

# Pupil Premium strategy statement: Soham Village College

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

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

Please note the following points:

1. Within this document, disadvantaged students will be referred to as 'PP students' and will include students who meet at least one of the following criteria:
  - a. Has been eligible for Free School Meals in the last 6 years.
  - b. Has previously been in local authority care.
  - c. Parent(s) are serving in the armed forces or receive a service pension.
2. As this document reviews the third year of a three-year plan, updates will be indicated in purple (2024-25 update).

## School overview

Detail	Data
Number of pupils in school	1437
Proportion (%) of Pupil Premium eligible pupils	24%
Academic years that our current Pupil Premium strategy plan covers.	2025-2028
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Jon Hampson
Pupil premium lead	Richard Pearce
Governor / Trustee lead	Lorraine Lofting

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 332,388*
Pupil Premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£ 332,388</b>

\* At the time of publishing, the new Pupil Premium rates for April – August 2026 have not yet been released. Therefore, the figure above is based on the current rates.

# Part A: Pupil Premium strategy plan

## Statement of intent

At Soham Village College we are proud to have an excellent track record of students making strong progress both academically and developmentally and we aim to continue to run a school in which all students can thrive.

We understand that within our community, 'disadvantaged' students are more likely to need additional support to raise their educational outcomes than their peers. The government provides the school with a Pupil Premium grant to provide this additional support. In line with Department for Education (DfE) and Cambridgeshire County Council (CCC) guidance, this strategy plan will outline how we intend to use the additional funding in this academic year to support students who meet at least one of the following criteria:

- a. Has been eligible for Free School Meals in the last 6 years.
- b. Has previously been in local authority care.
- c. Parent(s) are serving in the armed forces or receive a service pension.

As you will read later in this document, we intend to follow the DfE-approved ([Pupil premium: overview - GOV.UK](#)), Education Endowment Foundation's ([EEF](#)) 3-tiered approach to allocate funding across the following areas:

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

We would encourage families to note that we adhere to the DfE guidance that states:

***Pupil Premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:***

- *to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer*
- *for whole class interventions which will also benefit non-disadvantaged pupils.*

## Key Principles

**Engage** – For the duration of this plan, we will continue to promote the attendance of PP students by creating a learning environment in which they feel safe, motivated, and valued. Individual issues will be heard, understood, and acted upon. Alongside the needs of the students, we will engage with families. We will achieve this through transparency and honesty. Our community must be confident that we always act with the best interests of our students at heart. In return, we will ask them to support their child’s education by ensuring that they are in school whenever possible and able to engage with learning at home.

**Teach** – As research indicates, a key factor in PP students making excellent progress, is high quality teaching. Therefore, we will continue to recruit and retain the best possible teachers. We will develop the skills of both inexperienced and experienced staff through continual professional development and robust performance management. Furthermore, we will encourage all colleagues to develop schemes of learning that not only prepare students for key assessments but also engage them in topics that they find interesting and relevant.

**Support** – We will continue to work hard to develop a wide range of both academic and pastoral support strategies and resources. These include but are not limited to; our learning support centre ‘The Hub’, our Wellbeing Team, our knowledgeable Careers Information Advice and Guidance staff, and our experienced and passionate safeguarding specialists. For the duration of this plan, we will continue to develop further opportunities for meaningful support and the systems that identify students at risk of not fulfilling their potential. In addition, we will foster a culture where students and their families are confident to ask for help when necessary and will engage with help when it’s offered.

**Inspire** – The school offers students a wealth of out-of-classroom enrichment opportunities that are both curriculum-based and extra-curricular. From trips and visiting speakers to our extensive clubs’ timetable, students can engage with a wide range of experiences to help support their physical and mental wellbeing; develop personally and academically, whilst also raising their aspirations for the future. For the duration of this plan, funding will be managed carefully to ensure PP students are encouraged and able to access these opportunities.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The challenges consider the progress made towards intended outcomes during the previous PP Strategy cycle and relate mainly to internal and external data gathered in the 2024-25 academic year.

