

Pupil Premium Strategy Statement Crown Hills Community College

This statement details our school's use of pupil premium funding (for the **2025 to 2026** academic year) 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 | Crown Hills Community College |
| Number of pupils in school | 1505 |
| Proportion (%) of pupil premium eligible pupils | 27% (413) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | August 2026 |
| Statement authorised by | Farhan Adam, Principal |
| Pupil premium lead | Sarah Russell-Smith, Assistant Principal |
| Governor / Trustee lead | Fayaz Sattar |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £420,325 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total | £420,325 |

Part A: Pupil premium strategy plan

Statement of intent

We want all students to be committed to their learning and to the wider school life, including participation in extracurricular and enrichment activities to enable them to compete with their non-disadvantaged peers. We want all students to attend school regularly, to be punctual and to know how to conduct themselves in order to demonstrate outstanding personal behaviour so that they become outstanding and successful citizens who are prepared and ready for the world of work and to contribute positively to society.

We want attainment across the curriculum to be high, particularly in English and Maths. High-quality, knowledge first, responsive teaching is at the centre of our approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap.

We will support all pupils to achieve these goals. We will consider the challenges faced by all pupils, including; those who have special needs and/or disabilities, speak English as an additional language or who are from a minoritized ethnic background, have a challenging homelife, have prior attainment issues, have social, emotional and mental health needs or have been identified as having socio-economic needs. We will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. In addition, we will continue to support students with their wellbeing to ensure they can be the best they can be.

To ensure our approaches are effective we will; ensure pupils are challenged in the work that they are set; act early to intervene at the point that need is identified; adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve both in and outside of the classroom.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 Commitment | <p>The commitment of our disadvantaged students is lower than their non-disadvantaged peers. This is for both girls and boys. This is reflected in the fewer commitment rewards, #Success attendance (a celebration event at the end of the year) and average commitment across the three data collection points – a persistent trend.</p> <p>Our commitment data has shown that there is a gap within the first term of students arriving and this widens over their time at school.</p> |

| | |
|---|--|
| | The reasons why our disadvantaged students are not receiving #Success is due to their attendance, punctuality, low commitment scores and on-calls. |
| 2 Attainment especially in Maths and English | Attainment for our disadvantaged students in GCSE Maths and English in 2025 was lower than their non-disadvantaged peers. For example, 33.8% of disadvantaged students achieved a grade 5 or above in English and Maths compared to 47.2% of their non-disadvantaged peers. This is a slightly smaller gap than in 2024, and this percentage still remains higher than their disadvantaged students nationally. However, it is an area we must improve for these learners. The largest contributing factor to this gap was attainment in Maths, with a gap of -37.8% compared to 50.3%. |
| 3 Social Mobility | <p>Our school is in the heart of one of the most deprived areas in the country, with food hunger, a higher-than-average percentage of people claiming benefits and tax credits, people living in poor quality, overcrowded housing, and very low literacy levels within the adult community cited as areas of concern. (<i>Index of Multiple Deprivation 2023</i>).</p> <p>Tooth decay in children is a particular concern in our Spinney Hills community which has the highest percentage of 5 year-olds with decayed or missing teeth than any other ward in Leicester. (<i>Dental Public Health Epidemiology Programme for England 2022</i>).</p> <p>The percentage of households where English is not a main language spoken is one of the highest in the country.</p> <p>Education deprivation has also been identified, where households have the least level 2 qualifications in the country. (<i>Office for National Statistics Census 2021</i>).</p> <p>As a result of this deprivation, our disadvantaged students aren't able to access the same opportunities or cultural capital experiences as their peers.</p> <p>Despite offering a wide range of free extracurricular activities and enrichment opportunities at school, the uptake of these from our disadvantaged students and parents/carers is low.</p> |
| 4 Metacognition and Self-regulation | <p>Our lesson and coaching visits suggest many pupils lack metacognitive and self-regulation strategies when faced with challenging tasks. As a result, our disadvantaged students have more negative behaviour points compared to their non-disadvantaged peers.</p> <p>While work has been undertaken to ensure that all students are equipped to do homework and revision independently and successfully, more needs to be done to eliminate barriers for disadvantaged students completing homework so that their</p> |

