



**PUPIL PREMIUM REPORT FOR
ACADEMIC AND PASTORAL COMMITTEE
Financial Year 2025/26**

Context

Number of students eligible for Pupil Premium

Year Group	PP Students	% of Year Group
7	34	63%
8	39	48%
9	45	45%
10	60	45%
11	65	44%

The proportion of students eligible for Pupil Premium has steadily increased across year groups, rising to 63% of the cohort in Year 7. This upward trend reflects a growing level of disadvantage within the school community and highlights the increasing importance of targeted support and inclusive strategies. As the percentage of Pupil Premium students continues to rise, there is a greater need to ensure that all aspects of school provision are sharply focused on removing barriers to achievement and securing equity of opportunity. The following outlines the strategies in place to support these students and close attainment and progress gaps.

Impact of the Reading Plus Initiative

Following the successful re-launch of Reading Plus in the Autumn term —alongside the appointment of a new reading lead—there has been a marked improvement in the consistency and quality of reading provision across Key Stage 3. All students now engage with the programme regularly during timetabled library sessions, with clear expectations established for both staff and students. The availability of Chromebooks has ensured that all pupils have uninterrupted access, enabling us to meet our target of 90 minutes of reading per week.

This systematic and well-supported approach, underpinned by high expectations and continued staff training, has resulted in notable progress in students' reading fluency, comprehension, and reading stamina. The most significant improvements have been seen in students who began with lower reading levels, including those in receipt of Pupil Premium. Teachers are also making effective use of the programme's diagnostic features to pinpoint specific learning needs and deliver targeted interventions, contributing to a reduction in literacy gaps across various student groups.

Reading Plus Data Analysis

At the close of the 2024-2025 academic year, 227 Key Stage 3 students were actively participating in the Reading Plus programme.

Analysis of end-of-year data reveals impressive PP progress in reading development across all year groups:-

- Year 7: Average reading age gain of 2.0 years
- Year 8: Average reading age gain of 1.8 years
- Year 9: Average reading age gain of 1.2 years

The full integration of Reading Plus into the KS3 curriculum has had a clear and positive impact on literacy outcomes. Regular engagement with the platform has contributed to marked improvements

in reading skills, with Year 7 students making particularly exceptional progress—achieving twice the expected reading age growth in just one academic year. Year 8 and Year 9 students have also demonstrated significant development.

These results underscore the programme’s value in strengthening students’ reading comprehension, vocabulary acquisition, and overall reading stamina—key skills that support learning across the wider curriculum.

The rise in students' reading ages is having a far-reaching impact across the curriculum. As students develop stronger reading skills, they are better equipped to tackle more complex texts, grasp key subject-specific terminology, and produce higher-quality responses in both classwork and examinations. This is particularly crucial in academically demanding subjects like English, RS, Science, History, and Geography, where comprehension plays a central role in student achievement.

Progress of Pupil Premium Students

	PP Students	Non PP Students
Yr7	1.9	2.1
Yr8	1.9	1.5
Yr9	1.1	1.3

Pupil Premium students, who frequently enter secondary school with lower baseline literacy levels, have shown particularly strong progress. On average, Year 7 and Year 8 Pupil Premium students each gained 1.9 years in reading age, while Year 9 students made an average gain of 1.1 years. In several instances, these students outperformed their non-Pupil Premium peers. This data highlights the effectiveness of the Reading Plus programme in reducing educational disadvantage and supporting equity by giving all learners the reading foundation necessary for academic success.

Next Steps: Evaluating Wider Academic Impact

Building on the positive progress in reading development, our focus next year will be to explore the broader impact of the Reading Plus programme on overall academic achievement across the Key Stage 3 curriculum. While improvements in reading fluency, comprehension, and vocabulary are evident, we aim to more closely analyse how these gains are influencing student performance in other subject areas. This will involve working with curriculum leaders to identify links between literacy progress and attainment in subjects such as English, Science, RS, History, and Geography, providing a clearer picture of the programme’s contribution to whole-school outcomes.