Challenge number	Detail of challenge																				
1	<p><b>Academic progress at KS4</b></p> <p>While the COVID-19 pandemic caused the Progress 8 achievement gap between Pupil Premium (PP) and Non-PP students to widen, our previous strategy (2022-25) successfully narrowed this disparity, bringing it closer to pre-pandemic levels. Furthermore, the positive Progress 8 score for our PP students indicates they are currently making greater progress than the national average for all students. Despite this strong recovery, we recognize the need for continued effort to eliminate the gap entirely.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Progress 8</th> </tr> <tr> <th></th> <th>2018-19 (Pre-pandemic)</th> <th>2021-22</th> <th>2024-25*</th> </tr> </thead> <tbody> <tr> <td>PP students</td> <td>+0.03</td> <td>-0.18</td> <td>+0.02</td> </tr> <tr> <td>Non-PP students</td> <td>+0.51</td> <td>+0.77</td> <td>+0.62</td> </tr> <tr> <td>Gap</td> <td>-0.48</td> <td>-0.95</td> <td>-0.6</td> </tr> </tbody> </table> <p>*The 2024-25 GCSE Progress 8 scores are based on Fisher Family Trust (FFT) data due to the Class of 2025 not sitting KS2 exams because of the pandemic.</p>		Progress 8				2018-19 (Pre-pandemic)	2021-22	2024-25*	PP students	+0.03	-0.18	+0.02	Non-PP students	+0.51	+0.77	+0.62	Gap	-0.48	-0.95	-0.6
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2	<p><b>Quality First Teaching – Adapt teaching to meet the individual needs of students</b></p> <p>Following the identification of a need for Adaptive Teaching CPD in 2021-22 (at the start of the previous 3-year PP strategy cycle), targeted professional development has yielded clear results. <b>By the end of the 2024/25 academic year, the proportion of formal lesson observations demonstrating best practice in adaptive teaching rose from 50% to 60%.</b> While this is a significant improvement, continued professional development and support for staff are essential to ensure high-quality teaching that meets the needs of all students, especially those who are Pupil Premium (PP) and/or SEND.</p>																				

3	<p><b>Attendance</b></p> <p>Historically, the attendance and persistent absence rates for Pupil Premium (PP) students have been notably worse than those for non-PP students. This disparity significantly worsened during the COVID-19 pandemic.</p> <table border="1" data-bbox="363 344 1406 730"> <thead> <tr> <th></th> <th colspan="3">Attendance</th> <th colspan="3">Persistent Absence</th> </tr> <tr> <th></th> <th>2018-19 (Pre-pandemic)</th> <th>2021-22</th> <th>2024-25</th> <th>2018-19 (Pre-pandemic)</th> <th>2021-22</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>PP students</td> <td>93%</td> <td>86%</td> <td>88%</td> <td>17%</td> <td>44%</td> <td>35%</td> </tr> <tr> <td>Non-PP students</td> <td>96%</td> <td>92%</td> <td>94%</td> <td>4%</td> <td>20%</td> <td>14%</td> </tr> <tr> <td>Gap</td> <td>-3%</td> <td>-6%</td> <td>-6%</td> <td>-13%</td> <td>-24%</td> <td>-21%</td> </tr> </tbody> </table> <p>While some progress was made in closing the Persistent Absence gap during the previous three-year Pupil Premium Strategy, this area remains a top priority for the current strategy. Our internal assessments and observations clearly indicate that ongoing absenteeism is negatively impacting the academic progress of our PP students.</p>		Attendance			Persistent Absence				2018-19 (Pre-pandemic)	2021-22	2024-25	2018-19 (Pre-pandemic)	2021-22	2024-25	PP students	93%	86%	88%	17%	44%	35%	Non-PP students	96%	92%	94%	4%	20%	14%	Gap	-3%	-6%	-6%	-13%	-24%	-21%
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4	<p><b>Reading age gap</b></p> <p>In 2022, at the onset of the previous Pupil Premium (PP) Strategy, Key Stage 3 assessments, observations, and student discussions highlighted a significant concern: PP students consistently demonstrated lower levels of reading comprehension than their peers. This reading age gap was predicted to negatively impact their progress across the entire curriculum. Crucially, our internal data showed that the reading age disparity between our PP and non-PP students on entry was wider than the national average.</p> <p>To address this, we dedicated the last three years to developing and implementing targeted literacy strategies, aiming for a PP average reading age of 12 years and 6 months (as measured by Literacy Assessment Online tests).</p> <p><b>Results (July 2025):</b></p> <p>The Year 7 PP average reading age successfully reached 13 years and 1 month, exceeding the target by 7 months.</p> <p>On average, PP students achieved a reading age increase of 15 months during the academic year—outperforming non-PP students, who averaged a 14-month increase.</p> <p>Next Steps: Despite this significant progress, a gap persists (5 months), with non-PP students (average reading age: 13 years and 6 months) still outperforming their PP counterparts. Therefore, closing this remaining reading age gap will be a core focus of the upcoming PP Strategy cycle.</p>																																			
5	<p><b>Student Wellbeing</b></p> <p>During the 2022/23 academic year, an analysis of our Wellbeing support services identified two key disparities:</p>																																			