| | |
|--|--|
| | completion rates are at least fully in line with those of their non-disadvantaged peers so that attainment gaps do not widen. |
| 5 Attendance, punctuality and behaviour | <p>The average percentage number of on-calls, seclusions and suspensions is higher with our disadvantaged students.</p> <p>Attendance and punctuality data for our disadvantaged students is lower than their non-disadvantaged peers.</p> |

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 |
|--|--|
| 1. Improved commitment among disadvantaged students across all year groups. | <p>By the end of our current plan in 2026/27 we will have sustained high commitment (above average 3) by all pupils including those that are disadvantaged.</p> <p>We will have a representative amount of disadvantaged students achieving awards and attending #Success.</p> |
| 2. Improved maths and English attainment among our disadvantaged students | <p>By the end of our current plan in 2026/7 we will see an improvement in Maths and English (9-5) and (9-4) attainment for our disadvantaged students and the gaps will close so that they achieve the same as their non-disadvantaged peers.</p> |
| 3. Improved social mobility for all, but especially DA students | <p>Cultural capital experiences are accessible to all, and every effort will be made to ensure maximum attendance, specifically targeted at our community needs.</p> <p>The attendance of disadvantaged students at clubs will be representative (as a minimum) of the number of disadvantaged students we have across the college. Pupil Premium students will be prioritised in all activities and interventions.</p> <p>The health and wellbeing needs of our disadvantaged students will be met as we will continue to be recognised as a Well School.</p> |

| | |
|--|--|
| <p>4.</p> <p>Improved metacognitive and self – regulatory skills among disadvantaged pupils across all subjects.</p> | <p>Teacher reports, student feedback and lesson/ coaching visits will suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding will be supported by homework completion rates, behaviour points analysis and teacher voice across all classes and subjects.</p> |
| <p>5.</p> <p>Reduced gaps in attendance, punctuality and behavioural concerns among our disadvantaged students</p> | <p>By the end of our current plan 2026/27 we will see an improvement in the attendance, punctuality and behaviour for our disadvantaged students and the gaps will start to close. There will be an increase in our disadvantaged students being able to participate in lessons due to improved attendance figures and fewer behavioural incidents that remove students from learning (on-calls, seclusions and exclusions).</p> |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Ensure high quality, knowledge first, responsive teaching through the CURRTLA CPD all staff training sessions. TAs will also be involved in some of the training sessions to support high quality teaching in the classroom.</p> <p>CPD for all staff on poverty, and how to support disadvantaged pupils helping them to thrive in school, improving awareness of how poverty impacts on children and families.</p> | <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/news/two-new-reviews-investigate-current-practice-and-highlight-key-challenges-for-writing-and-secondary-maths-teaching</p> | 1, 2, 3, 4, 5 |

| | | |
|---|---|-----|
| Focus on reading across the curriculum in order to ensure staff are equipped with the skills necessary to teach students how to read best in their disciplines. Tutor Time reading programme | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2,3 |
|---|---|-----|

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

Budgeted cost: £59,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide intervention for Y11 students who are underperforming in English, Maths and Science | https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support Year 11 English Maths morning booster sessions Maths after school tuition English after school tuition | 2 |
| Y11 Academic Mentoring | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 1, 2, 5 |
| Continue to run a 'homework club / study space' where pupils have the opportunity to | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | 2, 4 |

