implement changes. - Develop use of Edulink to track and monitor Enrichment. - PP champions to consider how to provide more enrichment to PP students within each department and take an active role in creating opportunities for all that they are able to access - Embed use of Enrichment strategies such as double achievement points available to PP students for their participation in House Competitions - All House Competitions provided that are inclusive to all - Encourage uptake in Student Leadership, JSL, QCommunity, UNITY etc - FSM lunches will be made available for trips where students are expected to provide their own lunch.	3, 6

Enrichment: External	Sutton Trust identify the importance in effective intervention within the classroom and the offer of a diverse extra-curricular programme to motivate and inspire PP students are offered opportunities they may be unable to access externally to the school to open up new opportunities.	- Continue PP KS3 trips to extend wider knowledge and experience and install engagement and sense of community e.g., Oxford Trip, Science Museum Trip and Windsor Castle - Continue to work with selected Year 9/10 and Careers advisor to provide a mini taster programme of opportunities e.g., apprenticeship talks, BCA taster days at college etc - Students in Year 10/11 to attend Level 1 Construction/Catering Course at Manor Green. PP equipment and resources provided as appropriate. - Apply to Lions Club and Spoore Merry and Rixman Foundation for extra funding e.g., Music Lessons etc - Research and use external agencies and the resources available to schools with over 20% PP e.g., Oxbridge trips using Joe Organ link, Brilliant club, Rise Above, Good Lad Initiative, EEF toolkit, Leading Learning, Teacher Development Trust, Catch up funding	3, 6
Attendance Tracking System	EEF cites that dealing with wider barriers to education including attendance and behaviour	- Continue to work with HOY and SAFE team in a holistic manner on	3

	are more important that the interventions that can be put in place.	attendance tracking system and incorporate their attendance plans and Learning Partnership cards. - Use of the Attendance tracker/strategies and the attendance guidelines to create a consistent approach across all year groups. - Work with the new Study Bugs programme to identify and work with FSM students faster and more strategically - Attendance Action Plans created for FSM students dropping below 90% - Continue with the successful Attendance Challenge programme. - PP students selected for all strategies as a priority. - Attendance Rewards Morning for 96-100% students once a term - CPD for staff via Pastoral meetings on template emails/parental contact for contact home about attendance - Bespoke careers advice and opportunities for PP students across all year groups via PD, Wellbeing, Careers Appointments, and the new Careers Fair offered each year with the opportunity to meet those in the real world of work. - New Enrichment Careers Trips for Year 9 and 10 e.g. trips to workplaces to extend their knowledge and understanding of careers on offer	

		- Ensure the 'real world/work' life skills are embedded in all curriculum plans/scheme of learning and within specific events such as the Year 10 Mock work interviews	
Focus on rewards and positive	Research into intrinsic and extrinsic motivation reflects that "promotion-focused individuals not only experience higher interest in a boring task but also try to make the task more interesting (Smith et al., 2009). Vaughn's (2016a,b, 2019) recent work revealed that people who pursue promotion-focused goals experience more intrinsic motivation, while people who pursue prevention-focused goals experience more extrinsic motivation, which might be because a promotion focus leads to higher satisfaction of autonomy, competence, and relatedness needs than prevention focus."	- Continue to improve engagement with productions/student leadership/senior leaders/ subject leaders, house captains etc - Funding of equipment and trips where appropriate to support students with their curriculum e.g., all equipment provided where necessary, uniform, 100% funding for compulsory trips and 25% for Enrichment trips etc. - Rewards provided for Learning Partnership card students, Year 11 Revision Support Plan, Attendance Action Plan and Challenge students for participation in schemes.	3,5

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.

There were several pupil premium activities that were successful during the academic year 2025-26 helping to reduce the attainment gap.

Challenge 1: Improve attainment and progress of PP students across the school with a focus on the students with the most barriers to their learning

	Attainment 8 Disadvantaged	Attainment 8 Non-Disadvantaged	Gap
PP Cohort	36.38*	45.35	8.9
PP Cohort 24-25	37.9	46.8	8.9
PP Cohort 23-24	29.05**	42.24	13.19

* Data includes two PP students who didn't sit any exams

** Progress 8 improved this year from -1.33 in 22-23 to -0.81 in 23-24 but P8 not available for comparison in 24-25.

Our biggest success was in maintaining the same attainment gap between disadvantaged and non-disadvantaged pupils. The gap would be even smaller if all PP students had sat their exams. Last year 2024-25 cohort gap of 8.9 was second lowest attainment gap in RBWM so to maintain this smaller gap is a real success. This improvement highlights all the new PP strategies implemented made since 2021 showing a success. The new PP Lead came to the school in 2021 and the new strategy and interventions were introduced to this cohort from Year 7.