Impact of Targeted Interventions

<p>RML</p>	<p>10 pupils on RML By the midpoint of the year</p> <ul style="list-style-type: none"> • 10 pupils (100%) made progress with their Reading Age • 1 pupil (10%) made 5 years progress with their Reading Age • 3 pupils (30%) made 4 years progress with their Reading Age • 5 pupils (50%) made 3 years progress with their Reading Age • 10 pupils (100%) made 1 years progress with their Reading Age • 5 pupils (50%) returned to mainstream, a further 5 continued to attend session <p>By the end of the year of the remaining 5 pupils still on the programme</p> <ul style="list-style-type: none"> • 4 pupils (100%) made progress with their Reading Age • 1 pupil (25%) made 4 years progress with their Reading Age • 4 pupils (100%) made 3 years progress with their Reading Age
<p>PUPIL PREMIUM</p>	<p>8 pupils on the RML programme are Pupil Premium. By the midpoint of the year 8 pupils (100%) made progress on the programme</p> <ul style="list-style-type: none"> • 1 pupil (13%) made 5 years progress with their Reading Age • 2 pupils (25%) made 4 years progress with their Reading Age • 3 pupils (38%) made 3 years progress with their Reading Age • 7 pupils (88%) made 2 years progress with their Reading Age • 8 pupils (100%) made 1 years progress with their Reading Age • 3 pupils (38%) returned to mainstream • 1 pupil (13%) left the school <p>By the end of the year of the remaining 4 pupils</p> <ul style="list-style-type: none"> • 4 pupils (100%) made progress on the programme • 1 pupil (25%) made 4 years progress with their Reading Age • 4 pupils (100%) made over 3 years progress with their Reading Age • 4 pupils will remain on the programme next academic year as they have not met the exit criteria
<p>OVERALL</p>	<p>10 pupils on the programme</p> <ul style="list-style-type: none"> • 10 pupils (100%) made progress with their Reading Age • 5 pupils (50%) returned to mainstream as they made sufficient progress with their reading • 3 of the pupils who remain on the programme have an EHCP • 1 pupil who remains on the programme has seen the EP for learning • 1 pupil has had a request made for Statutory Assessment • 8 pupils made progress with their Reading Age • 3 pupils (38%) made sufficient progress that they no longer require the RML programme

<p>NUMERACY CATCHUP</p> <p>PUPIL PREMIUM</p>	<p>14 pupils have received Numeracy Catch Up 14 pupils (100%) made progress with their numeracy 13 pupils (93%) made sufficient progress with numeracy that they no longer require numeracy catch up</p> <p>10 pupils have received Numeracy Catch Up 10 pupils (100%) made progress with their numeracy 9 pupils (90%) made sufficient progress with numeracy that they no longer require numeracy catch up</p>
<p>AUTISM SPECTRUM DISORDER (ASD)</p>	<p>2 pupils on ASD</p> <ul style="list-style-type: none"> ● 2 pupils (100 %) have made progress overall. ● 2 pupils (100%) have made progress with Social Skills. ● 1 pupil (50%) has made progress with Attention Switching. ● 2 Pupils (100%) have increased Attention to Detail. ● No pupils (0%) have made progress with Communication. ● 1 Pupil (50%) made improvements with their Imagination and thinking outside the box.
<p>ANXIETY CBT</p> <p>PUPIL PREMIUM</p>	<p>2 pupils on Anxiety CBT (only used one pupil's baseline)</p> <ul style="list-style-type: none"> ● 1 pupil (100%) made slight improvement with their Concentration. ● 1 Pupil (100%) made improvements with their Emotional Skills. ● No pupil (0%) made no progress with Behavioural/conduct (Although none was reported). ● 1 Pupils (100%) has improved their Social Skills <p>PUPIL PREMIUM</p> <ul style="list-style-type: none"> ● Both pupils are pupil Premium ● 1 pupil (100%) made slight improvements with their Concentration. ● 1 Pupil (100%) made improvements with their Emotional Skills. ● No pupil (0%) made no progress with Behavioural/conduct (Although none was reported). ● 1 Pupils (100%) has improved their Social Skills
<p>EMOTIONAL LITERACY</p> <p>PUPIL PREMIUM</p>	<p>4 Pupils on Emotional Literacy (Only 3 pupils were used as one did not complete final baseline)</p> <ul style="list-style-type: none"> ● All pupils (100%) have made progress with their Self-awareness. ● 2 pupils (66%) improved the ability to Self-regulate. ● 1 pupil (33%) showed signs of increased Motivation. ● 1 pupil (33%) improved their skills in Empathy. ● 2 Pupils (66%) Social Skills has improved. <p>PUPIL PREMIUM</p> <ul style="list-style-type: none"> ● 2 Pupils are pupil premium (one was excluded as they did not complete final baseline). ● 1 pupil improved the ability to Self-regulation ● 1 Pupil's Social Skills has improved.