| | | |
|---|--|---------------|
| complete homework in school but outside normal school hours. This will also provide students with a space to revise for their assessments which feature in all year groups. | | |
| Meet targeted students to help support them with their revision skills, prioritising disadvantaged students. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Easter Revision, Half Term Revision and Summer School Intervention (with a greater focus on literacy and numeracy) | 1, 2, 3, 4, 5 |
| Homework monitoring, support and intervention. <u>Memory</u> – are students memorising information? <u>Recorded</u> – have you asked for students to record it in their planners and have you taught them how to record it i.e. students not simply writing it on the day that it is set but, rather, <i>planning</i> to do it? | Focussed intervention based on Homework data 2024 Term 1 Homework is a potential 'hornet'. As Sherrington (2017) reports: <i>'There is no meaningful sense in which it could be stated that 'the research says X about homework' in a simple soundbite. Homework is a complex issue.</i> Evidence from the EEF suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework is an integral part of learning, rather than an add-on. This is supported by evidence that <i>'the highest effects in secondary [schools] are associated with rote learning, practice or rehearsal of subject matter [which start in the classroom]; more task-oriented homework has higher effects than deep learning and problem-solving'</i> (Sherrington, 2017). Certainly, younger students can't undertake unsupported study as well as older students as they can't filter | 1, 2, 3, 4, 5 |

| | | |
|--|--|--|
| <p><u>Narrated</u> – when setting it, do you show <u>and</u> tell the students about its importance in supporting their learning/memory retention (<u>never</u> set flipped learning, which is not knowledge-first); plus, do you explain how to do it/what successful homework looks like?</p> <p><u>Accessible</u> – do you follow guidance as dictated by EHCPs/access arrangements when and where necessary e.g. in a larger font (N.B. we don't set different versions of the same homework, which could impose artificial limits on achievement); have you thought about access for all students if homework is set on-line?</p> <p><u>Routine</u> – is the nature/type of homework predictably structured as much as possible for at least the duration of</p> | <p>out irrelevant information or avoid environmental distractions – and, if they struggle, the overall effect can be negative. Homework that is more open and more complex is more (but not necessarily) appropriate for more able and older students.</p> <p>Some studies indicate that there may be an optimum amount of homework of between one and two hours per school day (slightly longer for older pupils) with the positive effects diminishing as the time that students spend on homework increases beyond that point.</p> <p>Homework provides an opportunity for learning that could reinforce socio-economic differences. Schools and teachers might be able to mitigate the problem by, for example, providing quiet places for study for students with no such facility at home. To this end, teachers should direct students to attend Homework Club e.g. in the library.</p> <p>Focussed intervention based on Homework data.</p> <p>QA and faculty level checks to ensure homework is Mr Narr compliant:</p> <p><u>Memory</u> – are students memorising information?</p> <p><u>Recorded</u> – have you asked for students to record it in their planners and have you taught them how to record it i.e. students not simply writing it on the day that it is set but, rather, <i>planning</i> to do it?</p> <p><u>Narrated</u> – when setting it, do you show <u>and</u> tell the students about its importance in supporting their learning/memory retention (<u>never</u> set flipped learning, which is not knowledge-first); plus, do you explain how to do it/what successful homework looks like?</p> <p><u>Accessible</u> – do you follow guidance as dictated by EHCPs/access arrangements when and where necessary e.g. in a larger font (N.B. we don't set different versions of the same homework, which could impose artificial limits on achievement);</p> | |
|--|--|--|

| | | |
|--|---|------|
| <p>a unit e.g. via an on-line platform consistently, working through a knowledge organiser to completion?</p> <p><u>Regular</u>: is it set in accordance with the timings (see below)?</p> | <p>have you thought about access for all students if homework is set on-line?</p> <p><u>Routine</u> – is the nature/type of homework predictably structured as much as possible for at least the duration of a unit e.g. via an on-line platform consistently, working through a knowledge organiser to completion?</p> <p><u>Regular</u>: is it set in accordance with the timings (see below)?</p> | |
| <p>Meet targeted disadvantaged students to support with improving commitment. Targeted group identified and are supported with approaches which aim to help pupils think about their attitude to learning.</p> | <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</p> | 1,5 |
| <p>Provide revision materials and training for students on how to prepare for assessments (all years)</p> <p>Provide all KS4 tutors with a Revision Box to support mindful revision during tutor times.</p> <p>Provide all Y10 students with revision guides</p> | <p>https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model</p> <p>https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</p> | 2, 4 |

