

## **Pupil Premium Review (2024-25) and Plan (2025-26)**

In a departure from our previous strategy document, our intention is that this document will be significantly shorter and therefore a more valuable tool for staff, school leaders and governors in monitoring our use of the Pupil Premium Funding and the impact of this finding.

The document is in three sections. Firstly, '**The Current Picture**' (p1-5) which summarises evidence in school which takes a snapshot of where we are in September 2025.

Secondly there is '**Review of 2024-25 Spending**' (p5-13), the aim of which is to see what has worked, what has not worked and what requires further evaluation.

Finally, there is '**Spending Plan 2025-26 (p14-20)**', which considers both the 'Current picture' and 'Review of 2024-25 Spending' to outline spending plans in 2025-26. The 'Spending Plan 2025-26' starts with a **Statement of Aims (p13-14)**.

### **Part 1 - The Current Picture**

#### **1. External Results**

- Nationally 25.8%\* of disadvantaged pupils secured a grade 5+ in Maths and English. At NSG 37.8% of disadvantaged pupils achieved the same benchmark in 2025 (up from 28.1% the previous year).
- Nationally the Attainment 8 gap between disadvantaged and non-disadvantaged was 15.4\* at NSG in 2025 the gap was 9.5.
- Attainment 8 of disadvantaged pupils at NSG in 2025 was 4.05, up from 3.42 in 2024 (against national of 3.45\*).
- 56.7% of disadvantaged pupils achieved 4+ in English and Maths in 2025, up from 42.2% in 2024.
- 48.2% of disadvantaged pupils secured an average grade of 5+ in 2025, compared to 65.4% of their non-disadvantaged peers.
- By every measure and across subjects 2025 saw a significant narrowing of the gap between disadvantaged and non-disadvantaged pupils' external exam outcomes.

\*National data [DFE 2024](#)

## 2. Internal Assessment Data

- 2024 Year 10 Mock Data showed that we are expecting a further increase in key headline figures but with a decrease in the gap for PP to non PP.

Headline figure	All pupils	PP	Gap between PP and Non PP
A8	4.23	4.13	0.18
9-7 % in English and Maths	7.9	7.9	-0.1
9-5 % in English and Maths	35.7	31.7	7.3
9-4 % in English and Maths	55.7	55.6	0.2
Students achieving the standard pass in Ebacc	32.9	38.1	-9.5
Students achieving the strong pass in Ebacc	15.0	15.9	-1.6

- KS3 Internal Assessment data showed a gap between PP and Non PP for internal assessment data but this gap closed slightly for a number of subjects between the Autumn and Spring assessments. Further work on data will be undertaken to review KS3 data and use ranking positions to identify early if any PP pupils are making less progress than expected. See below for an example of data from year 8 last year.

Autumn assessment & attendance Y8 Autumn	Average of Present	Average of KS3 Art and Design: Autumn	Average of KS3 Computer Science: Autumn	Average of KS3 English: Autumn	Average of KS3 French: Autumn	Average of KS3 Geography: Autumn	Average of KS3 History: Autumn	Average of KS3 Maths: Autumn	Average of KS3 Music: Autumn	Average of KS3 Physical Education: Autumn	Average of KS3 Religious Education: Autumn	Average of KS3 Science: Autumn	
PP	91%	17.8	58.1	63.9	64.1	66.9	74.0	53.7	54.8	67.5	64.2	52.5	
non PP	95%	19.1	64.2	67.9	71.1	69.2	73.6	62.1	64.9	71.4	68.7	59.6	
Difference	-4%	-1.3	-6.2	-4.1	-7.0	-2.3	0.3	-8.4	-10.1	-3.9	-4.5	-7.2	
Autumn assessment & attendance Y8 Spring	Average of Present	Average of KS3 Art and Design: Spring	Average of KS3 Computer Science: Spring	Average of KS3 English: Spring	Average of KS3 French: Spring	Average of KS3 Geography: Spring	Average of KS3 History: Spring	Average of KS3 Maths: Spring	Average of KS3 Music: Spring	Average of KS3 Physical Education: Spring	Average of KS3 Religious Education: Spring	Average of KS3 Science: Spring	Average rank order position
PP	89.4%	35.7	74.8	61.0	60.3	61.4	62.0	66.6	69.1	68.0	69.2	42.4	71.5
Non PP	94.6%	38.5	77.5	64.3	60.2	61.9	64.8	71.0	75.4	70.6	71.4	50.4	82.4
Difference	-5.2%	-2.8	-2.6	-3.3	0.1	-0.6	-2.8	-4.4	-6.3	-2.7	-2.2	-8.0	-10.9

## 3. Pastoral Indicators

### a. Attendance

FSM attendance (Sept 2024 – May 2025) was 88.64% at NSG. The average attendance of this group across all secondary schools using Arbor was 85.2%. When using the DFE tool to compare to similar schools (which, unhelpfully, discounts ethnicity), NSG was in the 4<sup>th</sup> decile for Ever-FSM attendance. Non-FSM pupil attendance was 92.2% up to May Half-Term. Our gap, is therefore, smaller than national, but still significant.