Ruth Miskin Literacy (RML)

The RML programme continues to have a substantial impact on pupils' reading development, with all students making progress and a large proportion achieving accelerated gains. The outcomes for Pupil Premium students were particularly strong, with every pupil improving their reading age and several reintegrating into mainstream lessons. This highlights the effectiveness of structured phonics-based interventions in rapidly closing literacy gaps for disadvantaged students, and improving their access to the wider curriculum at the beginning of their secondary education..

Numeracy Catch-Up

The numeracy catch-up intervention supported excellent progress across the academic year for those assessed, including the pupil premium students where 90% have been able to exit the programme having been able to demonstrate a sustained improvement in their numeracy skills which has also successfully translated into the classroom environment.

CBT for Anxiety

Cognitive Behavioural Therapy for anxiety showed clear emotional and social benefits for the participating pupils, both of whom were Pupil Premium. Improvements were seen in emotional regulation, concentration, and social interaction. Although this intervention supported a small number of students, the outcomes demonstrate the value of addressing mental health needs to remove barriers to learning, particularly for vulnerable pupils.

Emotional Literacy

Emotional literacy support had a positive effect on pupils' self-awareness, social skills, and emotional understanding. For the Pupil Premium students involved, there were improvements in areas such as self-regulation and interpersonal relationships. This reinforces the importance of developing emotional literacy as part of a broader strategy to support wellbeing and learning readiness in disadvantaged students.

Impact of the ELKLAN Strategy

As a strategy to empower Pupil Premium students and students across the school to improve pupil outcomes, the ELKLAN strategy was introduced in the spring term of 2022 and subsequently has been embedded in lessons across the school. Staff have been continually upskilled with learning strategies for supporting PP and SLCN pupils in lessons. This has occurred through Twilight CPD with external professionals, briefings with the school SENCO and CPD sessions with the ELKLAN champions who are trained to support staff and lead CPD sessions.

Using the ELKLAN strategies in teaching and learning has enabled teachers to support pupils to achieve learning outcomes particularly those with additional needs, which invariably helps to remove barriers to learning, allowing students to access the curriculum and engage with learning, consequently improving attainment.

The ELKLAN strategy and initiative is helping to promote learning for all students in all subjects, especially PP learners and learners with SLCN, by providing strategies to support teaching and learning. It has encouraged teachers to be more aware of struggling and SEND learners in the classroom and adapt strategies accordingly during interaction and delivery on an ongoing basis. Some strategies that have been employed by staff are:

- Developing the use of BLANKS Questioning in lessons
- Utilising visual images to support language exploration and understanding
- Facilitating a communication chain which ensures effective communication during learning, ensuring it is a "two-way street" between teachers and learners.

- Creating a calm, stimulating, supportive learning environment for all learners ensuring they are comfortable and confident to engage and share in lesson activities.
- Pair-share activities allowing students to use and develop language and vocabulary and express thoughts during lessons.
- Using modelling techniques to illustrate how to solve simple to complex problems regularly.
- Encouraging all learners to demonstrate understanding independently or in groups and
- Supporting learners to summarise knowledge through tools such as mind maps as a critical revision strategy.