| | | |
|--|--|---|
| All Y7 and 8 students have their reading ages assessed across the year (four times) using STAR Reader (Renaissance). The weakest students in KS3 will receive extra support through targeted intervention (Read, Write, Inc. phonics, Daily Literacy and Rapid Plus) | https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency | 2 |
| English and Maths intervention for all year groups. Daily Literacy, Rapid Plus Drop-In support – Year 10 and 11 | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | |
| Intervention focussed on specific underperforming groups, where students have additional needs, including HPA, EAL, SEND, LPA | https://educationendowmentfoundation.org.uk/news/two-new-reviews-investigate-current-practice-and-highlight-key-challenges-for-writing-and-secondary-maths-teaching Targeted intervention for HPA, New Entry students English Prof. A-B, SEND students and LPA groups. https://researchschool.org.uk/essex/news/implementing-the-eefs-five-a-day-principle-to-support-send-learners-in-the-classroom | |

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

Budgeted cost: £339,925

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Staffing for behaviour/SEND/AH OYs Leads.</p> <p>Monitor college trends and PP gaps (Commitment, #Success, on-calls, seclusions, suspensions, attendance concerns) across the year groups and provide targeted intervention as required.</p> <p>Coordinate work with SENCO and HOYs</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</p> | 1, 5 |
| <p>Intervention groups focussing on improving metacognition and self-regulation strategies (self-efficacy and motivation skills, sense of ‘belonging’) to help pupils to feel confident and empowered so pupils want to attend school and want to behave.</p> | <p>https://educationendowmentfoundation.org.uk/measures-database/self-efficacy-scale-for-children</p> <p>https://educationendowmentfoundation.org.uk/measures-database/motivation-and-engagement-scale</p> <p>https://educationendowmentfoundation.org.uk/measures-database/cultural-self-efficacy-scale-for-adolescents</p> <p><i>‘Over a fifth of young people from poorer backgrounds (21%), think their life will amount to nothing, no matter how hard they try’ (Princes Trust, 2022)</i></p> <p>https://researchschool.org.uk/kingsbridge/news/motivation-and-self-regulation-insights-from-kornell-and-bjork</p> <p>Social and emotional learning intervention skills</p> | 1, 2, 3, 4, 5 |

| | | |
|--|--|-----------|
| | Positive Behaviour intervention and training | |
| External providers to support with wellbeing/mentoring of all students | https://ibo.org/globalassets/new-structure/research/pdfs/supporting-student-wellbeing-in-a-digital-learning-environment-policy-paper-en.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance | 1,5 |
| Purchase programme to support and ease language barriers for parents with Free School Meal Applications | Much of our work with our parents and carers has revealed language barriers and understanding barriers to claim for what they are entitled to. This programme aids process and is further supported by staff in school who guide parents/carers through the process. | 2,3 |
| Additional counselling provision to support increased number of student referrals | https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning | 1,5 |
| Provide PP students with a personal grant and subject materials as needed to enhance the curriculum, which supports metacognition and social mobility (Poverty Proofing) | https://children-ne.org.uk/poverty-proofing-the-school-day/ | 2, 3, 4,5 |
| Pupil Premium Priority Policy: | https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole- | 1, 3, 5 |

| | | |
|---|---|--|
| <p>PP students are prioritised, with at least the percentage of PP students that attend or access activities is increased so that it is proportionate to the school cohort. Pupil Premium pupils are met first, seen first, heard first.</p> <p>Events/activities include: KS3 trips, music tuition, DT food costs, DofE costs, #Success event.</p> <p>PP students are met to discuss barriers to uptake and engagement of character education.</p> <p>This is across all extra-curricular opportunities as well as trips and experiences.</p> <p>Financial barriers to character education are removed by providing full assistance where costs are incurred, e.g. DofE, music lessons etc.</p> <p>Develop partnerships with the local community</p> | <p>school-inspection-criteria/how-to-avoid-narrow-definitions-of-cultural-capital/</p> <p><i>'A school alone cannot provide a transformation in life chances for all young people and families that come through its doors, so we must be open to working with others'</i></p> <p>https://www.thersa.org/blog/2019/05/schools-without-walls</p> <p>(see 6 year Personal Development journey, including Widening Participation, Volunteering, Intergeneration Links etc)</p> <p>Charity work/consumables</p> | |
|---|---|--|