### b. Persistent Absence

For children in receipt of FSM, persistent absence Sept 2024-May 2025 was 41.9%. This reflects a substantial gap from not currently in receipt of FSM at

24.1%.

**c. Permanent Exclusions**

2025-26 saw our highest number of permanent exclusions in an academic year. Of the five permanent exclusions, four (80%) were pupil premium.

**d. Suspensions**

Pupil Premium days lost to suspension increased, whilst non-PP reduced, leading to a widening gap, with a Pupil Premium pupil around twice as likely to have received a suspension compared to a non-Pupil Premium pupil. Nationally, according to the DFE, PP pupils are around 5 times more likely to be suspended, which provides important context for this otherwise discouraging statistic.

**e. Detentions**

In 2025 – 2026 75% of all detentions set were for PP pupils and only 25% for non PP pupils. This data is slightly skewed by a small number of pupils with regular repeat detentions, but is very similar to the suspension split, indicating a real and substantial gap.

**4. Reading Age Data**

- Our Literacy Strategy has been extremely impactful in advancing the reading ages of our pupils, particularly our Pupil Premium Pupils in Key Stage 3.
- However, a gap, smaller than in previous years, of 6-10% in the percentage of cohort above age expectation exists in each Key Stage 3 year group.

**Year 7**

Chronological vs Reading Age	All pupils: 24-25	Pupil Premium: 24-25	Non-PP: 24-25	SEND: 24-25
Above	70%	60%	81%	41%
At	1%	1%	0%	0%
Below	29%	39%	19%	59%

## Year 8

Chronological vs Reading Age	All pupils: 24-25	Pupil Premium: 24-25	Non-PP: 24-25	SEND: 24-25
Above	73%	63%	80%	39%
At	1%	2%	0%	0%
Below	27%	35%	20%	61%

## Year 9

Chronological vs Reading Age	All pupils: 24-25	Pupil Premium: 24-25	Non-PP: 24-25	SEND: 24-25
Above	72%	66%	77%	49%
At	1%	2%	0%	3%
Below	27%	32%	23%	49%

## 5. Extra-Curricular Participation

Pupil Premium pupils attended an average of 19.63 club sessions during 2024-25. This, on the surface is an impressive figure, particularly when taken with the percentage of Pupil Premium pupils who attended clubs for at least part of the academic year (82%). However, a key strategy of the school in increasing engagement with school (with impact on well-being, attendance and attainment. They aim of is for participation to become an expected norm for all pupils. Progress toward this aim stalled in the last academic year for Pupil Premium pupils, with the participation gaps between Pupil Premium pupils and their non-Pupil Premium peers increasing (89.3% non-PP vs 82% PP attending 1+ club, and average sessions attended (30.57 non-PP vs 19.63 PP).

## 6. PP / non-PP setting analysis

In 2024-25 the split between Pupil Premium pupils and non-Pupil Premium peers in KS3 was broadly proportionate:

Teaching Groups	Pupils	PP%
9 JH	31	45.2%
9 ER	31	48.4%
9 MJ	28	50.0%
9 CP	30	60.0%
9 GL	29	51.7%

8 WF	33	60.6%
8 HS	33	63.6%
8 MA	32	62.5%
8 BK	30	63.3%
8 VA	28	60.7%

7 JS	32	50.0%
7 MC	32	37.5%
7 CS	32	46.9%
7 DG	26	61.5%
7 RC	27	63.0%

In 2024-25 the split between Pupil Premium pupils and non-Pupil Premium peers in KS3 was broadly proportionate, but not to the same extent:

English Groups	Pupils	PP%
10 EN Band 1	61	34.4%
10 EN Band 2	52	47.0%
10 EN Band 3	32	65.1%
11 EN Band 1	58	43.0%
11 EN Band 2	51	41.3%
11 EN Band 3	31	58.5%

Maths Groups	Pupils	PP%
10 MA Band 1	61	42.7%
10 MA Band 2	48	40.6%
10 MA Band 3	30	54.0%
11 MA Band 1	53	41.1%
11 MA Band 2	52	44.2%
11 MA Band 3	34	59.6%