- PP Learning Partnership cards for the students with the most barriers to their learning was even more successful during 25-26 with the introduction of PP mentors. Each PP Mentor had two assigned year groups whilst the PP Lead worked with Year 11 and had overall insight. This meant that all students on PP Learning Partnership cards could have regular weekly meetings to support their wellbeing and academic achievement. We are hoping that this continuous focus from KS3 will support positive relationships with their education and catch up the gap from the beginning of their time with us. Year 8-11 Learning Partnership cards all reviewed and implemented and communicated to staff via T&L and ML Briefings. In 26-27 these students are also Disadvantaged Focus students will be a regular conversation amongst staff in RSL, ML and LL meetings.

- Year 7-10 Literacy interventions- The literacy interventions from LEAP phonics programme, Paired Reader mentors to the Reading Box tutor groups all have continue to have fantastic impact on the literacy of the students involved with students improving 100% in their literacy skills for example in the Reading Box tutor group. Students had specialist Literacy lessons last year identified after NGRFT testing as detailed in Challenge 4.
- Year 7-10 Peer Mentoring Sessions- This year we changed the Peer Mentoring system with positive effect. Students were identified for peer mentoring through SAFE/HOY and just those specific students received peer meeting mainly to boost wellbeing and confidence. These had 90% Attendance in each year group. Peer Mentors had a more specific training course in Coaching techniques to help them understand how to create and maintain good relationships.

Challenge 2: Ensure PP students across the school receive bespoke and personalised interventions; roughly one fifth of the school population:

Year 11 PP 25-26 Success
- 81% of PP pupils made an improvement from their Year 10 data to their GCSE's (10% improvement from last year) - PP A8 average grade per student went up from 3.09 to 3.64 from Year 10 data to their GCSE exams - Average Total A8 for PP students went up from 30.91 to 36.38 - 4 out of 7 of Year 11 Blue LP card (identified in Year 7 as having the most barriers to their learning) made positive progress in their average EAP difference from Year 10 to Year 11 - 88% (16/18 students) Year 11 Revision Support Plan students made positive progress their average EAP difference from Year 10 to Year 11 (22% improvement from last year) - Positive average EAP difference for Graphics. The average grade in Art, Biology, Physics, RS, Sociology, Chemistry, Eng Lang, French, Geography, HSC, Spanish and Sport BTEC was a 4 or equivalent. The average grade in Music and Drama was a 5, with the average grade in Graphics was a 6. - 100% PP students offered Breakfast Mentoring

Our success in ensuring that Year 11 have received bespoke and personalised interventions our shown across all departments particularly highlighted by the improvement across PP students in all subjects. The success of the improvement from Year 10 data to their actual exam success highlights the effectiveness of the interventions offered. However, it is important that we ensure that we continue to bridge this attainment gap through more of a focus on PP students from Year 7-10 to ensure that work is done to close the gap further before Year 11, with the two new PP mentors working hard with these students this year hopefully we will see this come to fruition in the next couple of years. The tiered approach to our Breakfast and Peer Mentoring system continues to make the mentoring that students received more appropriate based on their needs and PP students with the most barriers to their learning could have more of a focus. It also means we are able to continue to have 100% engagement with this strategy from the pupilsWe will continue to use successful interventions such as;

- Year 11 Revision Support plans for the students who were making the least amount of progress in comparison to their data.
- Year 11 Programme of Maths/English/Science/Options Intervention that were all specifically targeted based on data
- Central Maths/English/Science/Options 'Walking Talking Mock' interventions.

- Year 11 Subject Led Revision interventions, PP Specific Year 11 Revision skills PD sessions, Year 11 Revision guides, Revision Packs, Exam Equipment pack.
- Year 7-11 Breakfast Mentoring- All PP students receive regular Breakfast Mentoring intervention session with a member of staff eg a mentor from the Behaviour, SAFE/SEMH or SEND team as appropriate, or a positive Sixth Former role model. This mentoring session acts as a check in for any issues with attendance, behaviour, wellbeing, or even equipment can be identified quickly, and interventions put into place as appropriate.

