

Pupil premium strategy statement – [Woodcote High School]

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

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

School overview

Detail	Data
Number of pupils in school	1295
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026 Year 3
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kate Marrill
Pupil premium lead	Allison King
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,836
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£78,814
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£355,560

Part A: Pupil premium strategy plan

Statement of intent

Woodcote High School is dedicated to fostering the holistic development of all our students, equipping them with the skills to positively contribute to society while realising their individual potentials. Recognising the diverse needs of our student body, we acknowledge that some may require additional support and resources to achieve their personal goals and ambitions. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We are dedicated to extending additional opportunities to students, particularly those facing disadvantages, to ensure equitable access to experiences that enhance their learning, deepen their understanding of the world, and contribute to the enrichment of their cultural capital.

Through comprehensive data analysis and evidence-based research, we have successfully pinpointed the critical challenges confronting our disadvantaged students. Our rigorous examination has allowed us to precisely identify areas where targeted support and opportunities can be strategically deployed to effectively address these challenges. In light of these findings, our commitment to tackling these obstacles has been characterised by a robust and tailored approach, specifically designed to meet the unique needs of our disadvantaged students. This dedicated strategy underscores our commitment to fostering an inclusive and supportive educational environment that empowers every student to overcome hurdles and achieve their full potential. Through consistent communication with families, active promotion of home learning engagement, and ensuring access to essential resources, we have prioritised mitigating the effects of these challenges.

Woodcote High School is dedicated to delivering the highest quality learning opportunities for all its students. Aligned with the tiered approach exemplified by EEF research, Woodcote High School has crafted a robust strategy to ensure high-quality teaching for all students, with a special focus on those facing disadvantages. Our three-tiered model encompasses:

High-Quality Teaching:

- Prioritisation of effective teaching and ongoing professional development.
- Strategic planning “Backward Planning” that considers prior learning and attainment, adapting teaching for all students, including the disadvantaged.
- High expectations for disadvantaged student involvement and engagement through dialogue.
- Implementation of effective teaching strategies, such as appropriate questioning, modelling, and explaining.

- Inclusive practices to promote “checking for understanding” , including "cold calling" and a "no hands-up" approach for full student engagement.
- Promotion of independent learning among disadvantaged students with necessary support and encouragement.

Wider Strategies:

- Addressing non-academic challenges like attendance, behaviour, and social-emotional needs as integral components of our Pupil Premium strategy.

Targeted Academic Support:

- Providing individual or small-group tuition and assistance for disadvantages with low literacy skills and those students who require catch-up support due to the impact of the pandemic or other factors.
- Prioritising the progress of Disadvantaged Students; implementing academic mentoring and tracking tutor groups to guarantee that students receive the necessary attention and support.
- Implementing measures to maintain regular and continuous communication with the parents/carers of Disadvantaged Students.

This tiered model guides the allocation of Pupil Premium funding at Woodcote High School. We understand the dynamic nature of priorities and the need for flexibility in our approach, emphasising the importance of tailoring strategies to our school's unique challenges. Our commitment is unwavering, to cultivate an inclusive environment where all students, especially those facing disadvantages, feel supported, valued, and inspired to achieve ambitious outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Learning gaps persist from primary school to Key Stage 4. These gaps are driven by historical factors and more recent factors such As PP students progress to Key Stage 4, the gap widens. It is important to put

	the right support for students to ensure that they are supported both at Key Stage 3 and Key Stage 4.
2	Literacy levels of PP students are lower than non-Disadvantaged students. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	The attainment of Disadvantaged students HPA students has not been as high as the non-HPA or non-Disadvantaged students.
4	<p>Our attendance data over the last few years indicate that attendance among disadvantaged students has typically been between 4- 10 %lower than for non-disadvantaged students.</p> <p>For example, last year PP students' attendance in comparison to non PP:</p> <p>Year 7 - 7 % lower</p> <p>Year 8 – 4% lower</p> <p>year 9- 4. 8 % lower</p> <p>Year 10 – 10 % lower</p> <p>Year 11 – 8 % lower .</p>
5	Some of our disadvantaged students encounter external challenges that significantly impact their academic performance and overall well-being. These challenges can include limited academic guidance at home, limited life experiences leading to a lack of cultural capital, inadequate home study resources , a lack of necessary equipment, and disparities in access to essential resources less access to enrichment opportunities that help them to develop their cultural capital and have high aspirations for their future.. Addressing these challenges is crucial for fostering academic success and holistic well-being among disadvantaged students.