## Part 2

### Activity in this academic year (2024-25)

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £231,839.30

Activity	Review																								
<b>SLT Restructure to appoint additional Deputy Head –</b> From general budget with £31,869.65 contribution from PP funding	External reviews demonstrate that teaching and learning continues to increase in quality and consistency. This point is supported by analysis of internal quality assurance.																								
<b>Maintain increased SLT-</b> From general budget	Bringing our SENDCo onto SLT has strengthened the shared focus to improve classroom practice to support SEND children (disproportionately Pupil Premium). External review and peer review has demonstrated the impact of this work in 2024-25.																								
<b>Over-staffing in English 1.0</b> teacher. From general budget	Over-staffing in English allowed the internal redeployment to cover maternity leave. The impact of this can be seen in the strength of English GCSE outcomes in 2025, particularly in the narrowing of the Pupil Premium attainment gap.																								
<b>Maintain over-staffing in Science 1.0 –</b> From general budget	Over-staffing in Science allowed the internal redeployment to cover long-term absence of biology specialist, and then paternity leave in Physics. The impact of this can be seen in the improvement of Double Science outcomes in 2025, and in particular, in the narrowing of the Pupil Premium attainment gap.																								
<b>Over-staffing in Food Science 0.8</b> £50,000	Over-staffing in Food Science enabled the internal redeployment to cover H+SC placement and to maintain improving results in 2025 and maintaining the breadth of extra-curricular provision.  Extra- Curricular cooking club attendance has increased by 340 from previous year with every term seeing an increase overall in attendance (see below table)																								
	<table border="1"> <thead> <tr> <th>Term</th><th>2023/4</th><th>2024/5</th></tr> </thead> <tbody> <tr> <td>Aut 1</td><td>120</td><td>168</td></tr> <tr> <td>Aut 2</td><td>136</td><td>155</td></tr> <tr> <td>Spr 1</td><td>0</td><td>121</td></tr> <tr> <td>Spr 2</td><td>35</td><td>128</td></tr> <tr> <td>Sum 1</td><td>50</td><td>58</td></tr> <tr> <td>Sum 1</td><td>51</td><td>102</td></tr> <tr> <td>Total</td><td>392</td><td>732</td></tr> </tbody> </table>	Term	2023/4	2024/5	Aut 1	120	168	Aut 2	136	155	Spr 1	0	121	Spr 2	35	128	Sum 1	50	58	Sum 1	51	102	Total	392	732
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<b>Over-staffing in Maths 1.0</b> £60,000	Over-staffing in Maths allowed the internal redeployment to cover a long-term absence. The impact of this is evidenced in the strongly improving trend in GCSE Maths outcomes and the incredibly pleasing narrowing of the attainment gap in 2025.
<b>Early recruitment of Head of Year</b> £40000	The early recruitment of the a head of year allowed us to cover the absence of the Head of Year 11 during a key part of the academic year, which helped maintain the year group's focus. The impact of this is evidenced in the improved Year 11 outcomes, in particular through the narrowed PP gap. Other impact can be found in the significantly better attendance of Year 11 compared to the same year group nationally ADD DETAILS
Subject Professional Association Membership £500	The improvements in KEVI-wide FLE-led subject groups and the continued strength of OAKs Collegiate networks and CPD means this intervention is effectively superseded by more impactful subject specialism CPD.
Carousel homework software. £1812	Our homework strategy implemented in 2024-25. All subjects set quizzing homework on Carousel so it is accessible for all students (laptops provided for those who have no/shared access to a PC at home). However, sanctions analysis in 2024-25 showed a detentions for no / incomplete homework disproportionately impacted Pupil Premium pupils.
<b>Oaks Membership</b> £17,064.90	Subject specific CPD delivered through the Oaks by leaders in each field was provided in Art, Computing, DT, Drama, English, Food Science, Geography, History, Maths, MFL, Music, PE, RE and Science.
<b>Guided Reading Project</b> £8000	A fully resourced programme of guided reading two days per week across KS3 form-time has been developed and implemented. The texts have been chosen to become progressively challenging in both reading age and cultural themes. Staff training in approaches to guided reading and basic phonics has supported the delivery of the programme. Monitoring of the programme, training (including new staff induction), modelling good practice and giving support is provided by the Head of English. While measuring the impact of this is complicated by the range of reading interventions, our very strong Pupil Premium reading data suggests that this intervention is worth continuing to invest in.
<b>Reading Tests – NGRT tests for 7-9.</b> £3603.75	Gaps between PP and their peers have narrowed over the last 2 years. However, a gap in the percentage of cohort above age expectation exists in each Key Stage 3 year group:

	<p>Year 7- 17% gap</p> <p>Year 8- 3% gap</p> <p>Year 9- 3% gap</p>
<b>Subject Mentors for New Teachers</b> £3500	<p>2 staff members (ECT and ECT +1) had key year 11 groups and were mentored successfully as demonstrated by exam outcomes from their groups.</p> <p>ECT- Average grade for the group increased from 4.13 in 2024 to 4.50 in 2025</p> <p>ECT+1- Average grade for the group was 4.73 the equivalent group (taught by a more experienced staff member) average grade was 3.86</p>
<b>Sharing of best practice through school visits and tailored CPD -</b> CPD Budget £12,489 Additional Cover Budget £3000	<p>Whole staff CPD over the year has included:</p> <p>Entrance and exit routines, Do Now activities and retrieval practice (activating prior knowledge) Pastores perch, ratio, high quality teacher explanation , Questioning , Scaffolding CFU and MWB, Silent deliberate practice, Positive interactions- STEPS, STAR, 5 year HW plan and quizzing, Feedback, Reading protocols and Oracy.</p> <p>There is increasing consistency across the school and within departments and is becoming embedded in all lessons.</p> <p>Where sharing of best practice though schools has been particular evident is in:</p> <p>Dance- the staff member visited 2 schools to look at their curriculum planning and subsequently amended schemes of work as a result. Dance results increased from an average point score in 2024 of 3.63 to 4.89 in 2025- an overall increase by 1.26</p> <p>Health and Social Care- the staff member collaborated with another school to review the revision part of the curriculum and as a result re-designed revision booklets for the examined units. As a consequence, students performed better in the exam component than in previous years resulted in an overall increase of average grade by 0.37</p>
<b>TOTAL</b> £199,969.65	

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

Budgeted cost: £104,300

Activity	Evidence that supports this approach
<b>KS4 Form time Directed Revision</b>  £3000	Internal quality assurance of form time has showed both strengths and areas for improvement in the use of this time. The impact can be found in the pleasing outcomes of the 2025 cohort- they had 2 years of the directed revision programme. Pupil voice shows that students are more confident in what makes effective revision and can talk about different revision strategies that work for them. Students feel that having the revision guides provided so early on (before their mocks) enabled them to be better prepared. Parents (during the year 11 parents evening) appreciated the school busing their child all the revision guides and some stated that this was one less stress and cost to them.
<b>Staffing for Graphics, Food and Technology Make Days</b>  £3000	The practical subjects excelled in 2025 outcomes, helping to reverse the previous decline seen particularly starkly in 2024, in our 'open bucket' attainment scores. The dedicated time this allows to support individual improvement was particularly marked for our Pupil Premium pupils via multiple workshops. All except one of these subjects had improved Pupil Premium attainment compared to 2024.  Graphics A8 results rose from 5.47 to 6.29, whilst Textiles results rose from 3.71 to 4.46 and food results rose from 4.47 to 4.81 with all subjects reducing the gap from PP to non PP
<b>Targeted Phonics</b> (delivered through SEND Team) through Talisman and Lexia £1500	84% of pupil premium children in KS3 who has participated in the Lexia intervention had made progress in their reading skills. A small group of pupils with very low reading ages in year 8 were also and had additional intervention through the talisman phonics scheme alongside Lexia. All pupils in this group showed an increase in their reading ages.
<b>Pupil Premium Mentoring</b>  Over 30 members of staff use their non-contact time for  £0	This provision, whilst impactful for some individuals, has not been sufficiently led in recent years and therefore reliable evidence of impact is not available.
<b>ARnties led by Librarian (2.5 hours per week)</b>	ARnties did not function in 2025-26 due to Head of Year absence during the nomination and selection process. This

£900	failure curtailed pupil leadership opportunities for Pupil Premium Pupils.																								
<b>Homework Support Staffing</b> £3,000	<p>The afterschool homework club continues to be reasonably well attended with attendance ranging from XX to XX each evening. XX% of attendees are Pupil Premium pupils. However, the disproportionate negative points received by Pupil Premium pupils for non-completion of homework suggests that this intervention needs to be utilised by Heads of Year and Subject Leaders in a targeted and proactive manner and Senior Leaders need to utilise line management levers to ensure this takes place.</p> <p>Last year there were 11866 positive Merits for Homework. Out of these 5268 were awarded to PP students (44%)</p> <p>Last year there were 913 homework detentions. Out of these 678 were awarded to PP (74%)</p> <p>Extra-Curricular homework club attendance has had a slightly less attendance of 40 from previous year with attendance dropping mainly in the summer term (see below table)</p> <table border="1"> <thead> <tr> <th>Term</th> <th>2023/4</th> <th>2024/5</th> </tr> </thead> <tbody> <tr> <td>Aut 1</td> <td>367</td> <td>566</td> </tr> <tr> <td>Aut 2</td> <td>489</td> <td>549</td> </tr> <tr> <td>Spr 1</td> <td>469</td> <td>452</td> </tr> <tr> <td>Spr 2</td> <td>550</td> <td>690</td> </tr> <tr> <td>Sum 1</td> <td>702</td> <td>473</td> </tr> <tr> <td>Sum 1</td> <td>546</td> <td>353</td> </tr> <tr> <td>Total</td> <td>3123</td> <td>3083</td> </tr> </tbody> </table>	Term	2023/4	2024/5	Aut 1	367	566	Aut 2	489	549	Spr 1	469	452	Spr 2	550	690	Sum 1	702	473	Sum 1	546	353	Total	3123	3083
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<b>Curriculum Poverty Proofing</b>  Ensuring our curriculum is fully accessible to all pupils means that we provide ingredients for all pupils in Food Science. £500  Providing Dance Shoes for KS4 Dance pupils £200	External review conducted by experts from Challenging Education demonstrated an inclusive approach embedded across the school, with poverty-proofing an instinctive first steps demonstrated by staff across the school.																								