Challenge 3: Improve attendance in PP students by increasing engagement with education and reducing the difference between disadvantaged and non-disadvantaged students in each year group.

Attendance, specifically our FSM attendance is massive focus this year. Overall attendance has had success in that Year 7, 8,9 and 10 were achieving over 90% for their attendance (Year 7- 94%, Year 8- 93%, Year 9 90.81%, and Year 10 91.52%). We are currently awaiting the next DofE update on the 24th September which will give us a better picture of national averages but on the last update in July 2026 our overall attendance for 2025-26 was 91.6%. This is an increase from 2024-25 which was 91.5% but only a small increment. Unfortunately, in FSM attendance we have dropped from 86% (2024-5) to 85.4% on the current IDSR report but the national average has also dropped from 88% last year to 87.4%. In comparison last year's national average was 88% so our gap maintains at 2% between ourselves and the national average. On the DofE we do have a local comparison which shows that for FSM attendance we 11th out of 14 schools in RBWM. This highlights a need for improvement but that some of the strategies are having impact in comparison with the local picture. In the previous evaluation we discussed that an improvement was needed to the attendance of the new Year 11 2025-6. Strategies were put in place through the Learning Partnership Cards and Year 11 Revision Support Plan meetings to improve attendance. From the case studies we have shown that 75% of those students improved their attendance through these meetings and focus. This only highlights the importance of these two attainment strategies having a wider impact across students' education rather than just academic improvements.

Student	Year 10 24-25 Attendance	Year 11 25-26 Attendance
A	93.01%	96.32%
B	73.92%	88.29%
C	77%	77%
D	46.99%	93.31%

In the summer term to try to improve FSM attendance, Year 9 (2025-26) going into Year 10 (2026-27) were a specific area of focus for attendance. The PP and Attendance Lead selected 10 FSM students and created specific Attendance Action Plans in liaison with Deputy Heads, HOY/SAFE and SENCO. These action plans were a new strategy to focus on students identified that were spiraling with their attendance in Year 9. Meetings were held to create the initial plan, identifying issues and then creating actions for each issue. Students were met every day or other day to encourage attendance. Emails were sent home if they did not attend to students and parent/carers. The students really engaged with the plans and the strategies. Two students attendance improved significantly even in the six weeks on the plan. Student E attendance percentage just for the first half term of the Summer Term was 64.29%. It was 90.48% just for the second Summer Half term on the Attendance Action Plan. Student E went up 2.53% in her overall Attendance. Student F went from 91.07% in the first half of the summer term to 93.63% in the second half of the Summer Term. Five students stayed at the same overall attendance percentage. Giving that the plans only started in June 2026 and lasted six weeks, the statistical

increment changes to their overall attendance would be hard to do. These improvements show the impact that these specific strategies had. In 2026-27 the plan is that these Attendance Action Plans will be rolled out to HOY at ML so they can select specific FSM student in their own year groups to focus on and create an Attendance Action Plan for so this attendance strategy can be used across the school.

Other Attendance strategies continue to show impact. 80 students who were placed on the Attendance Challenge finished the year above 90% showing that this strategy is also having a positive impact on attendance. The Deputy Head in charge of attendance is implementing a new plan to make attendance more holistic across tutors, HOY and SAFE in every year group to ensure that we continue with the improvements made going forward. A new Attendance tracking platform has been brought in called Study Bugs. This online platform will send weekly reminders to tutors, HOY/SAFE, pre-generate data and suggest emails and actions to take place. This will replace the Attendance Top Five system as it will essentially analyse the data and send out the information that previously was done through the Attendance Top Five strategy. This will be prove very useful in a number of ways. For instance, collecting and gathering the data for the Attendance Top Five can now be time spent by the Attendance Lead creating Action plans and meeting with students rather than spending time analyzing and creating data as it pre-generates it for staff.