| | | |
|--|--|----------------------|
| <p>(businesses, charities and voluntary organisations, universities), to offer students first-hand experience of aspirational futures to aid social mobility.</p> | | |
| <p>Provide a forum for parents/carers to help them understand specific ways that they could help their child learn and be organised at home (support self-regulated learning).</p> <p>Parental gatherings will deliver targeted sessions to parents including those whose children have SEND/EAL needs, or those who have demonstrated a lack of engagement (e.g. non-attendance at PCT, referrals from AHOYs etc), to increase the level of accountability placed on parents in relation to their child's learning.</p> <p>Provide opportunities to ensure that relationships are developed between</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>1, 2, 3, 4, 5</p> |

| | | |
|---|---|-----------|
| parents from different communities. | | |
| Provide hot food and care packages for our most disadvantaged families. | https://www.gov.uk/government/publications/warm-spaces-in-england-an-evidence-review-and-toolkit/warm-spaces-in-england-an-evidence-review-and-toolkit-for-local-organisations | 1,2,3,4,5 |
| Provide additional and bespoke support to our most vulnerable students including laptops; LAC support to ensure academic achievement and accelerated progress; welfare advice and support; school counsellor support; alternative provision; pupil related travel costs for fixtures and other transport costs. Uniform care and sanitary provision. Financial support and guidance are provided for our most vulnerable families as and when required. | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion | 3 |
| Provide a breakfast for all students as part of our breakfast club provision | https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision | 1,3 |

| | | |
|---|---|------|
| <p>Parent friendly sessions are provided for our EAL parents to help remove barriers - particularly linguistic and cultural – that could affect the extent to which parents are engaged in their child's education.</p> <p>ESOL teacher used to support this.</p> | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 3, 5 |
| <p>Improve children's health as part of the Well Schools Strategy</p> <p>Dental health care programme introduced</p> | https://www.cdhc.co.uk/how-dental-health-education-schools/ | |

Total budgeted cost: £420,325

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 2024-25 academic year (and a summary of the 3-year strategy ending 2026-27)

Attainment

For 2025, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) was not reported on due to Covid as no KS2 data was collected. Therefore, the Attainment 8 score (a measure of the average achievement of students at this school, across 8 qualifications) will be used to measure impact. Our disadvantaged pupils' Attainment 8 score was 42.3, only slightly lower than the national average Attainment 8 score for non-disadvantaged of 45.9. They achieved significantly higher than disadvantaged pupils nationally whose Attainment 8 score was 34.9 (England). Analysis of Key Stage 4 Performance data for 2024/25 suggests better than national Pupil Premium performance at Crown Hills. However, there is an in-school gap of the Attainment 8 scores between our disadvantaged (42.3) and non-disadvantaged students (47.4) which will be addressed using the strategies suggested.

Key Trends A8:

- English have improved Pupil Premium outcomes for 4+, 5+ and 9-7
- Maths have seen a drop in Pupil Premium outcomes for 4+ and 5+ and the in-school gap is widening over time
- The gap compared with national non-disadvantaged is widening for Maths 4+ and 5+, as well as Science 4+, although Science 5+ has narrowed

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including commitment, social mobility, metacognition, attendance, punctuality and behaviour.

Commitment

The average commitment score showed little movement, and although more pupil premium students accessed #Success, there is still a disproportionate gap between disadvantaged and non-disadvantaged students.