<b>Additional TA to support weaker readers and volunteer reader programme</b>  £22000	External review and external reading age data demonstrate the impact of reading interventions undertaken by the SEND team.
<b>Maths Saturday School targeted for PP pupils on 3-4 and 4-5 borderline.</b>  £9000	<p>This expensive intervention contributed to the following positive outcomes:</p> <p>Out of the 14 students on the 3 – 4 borderline – 13 students achieved grade 4 or higher with two students achieving a grade 5. This group had an average increase of 1.2 grades from their November mocks.</p> <p>Out of the 15 students in the 4-5 borderline group - 12 students achieve a grade 5 with the remaining 3 students achieving a grade 4. This group had an average increase of 1.3 grades from their November mocks.</p>
<b>Form time Guided Reading Texts</b>  £3000	Guided reading in form time has formed an important part of our literacy strategy. The strategy has resulted in excellent Reading Age progress, particularly for our Pupil Premium pupils.
<b>Year 11 Academic Breakfast Club</b>	Attendance has been relatively low with the pupils attending varying each day making the measurement of impact difficult. We conclude that this intervention is not good value for money.

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

Budgeted cost: £162,500

<b>Activity</b>	<b>Evidence that supports this approach</b>
Maintain our full-time Pathfinder worker £28,000	INSERT EVIDENCE OF CLAIR IMPACT
Rewards Budget £7,000	Rewards have ranged throughout the year from pupils earning Bronze, Silver and Gold badges for their accumulation of Merit points. Other rewards have included Golden ticket trips, perfect week draws (chocolate bars and £50 vouchers each term), Form prizes and money off prom tickets. These rewards offered by the school have helped contribute to a positive culture in the school and in particular the Prom ticket incentive had a positive impact on PP pupils attending boosters. This year a greater focus will be on the ratio of PP and non PP selected for reward trips.
Subscription to Class Charts and Homework Strategy £2500	Class charts allows parents, form teachers and HoY to see all the praise points immediately but to also see any negatives such as late, truancy or no homework. This allows the school and parents to promptly put support in place to ensure pupils are fully engaging with their work.
Bagels £14000	Around 40% of our pupils regularly take advantage of our free bagels delivered to form in morning registration.
Clubs – Aspire and DofE and staffing of drama, Saturday clubs, specialist coaches / staffing for football, self-defence, Mandarin £7,000	82% of Pupil Premium pupils attended extra-curricular at some stage during the school year. This was a decline from 2023-24, where 86.6% of Pupil Premium pupils attended.  On average Pupil Premium pupils attended 19.63 afterschool / weekend sessions compared to 30.57 for non-Pupil Premium pupils, which is a slightly larger gap than the previous year.
Student Council £1,000	Student leaders identified (through pupil voice) and prioritised actions that included:  Purchasing clocks for all rooms- students simply wanted to know the accurate time during a lesson

	<p>Purchasing tissues for all rooms- so students don't waste learning time by going to the toilet to get a tissue</p> <p>Purchasing new visualisers and software for all rooms- students said they couldn't see what was under the visualiser (quality of them and no way of zooming in) New software has been installed that enable teachers to do this with ease.</p>
Uniform £2,000	<p>Increased amount of uniform (in different sizes) available to lend across all school years including Blazers/jumpers/school skirts/trousers and school shoes. Reduced number of uniform logs for students regularly accessing support from pastoral area.</p> <p>Two additional orders of ties for different Key stages last year</p> <p>12 families given targeted support for uniform via vouchers to Kids essentials which School have funded.</p>
Enrichment Days £27,000	<p>There are two trips days a year that are fully funded to enable all pupils to participate. 9 trips throughout the years that builds on the pupil's cultural capital and exposing pupils to experiences that many lack. The activities range from Art Museums, University visits, National Space centre, Stratford and Shakespeare, Nottingham court of Justice, Warwick castle, Medical Mavericks plus others.</p>
Mental Health Support – 0.3 Senior Learning Mentor and external £12,500 professional hours £4000  £16,500	<p>This forms part of our KEVI NSG in school Early Help Pastoral Toolkit, where additional targeted support is required for some of our vulnerable students.</p> <p>Anchor Wellbeing</p> <p>Supported 75 students in total across the year (Y7(4), Y8 (11), Y9 (28), Y10 (20), Y11 (12))</p> <p>49 of these were PP students</p> <p>Need for additional support with mental health continues to increase (as is the case across all KEVI schools) due to lengthy waits for external support</p>