Challenge 4: Decrease the literacy gap between disadvantaged students and non-disadvantaged students shown in the data at CGS

PP Literacy Success	PP Numeracy Success
- 9-4 in English 64.3% (improved from 50% in Year 10 AP2 Data) - 9-5 in English 45.2% (improved from 38.1% in Year 10 AP2 Data) **Literacy Programme** - Year 7- 21% of all students graduated from requiring intervention for phonics/fluency or monitoring - Year 8- 55% of all students graduated from requiring intervention for phonics/ fluency or monitoring. - Year 9- 55% of students graduated from requiring phonics or fluency or monitoring	- 9-4 in Maths 52.4% (improved from 26.2% in Year 10AP2 data) - 9-5 in Maths 26.2% (improved from 19% in Year 10AP2 data)

Literacy

- These fantastic results show the impact of the Literacy and Numeracy Interventions across the school for this cohort of PP students (Year 11 2025-26) when they were in Year 7. They received specific literacy interventions to improve and close the gap created by the pandemic in Year 7 through Reading Box sessions and then the introduction of the LEAP programme when they were in Year 8. After this the introduction of a specific Literacy Specialist Lead meant that regular testing, a specific classroom and a specialist literacy teacher meant a much more targeted approach. The Literacy Support lessons are taught in smaller groups and students regularly reviewed and will graduate the class when their literacy levels improve. More support is going to be offered this year 2026-27 to our PP EAL students with a Literacy Lunch Support club being offered by the Literacy lead. More Literacy actions in 2026-27 will be as follows;
- Year LEAP 7 & 10 paired reading and LEAP
- Year 8 LEAP and Blue box and LEAP (trial)
- Year 9 LEAP and Green box
- Year 7 Advanced and Green Box
- Year 8 Advanced and Green Box
- Year 9 Advanced, Green Box and after school/lunch time (trial)
- Purchase LEAP and Advance students' group engaging readers
- Year 7-11 Reading in form time

Numeracy Update

After reviewing our data, the main issue for PP students has been their literacy, which is a real focus of interventions. However, the new Subject Lead in Mathematics for 2025-6 has been working hard this year to introduce a Numeracy programme to match our Literacy programme. Good processes have been created in identifying students needing intervention through regular and termly assessments for each whole cohort in Maths. Students then selected for Numeracy interventions sessions based on the assessment of the QLA data. Pleasing improvements were shown with students baseline data if attendance was good. The department lead is now looking at how to improve attendance through contact with parents and improving the experience with buying into an OnlinePlatform called IXL. Diagnostic testing on IXL has been put in place for all selected students which helps to breakdown topic by topic students' weaknesses and construct a plan to help fill those gaps - this has already been communicated to parents. More details reports have been created based on the diagnostic assessment, sent to parents, and students are clear on a plan to improve their numeracy skills. In addition in 2026-27 Year 9 will have one extra hour session a fortnight to support those in most need. Year 7-9 Numeracy Ninja's Form Time

Challenge 5: Develop and embed a holistic approach across teaching and learning for PP students with a focus on adaptive teaching and learning strategies

Results highlight effective focus was given to adaptive teaching and learning strategies for PP students through CPD sessions, ML leaders' meetings. For example, a whole school focus was placed on checking for understanding through the Cox Green Way including clear and consistent routines to Cold Calling, Show Me Boards and Think, Pair, Share. All of the above strategies shown through research to improve the outcomes of PP students. The work within departments by PP Champions meant that each department had a member of staff who were always focused on PP outcomes. The ideal was that the champion in each department how they would have high expectations of every PP student no matter their barriers to learn, ensure high quality adaptive teaching and learning strategies for PP students based in research, and how to foster inclusivity within the department to create enrichment opportunities for all. The PP Champions did work well this year in particular departments and faculties.

PP Champions worked on three specific targets throughout the year;
Autumn Term- Analysed and monitored the PP data of Year 11 2024-25 cohort and KS3 data. Identified areas for development and targets for the department.
Spring Term- Supporting all staff in the department/faculty to engage with the Learning partnership Cards programme and PP Key Vocab Packs in lessons
Summer Term- Focusing on PP Enrichment activities and ensuring the department/faculty are providing Enrichment opportunities that PP students are able to access
Departments where the PP Champions were particularly successful can be seen in Creative Arts and Humanities who have increased the Enrichment opportunities available to access as explained in Challenge 6 or the results in specific departments as explained in Challenge 2.
PP Champions are still a key area for development though. We will trial in 2026-27 the LL will either become the PP Champion or they will select the PP Champion themselves. In ML briefings LL will be briefed on what the PP Champions have to complete for each term to ensure that LL have oversight of the strategy.
Hopefully this will improve this intervention including improving the use of the PP centralised tracker and implementing strategies such as the PP Key Vocab packs for all PP students in every subject in each classroom. Other successful Teaching and Learning strategies were;