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
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<p>As a result of exceptional teaching, the percentage of disadvantaged students achieving a 5 GCSES including Grade 5+ in English and Maths will be more in line with the national average and their peers. There gap between PP and non-P will be narrowed.</p>	<p>By the end of our current 3 year plan in 2026 KS4 outcomes will demonstrate an improvement to PP student GCSE achievements. Disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> ✓ an improving A8 score ✓ An improving P8 score ✓ An improving 5 GCSE in EngMA -5+ ✓ a An improving 5 GCSE in EngMA -4+ ✓ Overall, diminishing gap between PP and non PP for P8 and A8
<p>Improved reading ages and comprehension among disadvantaged pupils.</p>	<p>Catch up reading and other reading programmes successful implemented and embedded.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Continue to increase engagement and embed accelerated reader at KS4.</p> <p>Increased number of students whole reading age is two years or more below their chronological age is closed by 20%</p>
<p>Reduction of poor attendance for those students who are PP and an increase in their overall attendance</p>	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>The percentage of all disadvantaged pupils who are persistently absent and the figure among being no more than 3% lower than their peers.</p> <p>Evidence of rapid intervention with those who have attendance of below 92% and evidence of progress on individual students.</p>
<p>To improve wider opportunity offering to PP students in terms of extracurricular and wellbeing support.</p>	<p>Our extracurricular offer will serve PP students and track their engagement. A variety of high-quality enrichment and engagement activities take part throughout the school.</p>

Progress of HPA Disadvantaged Students improves	Internal and external examination data shows that this is increasingly close to that of non-disadvantaged students and non-HPA students. This is true across a range of year Groups.
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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: £155,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching for all	<p>Research tells us that high quality teaching can narrow the disadvantage gap. Supporting high quality teaching is pivotal in improving children's outcomes. The 2014 Sutton Trust review on 'Improving the impact of teachers on pupil achievement in the UK' finding 'for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning'. This builds on Slater, Davies and Burgess's 2011 research which found 'highly effective' as opposed to 'average' teaching could raise pupil outcomes by as much as 10%</p> <p>Improving the impact of teachers on pupil achievement in the UK – interim findings - Sutton Trust</p> <p>Closing The Gap With Quality First Teaching - HWRK Magazine</p>	1,2,

<p>Weekly WDT sessions to focus on strategies and metacognition</p> <p>Continue to Increase the number of staff to work towards qualifications</p> <p>eg NPQSL</p> <p>DS priorities to be clearly outlined on the agenda.</p> <p>Ensure all subjects have opportunities to engage and disseminate effective strategies.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). There is particularly strong evidence that it can have a positive impact on maths, science and English attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3</p>
<p>Recruitment/Continued funding of Lead Practitioners (LP) in with a focus in raising attainment for disadvantage students and students requiring learning support.</p>	<p>LPs will work with different teachers to focus on mastery learning to help to improve practice.</p> <p>Students from disadvantaged backgrounds will learn and progress at a similar rate as their peers. Attainment and progress data will be in line with the national average with a narrowed gaps between PP and non-PP students.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Developing literacy and oracy in all subject areas using recommendations in EEF Improving literacy in secondary schools</p> <p>Continue to extend the testing of the</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>1, 2, 3</p>

<p>reading ages to students in Key Stage 3 . Share this information with staff and parents so that we</p> <p>Use of Accelerated Reader (AR)</p> <p>Strong focus on literacy/oracy in planned CPD, and this is a strand of the whole school improvement plan</p> <p>Literacy interventions will take place across KS3 for low attaining disadvantaged pupils. Use of Catch Up Literacy programme, along with Lexia PowerUp used by the SEND team.</p>		
<p>Recruitment of additional staff in core subjects to provide smaller group size and additional support. All core subjects in Key Stage 4 to have a set 5. Set 5 students will be smaller and will be for students who are significantly behind and need significant catch up.</p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2,3</p>
<p>Middle leadership development programme</p>	<p>A strategic middle leadership program continues to be in place that works on the competencies and skillset of leaders. Many leaders are already engaged in national leadership programs e.g. NPQML. This 'home grown' program will enable leaders to deal with contextual issues, align themselves fully with the school vision</p>	<p>1, 2,3</p>

