

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 21 st September 2025 (Y7-Y13)	1156
Proportion (%) of pupil premium eligible pupils (Y7-11)	21.4%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	21 st September 2025
Date on which it will be reviewed	21 st September 2026
Statement authorised by	Danny Edwards
Pupil premium lead	Andrew Shields
Governor / Trustee lead	Sam Steele

Funding Overview

Detail	Amount
Pupil premium funding allocation this financial year April 2025 to Mar 2026	£ 243,525
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	£ 243,525

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; 20.6% 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
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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	• Introduce use of PP Mentors, two new roles assigned to support with the implementation of PP strategies across every year group • Continue to embed Literacy and T&L strategies within the classroom for all teaching staff and the use of PP/SEN strategies to support staff in classrooms to identify factors that could improve progress for all e.g. STEP plans/STEP evaluation/Learning partnership cards • PP a focus of Quality of Education Walks and Work Reviews to measure and monitor the quality of effective feedback to monitor and evaluate use of PP T&L strategies in the classroom • PP Champions created within each department to oversee strategies, data and interventions put in place. PP lead to liaise with the PP champions and provide data/guidance. • Improved offer of Maths/Science/English/Options Intervention sessions for identified PP students in Year 11 • 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 ASL's regular meeting with faculties to discuss PP data through PP champions

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 comparison to ongoing data • Create new PP academic support plans for students in the new Year 7 cohort 2025-26 with most barriers to learning including those with the largest attainment gap • Review the Blue Learning Partnership Cards 25-26 by the end of the academic year and make appropriate changes • Create Year 11 Revision Support Plans 25-26 for appropriate students after reviewing their data on cyclical basis • Continue to embed the above two strategies across departments and subject teachers as part of their everyday strategy using directed time sessions and through the support of PP Champions • Support staff through CPD with the new strategies 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	• Introduce English and Maths tuition for students making the least amount of progress at GCSE. • Continue to develop literacy strategies in T&L practise e.g. LEAP/Phonics approach, disciplinary literacy, tier 2 words, informative texts, specialist vocabulary and comprehension of exam vocabulary • Literacy programme for PP students including; 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	• Continue to embed the Attendance Top 5 strategy by tracking and monitoring attendance of a Top Five students within each Attendance Category with actions to be completed and reviewed on a cyclical basis by tutor/HOY/SAFE/Attendance Lead/LT as appropriate. The focus is on PP students in each category. • 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 • Work with the SAFE team and HOY's to create strategies that are appropriate to the individual PP students
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 Club for Year 7-11 PP students including breakfast and a mentoring session. • Peer Mentoring 2025-26 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. • 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 T&L 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
<i>Whole school literacy drive</i>	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 new dedicated Literacy Interventions Lead. A new 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
<i>CPD on feedback and effective AFL strategies</i>	The EEF states that effective teaching and learning is integral to the approach to PP students and improving their outcomes. A whole school	- Assessment for Learning Drive as a school with a focus on; 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	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. - New Homework Strategies focused on retention and retrieval e.g. using teams to set quizzes. - Consistent routines e.g. "Think, Learn, Discuss" whole school strategy for good behaviour for learning across the school, improving comprehension implicitly and explicitly and 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 - Time given for specific CPD project that focusing on developing their T&L Strategies through StepLab. All staff have this as a Target 1 on their performance management.	
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		- 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 to 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.	
<i>Learning Partnership Cards</i>	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 2025-26 and implement any changes - Liaise with SAFE/HOY/SENDSCO 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 led/PP Mentors as appropriate - PP champions to lead on use of Learning Partnership cards within departments	1
<i>Reducing the attainment gap</i>	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	- Development of the Instructional Coaching into Step Lab which is focused	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.	coaching project. Staff will collaborate to coach each other on how to improve their quality of teaching based on CPD. - 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 Regular Revision sessions offered focusing on “Learning how to revise” - 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 and the Year 10 will also receive their revision guides earlier to improve their use and impact of the revision guides.	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<i>Manage and support department led small group interventions as appropriate</i>	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
<i>Peer mentoring</i>	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/SEMH//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/SENDSCO/Behaviour mentor as appropriate. - Sixth Form Peer mentors trained in Mental Health and Coaching techniques	
<i>Academic mentoring</i>	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. - Extra Year 11 Maths and English tuition by UPS teachers if required in smaller groups. - PP Champions to lead GCSE mentoring/interventions from within subjects for Year 10/11 students led by LL. 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.	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Actions	Challenge number(s) addressed
<i>Wellbeing: Behaviour, SAFE team and SEND team</i>	In the EEF a case study at Limsfield 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, 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 a 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	
<i>Wellbeing: Counsellor and SEMH Mentor</i>	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 than the interventions that can be put in place.	- Refer PP students to the counsellor, SEMH mentors and SAFE as appropriate. - The use of the new SEMH Mentor to work with PP students. SEMH Mentor feedback to staff as appropriate	3,5
<i>Well-being: Sessions in PD and tutor program</i>	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
<i>Sixth Form</i>	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.	
<i>Enrichment: Internal</i>	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. - 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