Promoting learning using these strategies is an ongoing process where there is constant reviewing and evaluating of learning. Strategies are adapted as they deem fit to gain the most favourable outcomes for all learners.

The impact of the ELKLAN project is evident, with a demonstrable positive impact on pupil outcomes. Teachers are using the strategies in a classroom setting, which opens up an access route to learning for all learners, not just pupils with SLCN needs, Literacy difficulties, dyslexic pupils, and those with ASD. Quality assurance measures including book scrutiny and learning walks have consistently shown that key ELKLAN techniques such as modelling are seen in 94% of lessons and within book scrutiny evidence of scaffolding and adaptive techniques to support student learning were seen in 74% of books, this specific measure has not been assessed previously and so is a new benchmark for us to measure further progress against.

Impact of Chromebook and Digital Devices Strategy

During the last academic year we have refocused the strategy following the move to the chromebooks being based within each department rather than issued to individual students for daily usage. The aim of this was to ensure that staff always had access to devices for every student when they reached an appropriate learning opportunity within their lessons. Routine utilisation of chromebooks and/or other digital devices in lessons is firmly established within those subjects that have a coursework component at KS4 (Art & Design, Enterprise, Engineering, Hospitality & Catering, Media and Sport) where students are able to utilise the devices both for research and completion of their coursework tasks. They are also well embedded within the delivery of EAL interventions at both KS3 and KS4 to support the use of software such as Linguascope to promote English language acquisition.

Impact of PP Strategy on Attainment & Progress

Year 11 GCSE Results 2025

	# Pupil	School A8 2025	National A8 2024
Pupil Premium	49	33.3	38.1
Non Pupil Premium	65	40.9	53.5
Pupil Premium Gap		-7.6	-15.4

- Closing of PP gap towards the national value
- Impact of non PP in comparison to national non PP skews gap the school gap.

From the Year 11 leavers, 81% of pupil premium students have progressed to a post 16 provider compared to 83% of non pupil premium students. This is soft data gathered at the start of the Autumn term, this data will change as the DFE tracks destinations data in terms of having completed 2 terms of participation in education, employment and training.

Supporting Pupil Premium (PP) students goes beyond focusing solely on exam results; additional strategies funded by the PP budget have focused on consistent behaviour management and robust pastoral support. Building strong relationships and employing restorative practices have also been key in preventing exclusions, fostering a supportive environment that enables PP students to thrive and reach their full potential.

Year 10 Attainment

	# Pupil	A8 May 2025	KS4 National A8 2024
Pupil Premium	59	26.42	38.1
Non Pupil Premium	73	28.57	53.5
Pupil Premium Gap		-2.15	-15.4

- Data represents the first attempt at GCSE papers by this cohort, very small gap between PP and non-pp students

Progress at KS3

All pupils at KS3 have KS2 data and so we are able to measure progress towards their target grades using the P8 measure

Year 9

		P8 Baseline 2024	P8 Summer 2025	In year change
	# Pupil			
Pupil Premium	45	-0.19	+0.07	+0.36
Non Pupil Premium	55	-0.21	+0.56	+0.77
Pupil Premium Gap		+0.02	-0.49	-0.51

Year 7

		P8 Baseline 2024	P8 Summer 2025	In year change
	# Pupil			
Pupil Premium	34	-0.55	+0.5	+1.05
Non Pupil Premium	20	-0.36	+0.6	+0.96
Pupil Premium Gap		0.19	-0.1	+0.09

Baseline assessments sat at the start of the year identified distance to travel towards final target grades based on KS2 data. Teaching and interventions have been targeted to specifically address these

- KS3 PP pupils are all making progress towards their KS3 targets
- End of year data shows PP pupils are making positive progress

Year 7 pupils have made exceptional progress both in terms of their own progress towards targets and to be making better progress.