	and support themselves and team members to become high quality practitioners.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding extra staff to carry out the guided reading programme for students that are below average to enable students to have access to powerful literacy and read, write and speak like experts.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2
Targeted academic intervention offer for disadvantaged KS4 and KS5 students focusing on supporting student's attainment and progress through small group bespoke intervention Tutoring opportunities for KS3 students in English and Maths where students are not making expected progress in these subjects offered by tutors sourced	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3

through National Tuition Partners		
<p>Tutoring /mentoring opportunities for High Ability Disadvantaged students to raise aspirations , such as university visit and key note lectures.</p> <p>Allocated person to support HPA students and parents to track the progress of the High Attaining Disadvantaged student group is closely monitored and that they have access to high quality opportunities aimed at raising their aspirations.</p>	<p>Structured mentoring and tutoring programmes have been found to be beneficial for highly able students. Such programmes could be run in collaboration with local universities, to allow students to access advice and support. If partnerships are not possible, schools could instead run a mentoring programme between older and younger students within their school.</p> <p>Interventions should where possible also engage the families and communities of the students involved. For those from disadvantaged backgrounds particularly, support from their family and wider community can be vital in ensuring their progression and attainment.</p> <p>PotentialForSuccess.pdf (suttontrust.com)</p>	
Purchase of Additional Learning Resources, Set Texts, Textbooks and Revision Guides in all subjects for PP Students (3/4)		1, 2, 3
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses/challenges of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Allows comparison of students against students outside of our school especially those that are norm referenced. Examples: → NGRT (New Group Reading Test) → National	1, 2, 3

	<p>standardised Maths and English Progress GL test</p> <p>EEF Blog: Measuring up - helping teachers to assess better EEF (educationendowmentfoundation.org.uk)</p>	
4matrix and FFT Subscription to track PP progress	<p>Continued use of this software to enable closer tracking and monitoring of PP students compared to non PP students. 4matrix is a data support package to track student progress. These software give us the opportunity to evaluate the impacts of our strategies at key tracking events</p>	1, 2, 3

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to track, monitor and improve the attendance of some of our most vulnerable students. Continued funding of EWO with focus on key disadvantaged students' attendance in all years so that they are improving rates of attendance.</p> <p>Evidence of work with external agencies where necessary – Springboard / CAMHS to improve attendance,</p>	<p>Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	4

educational psychology and SEND		
Embed ClassCharts for behaviour tracking and achievement notification.	<p>Class Charts is a software that is open throughout a teacher's lesson, full of important information about each individual child in a class. At their fingertips, teachers will have strategies for ensuring the progress of each child, as well as behaviour information and anything else that could cause gaps. Bright spots in behaviour and achievement will be celebrated, and by knowing our students better, learning will be more personalised.</p> <p>School Seating Planner & Behaviour Management Software: Class Charts</p>	1,2, 4, 5
Track students cultural capital experiences via assemblies, electives, our PSHE offer, visiting speakers and trips.	<p>A composite measure of cultural capital has a significant effect on academic achievement. Children's cultural capital, captured by six indicators measuring cultural participation, reading habits, and participation in extracurricular activities, has (mostly) positive effects on children's reading recognition, reading comprehension, and math test scores.</p> <p>Does Cultural Capital Really Affect Academic Achievement? New Evidence from Combined Sibling and Panel Data - Mads Meier Jæger, 2011 (sagepub.com)</p>	4, 5
<p>High Quality Enrichment offer targeted at PP Students e.g., Arts Clubs, Duke of Edinburgh Scheme, Curriculum Trips</p> <p>Monitor participation in extra curricular activities Free Music</p>	<p>The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from</p>	4, 5