Behaviour and Resilience Mentoring £10,000	<p>This forms part of our KEVI NSG in school Early Help Pastoral Toolkit, where additional targeted support is required for some of our vulnerable students.</p> <p>TFTF Mentoring – through small group and some 1:1 sessions, 57 students received support (Y8 (20), Y9 (27), Y10 (6), Y11 (4))</p> <p>44 % of these were PP students</p>
Swimming £4,000	31 pupils who arrived at secondary school with little or no swimming capability were taught to swim in 2024-25. Of these 76% were Pupil Premium. Given a recent open water death at a nearby school and other reported incidents, this intervention is an important contribution to wider safeguarding of potentially vulnerable children.
Part-funding of Careers Advisor  £15,000	<p>The school continues to achieve 100% across all Gatsby benchmarks.</p> <p>Overall, 98% of Year 11 leavers progressed to positive destinations with only 1.3% students currently NEET. This compares to 3.9% of NEET students in Birmingham and 4.6% nationally.</p> <p>In 2023 and 2024- 100% of disadvantaged students progressed into education or employment. The forecast for the 2025 cohort is zero NEETS.</p>
Provision of stationery for all pupils  £3000	Learning time is not wasted by students not having the basic equipment. All disadvantaged students can access the lesson as they have the correct equipment.
Total -	£162,500

**Total budgeted cost:** £319,298

### Part 3 Spending Plan 2025-26

#### Statement of Aims.

Aim	Rationale
1 Reduce pupil premium suspensions and permanent exclusions amongst pupil premium pupils	Whilst every one of our four Pupil Premium permanent exclusions were absolutely necessary for the safety of pupils and staff, taken together with our higher rates of suspensions and detentions for Pupil Premium pupils indicates more work is need to ensure that all of our Pupil Premium pupils have the self-regulation and determination to thrive academically.
2 Increase pupil premium attendance and reduce persistent absence	Attendance is the biggest single factor is both pupil well-being and academic outcomes. The gaps which exist in attainment and extra-curricular participation are partly attributable to the gap which exists in both attendance and persistent absence.
3 Continue to narrow the attainment gaps in external exams between pupil premium and non-pupil premium pupils	Our external data in 2025 demonstrated a significant narrowing of the attainment gap. Y10 mock data for current year 11 shows clear potential to further significantly narrow the gap and even close it entirely in some areas. This would represent a massive achievement for our school and in stark contrast to the national picture.
4 Maintain high levels of staff retention to ensure that pupil premium pupils are able to benefit from consistent and stable expert teaching	The consistency of stable staffing in schools with a higher percentage of Pupil Premium pupils, leading to non-specialist teaching, disrupted learning, declining expectations and disruptive behaviour is a nationally recognised issue. Flexible working arrangements and a degree of over-staffing has enabled our school to enjoy historically high levels of staff retention, solid recruitment and low staff absence. Maintaining these strengths at a time of increasing budgetary pressures and increased MAT contributions is essential.
5 Continue to build extra-curricular opportunities, participation rates and pupil leadership opportunities for our Pupil Premium pupils.	Since the pandemic, a long-term goal for our school has been to build enrichment participation as a norm. Evidence shows this approach improves levels of enjoyment in school, with consequential increases in attendance and attainment. In the last 18 months our progress toward this goal has plateaued. A focus on Pupil Premium participation, changed line management structures, specific actions within the School

		Development Plan provide a coherent strategy to recover our momentum.
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## Spending Plan – Teaching

Action	Cost	Rationale	Measurable Impact	Aim
Minor restructure of SLT to promote Associate Assistant Head (SENDCO) to Assistant Head Inclusion to lead on Pupil Premium strategy implementation	£8000	Leadership of Pupil Premium Strategy has been shared between Deputy Head Attainment and Standards and Headteacher. A greater consistency in leadership by our extremely talented Associate Assistant Head who has had significant demonstrable impact on SEND outcomes has the potential to keep PP attainment at the top of school priorities.	Monitoring of all this plan's Aims consistently throughout the year, adapting and intervening where necessary to achieve: - Pupil Premium Attendance of 90% - Pupil Premium Persistent Absence reduced to 32% - Pupil Premium Attainment 8 to reach 4.2	1-5
Appoint a Maths specialist at partway through the year to provide consistency and a small degree of over-staffing, which will enable a Maths teacher to move to part-time as they move closer to retirement and ensure capacity exists in the event of other staffing leaving or long-term absence.	£80000	One of our current Maths teachers is looking to reduce to 0.8, and another will shortly begin maternity leave. The appointment of an additional specialist enables us to continue to provide specialist Maths teaching to all groups and have the capacity to cover any additional absences of departures. It also would enable us to reimplement our successful strategy of limiting Y11 Maths teaching to TLR holders if assessed as necessary through Quality Assurance and outcomes in 2025-26.	Pupil Premium Maths 5+ reaches 45% in 2026 and 4+ reaches 68%.	4
Appointment of 0.25 Music specialist to ensure all pupils have all lessons delivered by a subject specialist (without current relative over-teaching) and to increase the capacity for small group work to support PP attainment in KS4	£15000	Previously advertised and not filled. Current arrangements means Head of Music is teaching more than other sub-cos, ameliorated by no form and fewer duties.	Peri uptake exceeds 80 pupils, including at least 35 Pupil Premium pupils.	4, 5