Social Mobility

A number of trips and visits took place last year and are now part of the established CH 6 year journey. We take our Year 7s to Hunstanton and Leicester University, Year 8s to London and Year 9s to Chatsworth House in the Peak District. Whole cohort attendance to these trips was high and although there still needs to be more work at boosting all pupil premium attendance, these opportunities were taken by a significant proportion.

Participation in extra-curricular clubs for the academic year 2024-2025 saw a proportionate percentage in line with our pupil premium percentage. By the end of the year, we had 29 more PP students attending a club in comparison to the previous academic year. This represents a 4% increase from the previous academic year and a relentless drive to close the gap. There is also an equal percentage (61%) in participation of PP and Non-PP students.

Metacognition and Self-Regulation

The homework club has continued to be a valuable resource for our pupils. Although we are still seeing Pupil Premium students disproportionately represented in the homework sanction data. This will be an area of focus as homework continues to be a priority for the school.

Although there were clear improvements in assessment scores and a reduction for key targeted students of on-calls and behaviour sanctions, the behaviour data still suggests that many of our disadvantaged pupils still lack metacognitive / self-regulation strategies and that they are disproportionately missing more lesson time through lates, on-calls and seclusions (see below data).

Attendance, punctuality and behaviour

The data demonstrates that there has been a relative improvement in attendance of disadvantaged students, and this percentage is higher than the national percentage.

| Year | Cohort | School | National | National distribution banding | Sch trend vs Nat trend |
|---------|--------|--------|----------|-------------------------------|------------------------|
| 2024/25 | 396 | 93.7% | 88.2% | Above | Relative improvement |
| 2023/24 | 359 | 90.9% | 86.0% | Above | Relative decline |

However, PP attendance is still lower than their non-PP peers, and they still make up 44% of the late counts.

| Year | PP Attendance Present % | Non-PP Attendance Present % | PP Late Count | Non-PP Late Count |
|--------------------|-------------------------|-----------------------------|---------------|-------------------|
| 7 | 93.66 | 95.65 | 170 | 235 |
| 8 | 92 | 95.13 | 628 | 465 |
| 9 | 93.72 | 94.62 | 189 | 384 |
| 10 | 90.47 | 94.55 | 368 | 466 |
| 11 | 87.5 | 88.23 | 245 | 495 |
| Grand Total | 91.55 | 93.6 | 1600 | 2045 |

The number of disadvantaged students within the cohort being on-called and secluded has increased and they disproportionately make up the behaviour figures, as seen below:

| % total number of incidents 27/08/2024-11/07/2025 | | | | | | | % total number of students 27/08/2024-11/07/2025 | | | | | | |
|---|--------|----------|--------|------------|--------|-----|--|--------|----------|--------|------------|--------|-----|
| Lates | | On-calls | | Seclusions | | | Lates | | On-calls | | Seclusions | | |
| DA | Non DA | DA | Non DA | DA | Non DA | | DA | Non DA | DA | Non DA | DA | Non DA | |
| Total no. | 1600 | 2045 | 1001 | 1474 | 281 | 352 | Total no. | 246 | 490 | 198 | 369 | 108 | 165 |

| | | | | | | | | | | | | | |
|--------------------|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|
| % based on co-hort | 44% | 56% | 40% | 60% | 44% | 56% | % based on co-hort | 61% | 45% | 49% | 34% | 27% | 15% |
|--------------------|-----|-----|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|-----|-----|

The data is skewed however, by a small number of repeat offenders (in the same way that this caused a negative impact on A8 data).

Summary

Although clear improvements have been made, especially in comparison to national data, based on all the information above and our in-school measures and comparisons, the performance of our disadvantaged pupils is not yet meeting the high expectations and intended successes we set out to achieve. Therefore, we will continue to focus on these same challenges for the second year of our 3-year strategy as set out in the targets above. Priority areas will include behaviour data and attainment in Maths and Science. Our evaluation of the approaches delivered and our data analysis means that we can be more targeted and strategic in our approach to close these gaps.

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 |
|-----------|----------|
| N/A | |