<i>Enrichment: External</i>	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, National Theatre 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
<i>Attendance Tracking System</i>	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 than 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. - Continue Attendance top five tracker to be completed on a cyclical basis by tutor/HOY/SAFE/Attendance Lead/LT as appropriate. - Continue with the successful Attendance Challenge programme. - PP students selected for all strategies as a priority. - Attendance Rewards Morning for 98-100% students once a term - Monitor and track the use of the four-strategy system via HOY/SAFE - 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.	
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		- 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	
<i>Focus on rewards and positive</i>	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. - Use of the AQA Unlocking Potential Programme nominating students to receive mentoring from Elite Athletes. - Rewards provided for Learning Partnership card students, Year 11 Revision Support Plan, Attendance Top Five 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 2023 to 2024 academic year.

There were several pupil premium activities that were successful during the academic year 2024-25 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 24-25	37.50	45.90	8.4*
PP Cohort 23-24	29.05**	42.24	13.19

*Gap reduced by 4.79

** 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 reducing the attainment gap between disadvantaged and non-disadvantaged pupils by 4.79. This improvement highlights the improvements made since 2021 when the new PP led came to the school and the new strategy and interventions were introduced. This highlights the success of the following interventions introduced to this cohort from Year 8;

- PP Learning Partnership cards for the students with the most barriers to their learning which grows from strength to strength in its impact on students' wellbeing and academic achievement as shown by results. Year 8-11 Learning Partnership cards all reviewed and implemented and communicated to staff via T&L and ML Briefings
- Year 7-10 Literacy interventions- The literacy interventions from LEAP phonics programme, Paired Reader mentors to the Reading Box tutor groups all have a great impact on the literacy of the students involved with students improving 100% in their literacy skills for example in the Reading Box tutor group.

Year 7-10 Peer Mentoring Sessions- All pupils received peer mentoring last academic year. Attendance at the sessions is at around 80-90% if students are present, they tend to attend.

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

Year 11 PP 24-25 Success

- 71% of PP pupils made an improvement from their Year 10 data to their GCSE's
- A8 average grade per student went up from 3.30 to 3.75 from Year 10 data to their GCSE exams
- 75% of Year 11 Blue LP card (identified in Year 8 as having the most barriers to their learning) made positive progress in their average EAP difference from Year 10 to Year 11
- 66% Year 11 Revision Support Plan students made positive progress their average EAP difference from Year 10 to Year 11.
- 9-5 English was 58.3% up from 29.2% in Year 10
- 100% MFL EBACC PP students passed and 66.7% of MFL EBACC student achieved a strong pass
- Positive average EAP difference for Art and Geography. The average grade in Business, Computer Science, History, PE, Drama, Eng Lang and Lit was a 4. The average grade in Graphics, RS and Spanish was a 5, with the average grade in Art 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 positive residuals indicate that our students made better progress than their counterparts in other schools. 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. The tiered approach to our Peer Mentoring system made 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. From 2025-26 we have two extra PP mentors who will be able to give extra focus to Blue Learning Partnership card students in Year 7-10. We 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 and History all ran '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.

We continue to have success in Year 7, 8 and 9 all year group are achieving over 90% for their attendance and therefore have kept consistent with the previous years achievements. The clear improvement needed is in Year 10, current Year 11 2025-6. Strategies have already been put in place for this. Year 11 24-25 FSM6 attendance was 85.1% according to FFT which is 1.6% above national average for Year 11 FSM students. The end of year PA figure for 23-24 for PP students was 81% and in 24-25 the end of year PA figure is 83.6%. These increases highlight that the new attendance strategies, such as the focus on PP students in the Top Five strategy, are working effectively. 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. We need to embed and make the approach to attendance more holistic across tutors, HOY and SAFE in every year group to ensure that we continue with the improvements made going forward. The successful strategies were;

Top Five Strategy introduced in 2024-5. In every attendance category, a top five students were chosen as a focus for their respective tutor, HOY/SAFE/Attendance Lead/SLT to take an action on every two weeks based on their current attendance. It provided a more stringent strategy of attendance interventions that were checked every fortnight. It worked on a cyclical basis with HOY/SAFE/Attendance Lead/SLT working and liaising together more towards the common goal. It was for all students but PP students in each category take priority.

The Attendance Challenge from Year 7-11 for all pupils from 85-89% is having impact especially as PP students always take priority in terms of support and focus.