Carousel homework software	£2000	This software is crucial to successful implementation of our homework policy. Regular, marked, homework, designed to revisit and embed knowledge is particularly helpful for Pupil Premium pupils for whom this key knowledge may otherwise be less secure.	Classcharts data to show a 25% increase in the amount of homeworks set across the school.	3
Oaks membership	£17065	The Oaks Membership provides crucial opportunities for external and peer review. It also enables the school to work with external Pupil Premium experts, Challenging Education. Oaks CPD events have proved to be our best single source of impactful subject-based CPD, playing a key role in developing our teachers.	Subject and Faculty meeting notes to demonstrate teaching and learning, particularly sharing of best practice is the central feature of all teacher meetings	3
Guided Reading Project	£8000	The progression of texts throughout this Key Stage 3 programme, age and curriculum relevant, is a significant expense. Our NGRT data shows the value of this investment.	NGRT test results to show at least 70% of Pupil Premium Pupils at or above chronological reading age by the end of Year 9.	3
Reading Tests – NGRT for Years 7-9	£3700	Our reading and literacy strategy has been particularly impactful because of these twice annual tests for Key Stage 3 pupils, enabling us to accurately measure progress.	Literacy and Oracy Plan updated annually and explicitly informed by analysis of NGRT data.	3
Subject Mentors for new teachers	£3500	Our success in previous years in supporting and monitoring colleagues new to teaching has contributed to some of our ex-ECTs leading best	Analysis of 2026 external results continue to demonstrate no gaps in outcomes for Pupil Premium Pupils	3

		practice in the school. We seek to continue this successful approach for our Science ECT this year.	between our ECT and non-ECT Science within the subject.	
Sharing of best practice through school visits and the ongoing delivery of tailored CPD	£14000	Our CPD strategy has seen greater consistency as staff have embraced evidence-based approaches to responsive / adaptive teaching. Greater consistency has been evidenced by internal and external quality assurance.	<p>Power-Bi T+L summary report for governors in Summer Term shows a further improvement in consistency. Areas in particular are:</p> <ul style="list-style-type: none"> <li>- Teachers responding to in-class information was seen a strength in 45% of lessons in 2023/4 increased to 50% in 2024/5</li> <li>- Students think ration was seen a strength in 45% of lessons in 2023/4 increased to 58% in 2024/5</li> <li>- Modelling was seen a strength in 43% of lessons in 2023/4 increased to 54% in 2024/5</li> <li>- Questioning was seen a strength in 30% of lessons in 2023/4 increased to 41% in 2024/5</li> </ul>	3
Maintain Numeracy Coordinator TLR 3	£2000	To ensure foundational knowledge is embedded effectively throughout KS3 form time and curriculum time	Numeracy Ninja data Timetable Rockstars DAVID	3
Total	£160265			

## Spending Plan – Targeted Academic Support

**£99,561.75**

Action	Cost	Rationale	Measurable Impact	Aim
Creation of foundation group in KS3 to support children arriving in the school with Year 1 attainment and skills	£40000	We have three children in year 9 and four children in the new Year 7 with extremely low literacy and numeracy skills, making inclusion in the mainstream curriculum a challenge. Through appointing a primary specialist and designing a broad knowledge rich curriculum for these children we can give them the skills and confidence to thrive.	All of our Year 7s within this cohort to achieve attendance of 92%+  Our Year 9s in this cohort each to have improved their attendance by at least 5% against their 2024-25 attendance.	3
Continue with the external support for Year 11 Pupil Premium pupils on the 4-5 borderline in Maths, via Easter / weekend provision.	£10000	We have run this program for the last two academic years, where an external company (Regent Camps) run 5 x Saturday revision sessions on the lead up to the GCSE exams focusing on key topics and exam techniques. Last years results shows the pupils who attended this intervention had a positive impact on their results. Out of the 14 students on the 3 – 4 borderline – 13 students achieved grade 4 or higher with two students achieving a grade 5. This group had an average increase of 1.2 grades from their November mocks.  Out of the 15 students in the 4-5 borderline group - 12 students achieve a grade 5 with the remaining 3 students achieving a grade 4. This group had an average increase of 1.3 grades from their November mocks.	GCSE results 4+ in Maths in 2026 to be 72%, with 5+ to be 56%.	3
Introduce external support for Year 10 Pupil Premium pupils to increase % of Grade 7+ among this cohort	£5000	We could use the same company (Regency Camps) to offer early support and intervention to our current Year 10 cohort with a focus on improving the 7+ percentage	GCSE results 2027 – 7+ in Maths to reach 20%	3
Maintain Year 11 ‘make days’ for practical subjects, to sustain and further	£3000	Following the success and improvements in Food, Textiles and Graphics results continue to offer the ‘Make days’ and	Average Points Score for Pupil Premium Pupils is maintained or	3