<p>tuition for Pupil Premium pupils Additional activities funded for PP students , trips and extra curricular activities.</p>	<p>their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	
<p>Enhanced Careers advice and intervention in order to provide students with goals and a clear informed path to get there.</p> <p>Activities that will help to raise aspirations. Pupil Premium champion to source additional activities and engage parents.</p>	<p>Career guidance promotes positive well-being, including recognising strengths, a focus on the future, setting achievable goals, and building a social identity through work.</p> <p>It enhances linkage of academic and career experiences and thus, improves career preparation.</p> <p>There is a strong, statistically significant relationship between participation in career development activities and more positive attitudes towards schooling.</p> <p>Impact-of-careers-guidance-on-wellbeing.pdf (bepschools.org)</p>	4.5
<p>Counselling support and inclusion intervention such as drama therapy, mindfulness and mentoring.</p>	<p>Such strategies increase focus, attention, self-control, classroom participation, compassion. Improved academic performance, ability to resolve conflict, overall well-being. Decreased levels of stress, depression, anxiety, disruptive behaviour.</p> <p>Mentoring connects a young person to personal growth and development, and social and economic opportunity.</p> <p>They become more relaxed; can focus on their goal, aware about their strength and weakness.</p> <p>Mindfulness for Kids - Mindful</p>	4, 55
<p>Activities to support students wellbeing and welfare</p>	<p>Breakfast Club for PP students</p>	

	Uniform bought as needed for pupil premium students from hardship fund to ensure that students barriers to learning are removed.	
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Total budgeted cost: £ /£355,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview

This year, the school's Pupil Premium (PP) strategy has continued to focus on reducing disadvantage through high-quality teaching, literacy development, improved attendance, and wider engagement. The approach has remained data-driven, using assessment, attendance, and participation data to inform targeted intervention. While validated measures such as Progress 8 were not available this year, internal data and attainment outcomes have been used to evaluate progress and identify key priorities for improvement.

Key Performance Outcomes

Progress 8

Not measured or validated in 2025.

Attainment 8

2023: PP: 35.7

2024: PP: 40.37 | Non-PP: 50.89

2025: PP: 35.29 | Non-PP: 49.14

Analysis:

Attainment 8 for PP students declined slightly, reflecting a cohort-wide drop across subjects. However, the PP–non-PP gap narrowed to 13.85 points, showing improved parity despite lower overall outcomes. This indicates that disadvantaged students were less disproportionately affected by the decline.

Achievement in 5 GCSEs (Grades 4+)

2023: PP: 28.7%

2024: PP: 53% | Non-PP: 73%

2025: PP: 44.64% | Non-PP: 49.14%

Analysis:

Although overall achievement fell from 2024 levels, the gap narrowed from 20 percentage points to 4.5, representing the smallest disparity in three years. This demonstrates stronger equity and sustained impact of targeted interventions.

Teaching, Learning, and CPD

The emphasis on adaptive teaching has strengthened inclusive classroom practice across all subjects. Teachers have implemented more personalised strategies to meet the needs of PP, SEND, and high-attaining learners.

CPD priorities included:

- Backward Planning to ensure coherence and clear learning outcomes.
- Checking for Understanding to address misconceptions promptly.
- Improving Feedback for clarity, relevance, and student ownership of learning.

These priorities have led to greater classroom consistency, improved pupil confidence, and stronger engagement from disadvantaged learners.

Teachers have also received additional support in identifying and addressing learning gaps from Key Stage 2 to Key Stage 4. This has included improved data tracking, targeted intervention, and personalised feedback strategies. Revision resources and structured KS4 intervention sessions were reinstated to ensure PP students have equitable access to exam preparation, addressing previous gaps in provision.

Literacy Development

Improving literacy continues to underpin the PP strategy. Assessments and observations at Key Stage 3 show that many disadvantaged pupils enter with lower reading comprehension and fluency than their peers, impacting progress across subjects.

To address this, the school implemented a multi-layered literacy plan including:

- Accelerated Reader and Lexia to strengthen fluency and comprehension.
- 1:1 Catch-Up Reading support for weaker readers (60% PP).
- Expansion of Lexia licences to include non-SEND PP learners.
- Form-time reading sessions to embed a consistent reading culture.

Collaboration between the Literacy and SEND Leads has improved early identification and intervention, resulting in measurable gains in reading ability at KS3. Students report increased confidence in reading aloud and engaging with text-heavy subjects.

Attendance

2024–2025 Attendance Overview

Year	PP Attendance	Gap with Non-PP
Year 7	86.26%	7.17%
Year 8	88.9%	6.3%
Year 9	89.1%	3.5%
Year 10	80.9%	13.9%
Year 11	85.3%	10.6%

Analysis:

Overall attendance for PP students has improved compared with 2024, particularly in Years 8 and 9, where the attendance gap has narrowed significantly. Persistent absence remains a challenge in Key Stage 4, but Year 11 attendance improved slightly compared with the previous cohort.