- LL/ASL/SLT all monitored the adaptative teaching and learning strategies and progress of PP students through Qof Education Walks, Work Reviews and PP Focused Book Reviews.
- Coaching sessions and the CPD twilight project all focused on adaptative teaching and learning strategies to provide training for staff

Challenge 6: Embed opportunities for PP students to build on their cultural capital and enrichment experiences throughout their education to improve engagement and attitudes to learning

SAFE/SEN Strategies Used	Funding Provided	Enrichment - **Total attended e.g. Sports Club, D of E, Production etc**
Boxing Mentoring Football Mentoring Number 22 Counselling Daisy's Dream Exit Card MHST ELSA SHINE Youth Worker Counselling Thames Valley Hospice Counselling Hub Support e.g. HWK Club, Handwriting Club Therapy Gone Fishing - Mentoring	• Counselling/Therapy **£2,520** • Mentoring **£28,800** • Alternative Provision **£47,750** • PP trips **£3,081.98** • PP Equipment (including revision guides) **£1,708.04** • PP Uniform **£1,071.96** • Music lessons **£1,229.00**	Disadvantaged Pupils: 77.74% (24-25-73.40%) Non-Disadvantaged Pupils 86.05% (24-25- 68.97%) FSM Pupils: 76.26% (24-25 69.81%) Non FSM Pupils: 86.39% (24-25- 69.71%)

- 100% Compulsory funded trips and 25% funding for Enrichment has continued improved attendance to trips. 94 PP pupils attended a trip last year. PP Students also receive improved support for D of E 2025-26 to enable students to access
- All Year 7 PP pupils were invited to an enrichment trip to Oxford including a visit to the Ashmolean museum and a walking city tour. The trip was completed funded including breakfast, lunch and reward for completing the trail. All Year 10 PP pupils were invited to an enrichment trip to the Science Museum 77% of PP students in each year group attended. The PP Mentors helped to run and organise theses PP Enrichment trips and will continue to do so into 26-27.
- The SAFE and SEN team continue to be an invaluable resource who have identified and organised several alternative curriculum arrangements including with the Mental Health Support Team and SHINE workshops. This includes regular parental/student assessment meetings, where external support is offered as shown above with the students provided from Boxing Mentoring to Gone Fishing to Therapy sessions.
- Careers PP Strategies specifically targeting Year 9/10 PP students for Careers appointments. Year 11 Revision Support Plan pupils had specific meeting s helping students make their college applications if they needed that support. Moving into 26-27 Careers focused Enrichment Trips are planned run by an ASL project.

- PP students have continued to be encouraged to attend Enrichment activities and the incentives have improved the percentage of pupils taking part rising from 73.40% in 25-26 to 77.74% . We did this through by continuing our targeted approach through PP Champions. A focus this year was enabling students to be able to access Enrichment activities in school which is why we had an expansion in activities offered within the school day such as Cookery Club. All Music clubs now happen during form time which are very well attended by PP students such as Year 8& 9 Rock Stars. We are now increasingly funding Music lessons as these enrichment opportunities are also increasing uptake in GCSE Music amongst disadvantaged learners which is amazing to see.

- Overall, the pupil premium strategies did have a very successful impact on students during the academic year of 2025-26

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
Construction Alternative Curriculum	Manor Green School
Catering Training Kitchen Alternative curriculum	Manor Green School
Therapy	The Foxleigh Practice
Therapy	Gone Fishing
Mentoring Sessions	New Angle CIC
HYPE Course	Haybrook College
Momentum Course	Haybrook College

Further Information (optional)

We have worked with a number of charities over the academic year 2025-26 and will continue to work with them into 2026-27. They have provided money for equipment, support towards extra-curricular activities and enrichment activities that have all benefitted disadvantaged students.

- Lion's Club
- Spoore Merry and Rixman Foundation