improve Pupil Premium attainment in these successful subjects.		ensure PP pupils are fully supported with all coursework tasks.	improved from pleasing 2025 results.	
KS4 Form time Directed Revision	£3000	Providing all pupils revision guides for each of their subjects as well as developing revision strategies in form time has been particularly helpful for Pupil Premium pupils.	Attainment 8 for Pupil Premium Pupils continues to rise to 4.2 in 2026.	3
Appointment of two apprentice Teaching Assistants	£50000	59% of our SEND cohort are Pupil Premium. Appointing two further staff members in learning support has enabled increased class support for pupils as well as additional support for year 11 pupils in booster sessions.	Data to show Improved overall grades of SEND/PP pupils with an overall increase in their attainment 8 results.	3, 2
Apprenticeship Higher Level Teaching Assistant recruited from current teaching assistants	£4000	Gaining this recognised qualification results in this staff member gaining a deeper understanding of the curriculum as well as building confidence in supporting pupils. This results in a wider range of students being supported which directly benefits student progress and attainment.	SEND/PP attainment 8 figures to continue to show improvements.	3, 2
<b>Total</b>	<b>£115,000</b>			

## Spending Plan – Wider Strategies

**£99,561.75**

Action	Cost	Rationale	Measurable Impact	Aim
Ensure the Hub is effectively implementing targeted support with children identified as high risk for suspension and exclusion.	£40000	Longer-term interventions supporting pupils who are identified as struggling with behaviour norms and expectations will give these vulnerable children the skills to succeed in a mainstream setting.	Suspensions of Pupil Premium pupils fall by 20% in 2025-26 vs 2024-25.  Permanent Exclusion falls by 50% for Pupil Premium pupils.	1
Develop de-escalation and restorative behaviour approaches	£1000	Reducing sanctions, particularly suspensions, means a greater emphasis of restorative approaches with Pupil Premium pupils identified as likely to face suspension, to give both staff and pupils more tools to avoid disruptive or confrontational incidents.	Suspensions of Pupil Premium pupils fall by 20% in 2025-26 vs 2024-25.	1
Part-funding of Careers Advisor	£15000	Reducing Pupil Premium NEETs, sustaining the reintroduction of meaningful work experience, proving local Labour Market Information and meeting the challenges of the new careers framework necessitates experienced and effective staffing being maintained.	NEETs in 2025-26 to be reduced to no greater than 4%	3
Provision of stationery for all pupils	£3000	The provision of stationery has a number of positive impacts. Firstly it ensures rapid and purposeful starts to lessons, secondly it reduces the inequity of behaviour point allocation to Pupil Premium pupils.	No more than 60% of equipment behaviour points allocated to Pupil Premium Pupils	3
Rewards Budget	£7,000	To continue to build a positive school culture by recognising and celebrating the pupils who do the right thing day in day out. Rewards to include Bronze, Silver and Gold badges, Perfect week draws,	An increase in the number of positive points with a reduction in negative points and a positive school culture.	2,3,5

		Golden ticket trips and form competitions.		
Subscription to Class Charts and Homework Strategy	£2500	To continue to subscribe so the pastoral team and parents and support pupils and the school promptly when students need support. Notifications via Class Charts can be used to communicate quickly and effectively with parents over homework issues to ensure standards are high all year.	To improve parental and student engagement with Class Charts and our behaviour systems so that: the percentage of positive points is over 50% for PP students (49% last academic year) the percentage of negative points is under 65% for PP students (68% last academic year) the percentage of detentions is under 70% for PP students (76% last academic year) the percentage of SLT detentions is under 80% for PP students (81% last academic year)	3
Bagels	£14000	Breakfast provision has a number of benefits. Firstly it promotes healthy attitudes toward food, secondly it promotes timely attendance to form, thirdly there is strong evidence that breakfast increases children's ability to focus on academic work.	Uptake of the free breakfast provision is taken up by 50% of Pupil Premium pupils by Easter 2026.	2,3
Clubs – Aspire and DofE and staffing of drama, Saturday clubs, specialist coaches / staffing for football, self-defence, Mandarin	£7,000	A key long-term strategy to promote strong attendance, good relationships and a sense of both enjoyment and belonging to the school community. Removing all barriers to participation is crucial in order for our Pupil Premium pupils to benefit.	Percentage of Pupil Premium pupils participating in the extra-curricular offer increases by at least 5% compared to 2024-25.	5
Appoint maternity leave cover for key role	£30000	We understand that a key role in school, essential for the wellbeing of our Pupil Premium pupils	BEP Safeguarding Audit 2026-27 shows no decline in safeguarding outcomes compared to 2024-25 and 2025-26	2
<b>Total</b>	<b>£117,000</b>			

<b>Total Pupil Premium</b>	<b>Total Allocated</b>
£388,847	£382,265