Key interventions have included the Attendance Sprint initiative, the establishment of a Reconnection Room for reintegration, and closer collaboration with EWO, STARS, Springboard, and A2E. Form tutors now use Inclusion Packs to strengthen home-school communication, ensuring earlier intervention. Students with EBSNA profiles are supported through EHCP processes and targeted mentoring, improving individual outcomes.

High Prior Attaining Pupil Premium Students

Targeted work has continued to ensure that High Prior Attaining (HPA) Pupil Premium students are consistently challenged and supported to achieve their potential. Teaching has focused on high expectations, effective questioning, and structured challenge to extend learning and promote higher-level thinking. Internal analysis shows that several HPA PP students achieved grades 7 and above, particularly in English and science, reflecting the impact of improved teaching consistency. However, outcomes remain slightly below those of non-PP HPA peers in some subjects, highlighting the need for continued focus on challenge, stretch, and academic aspiration.

Extracurricular Engagement

Wider participation has been a strong focus this year, ensuring that PP students benefit fully from enrichment opportunities that enhance cultural capital and aspiration.

Key initiatives included:

- Financial support for trips, clubs, and activities to remove cost barriers.
- High PP engagement in sports and performing arts, supported through funding for equipment and kit.
- Overseas and local cultural trips funded to broaden experience and aspiration.
- Extra music tuition provided to promote creativity and self-confidence.
- Introduction of the SOCS and Arbor systems to monitor extracurricular participation more accurately.

Feedback from students highlighted greater confidence, teamwork, and belonging. Staff observed improved relationships and engagement among students who regularly participated in extracurricular activities.

Addressing Key Challenges

As part of the third year of the school's three-year Pupil Premium Strategy, the school has continued to address the five key barriers to progress for disadvantaged students. Progress across the three years demonstrates a clear pattern of improvement, with stronger systems, targeted intervention, and increased inclusion underpinning impact.

- Learning gaps have been tackled through early intervention, adaptive teaching, and improved tracking across Key Stages 3 and 4.
- Literacy has improved through the expansion of Lexia, Accelerated Reader, and 1:1 support, leading to stronger comprehension and fluency.
- HPA PP students have benefited from greater challenge through high-expectation teaching and targeted monitoring to stretch attainment.
- Attendance has improved overall, particularly in Key Stage 3, due to more structured pastoral systems and leadership oversight.
- External barriers have been mitigated through financial support, increased extracurricular access, and enhanced mentoring via the Reconnection Room and pastoral teams.

These developments demonstrate sustained progress since the start of the strategy and provide a strong foundation for the next phase of work.

Addressing Key Challenges

Across 2024–2025, the strategy has addressed the school’s five key barriers to progress for disadvantaged students:

- Learning gaps have been tackled through early intervention, adaptive teaching, and improved tracking.
- Literacy has improved through the expansion of Lexia, Accelerated Reader, and 1:1 support.
- HPA PP students have benefited from greater challenge through high-expectation teaching and targeted monitoring.
- Attendance has improved overall, particularly in Key Stage 3, due to more structured pastoral systems and leadership oversight.
- External barriers have been mitigated through financial support, increased extracurricular access, and enhanced mentoring via the Reconnection Room and pastoral teams.

Strengths

- Improved attendance across Key Stage 3, particularly in Years 8 and 9.
- Reduced attainment gap between PP and non-PP students at 4+ GCSEs.
- Adaptive teaching more embedded, improving inclusion and consistency.
- Effective literacy interventions leading to measurable gains in reading comprehension.
- Wider participation of PP students in enrichment and cultural experiences.

Areas for Development

- Progress 8 not measured this year – internal progress tracking needs continued strengthening.

- Persistent absence at Key Stage 4, particularly in Year 10, remains a concern.
- Impact monitoring of academic and enrichment interventions requires further development.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Education
Lexia	Cambium Learning group
Educational Psychology Services	Octavo Partnership/ Croydon LA
CAT5 Baseline Testing	G L Assessment
My Tutor	Online tuition

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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