Challenge 4: Decrease the literacy and numeracy gap between disadvantaged students and non-disadvantaged students that has been exacerbated by the pandemic

PP Literacy Success	PP Numeracy Success
- FSM6 Attainment 8- English 5.0 and National Averaged 5.0 - FSM6 64% achieved 5+ in Eng Lit- National Average 58% - FSM6 Progress 8 English- 0.04	- 9-4 in Maths improved by 8.3% from Year 10AP2 data to GCSE exams

These fantastic results show the impact of the Literacy and Numeracy Interventions across the school which began for this cohort of PP students (Year 11 2024-25) when they were in Year 8. They received specific literacy interventions to improve and close the gap created by the pandemic. These results show the real improvement made specifically to FSM 2024-5 students positive progress 8 score and being well above average at 9-5 in English Literature. In terms of numeracy there has not been the same level of interventions. This is because after reviewing our data, the main issue for PP students has been their literacy, which therefore became a focus of interventions. With a specific Subject Lead in Mathematics for 2025-6 this will help to address this difference. For instance, the Maths department have already developed their PP Key Vocab packs and they are using them in lessons. They also plan to include their own Numeracy programme. The successful Maths and English interventions used were;

- Extra GCSE English and Math's Tuition for selected PP students furthest behind in progress.
- Year 7-9 Numeracy Ninja's Form Time
- Year 7-11 Reading in form time
- Year 7-10 Literacy interventions- The literacy interventions from LEAP phonics programme, Paired Reader mentors to the Reading Box tutor groups all have a great impact on the literacy of the students involved with students improving 100% in their literacy skills for example in the Reading Box tutor group.

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

Results highlight effective focus was given to adaptative teaching and learning strategies for PP students through CPD sessions, ML leaders' meetings. For example, a whole school focus was placed on Live Feedback and AFL work on formative assessments, all 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. They could champion in each department how they would have high expectations of every PP student no matter their barriers to learn, ensure high quality adaptative 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 successful strategies used were;

- PP Champions worked on three specific targets throughout the year: They analysed and monitored the PP data of Year 11 2023-24 cohort and then implemented strategies within the department, they monitored and tracked the Wave 1 (T&L) and Wave 2 (Targeted) PP department interventions using the PP centralised tracker and implemented a new school of PP Key Vocab packs for all PP students in every subject in each classroom.
- 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

- Whole school INSET on PP T&L strategies based on research at the beginning of 2024-25. The use of these strategies were then tracked and monitored by PP Champions

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 Number 22 Counselling Daisy's Dream SEMH Mentor Exit Card MHST ELSA SHINE Youth Worker Counselling Thames Valley Hospice Counselling Hub Support e.g. HWK Club, Handwriting Club	• PP trips £1,427.70 • PP Equipment (including revision guides) £2,560.52 • PP Uniform £256.99 • Lions Club funding for Music lessons £420.00	Disadvantaged Pupils- 73.40% Non-Disadvantaged Pupils- 68.97% FSM Pupils- 69.81% Non FSM Pupils- 69.71%

- Improved funding for Trips to 100% Compulsory funded and 25% funding for Enrichment. PP Students are also going to receive improved support for D of E 2025-26.
- All Year 7 and 8 PP pupils were invited to an enrichment trip to Oxford including a visit to the Ashmolean and Pitt Rivers museum. 75 students signed up to the trip that was completed funded including breakfast, lunch and reward for completing the trail. More trips like this are planned for 2025-26 using the new PP Mentors who help to organise PP Enrichment trips for each year group.
- The SAFE team continue to be an invaluable resource who have identified and organised several alternative curriculum arrangements including with the Mental Health Support Team. This includes regular parental/student assessment meetings, where external support is offered.
- Careers PP Strategies specifically targeting Year 9/10 PP students for Careers appointments and BCA College taster sessions were
- PP students have been continued to be encouraged to attend Enrichment activities and the incentives have improved the percentage of pupils taking part rising from 66% 23-4 to 73.40% higher than non-disadvantaged pupils engagement . We did this through by continuing our targeted approach for instance we sent specific department invitations to PP students across the school inviting them to different activities and offered incentives.

Overall, the pupil premium strategies did have a very successful impact on students during the academic year of 2024-25

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
Animal Care Alternative Curriculum	BCA
Therapy	The Foxleigh Practice
Therapy	Heroes
Therapy	Gone Fishing
Alternative Curriculum	Manor Green – the LINK
Mentoring Sessions	Fighters Republic
Mentoring Sessions	New Angle CIC
HYPE Course	Haybrook College

Further Information (optional)

We have worked with a number of charities over the academic year 2024-25 and will continue to work with them into 2025-26. 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