- Access Overrepresentation: Pupil Premium (PP) students accounted for 35% of students accessing the service, significantly higher than their 20% proportion within the overall student body.
- Progress Gap: Core 10 assessment data, which measures the effectiveness of wellbeing support, showed a concerning 8% gap, with non-PP students making greater progress in their mental health and wellbeing than their PP peers.

By the end of the previous 3-year strategy cycle, substantial progress was achieved:

- The proportion of PP students accessing the service fell dramatically to just 11%.
- The progress gap, as measured by the Core 10 assessment, was successfully reduced from 8% to only 2%.

While this represents excellent progress, meeting the comprehensive wellbeing needs of all students, particularly those who are disadvantaged, remains a crucial priority for this new PP strategy plan.

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**Behaviour**

School exclusion room data, fixed-term exclusion data, and the Individual Alternative Education Plan (IAEP) register for 2021-22 showed that the proportion of PP students missing lessons due to serious sanctions or alternative provision as a result of challenging behaviour, was higher than the proportion of PP students within the school population (18%).

Over the subsequent three years, the proportion of PP students in the school population has steadily increased, reaching 24% in 2025-26. This demographic shift is mirrored in the Exclusion Room data, where the proportion of students missing lessons due to poor behaviour who are PP has risen to 39%. Encouragingly, however, the percentage of suspensions issued to PP students has significantly dropped, from 67% to 39% and those missing substantial amounts of mainstream lessons due to being on an IAEP has fallen from 36% to 30%.

	Students who spent at least 1hr in Exclusion Room		Students issued with at least ½ day of Suspension		Students on the Alternative Provision register due to behaviour	
	2021-22	2024-25	2021-22	2024-25	2021-22	2024-25
Total	90	114	3	18	11	9
PP students	33%	39%	67%	39%	36%	30%

Since reduced lesson time is very likely to hinder PP student progress, we will aim to enhance our support strategies during the next PP Strategy cycle. We remain fully committed to meeting the complex needs of Pupil Premium students who exhibit, or are at risk of, very challenging behaviour.

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**Student academic engagement**

Data consistently shows that Pupil Premium (PP) students are less likely than their non-PP peers to complete assigned homework and attend supplementary supportive sessions outside of lessons. Student feedback indicates the primary reasons for this disparity include organisational issues and a general reluctance

	<p>to engage in structured learning activities outside of the standard school day. For some, lack of access to a quiet space or an internet-connected computer at home presents a significant practical barrier.</p> <p><b>Homework completion</b></p> <p>Despite implementing various strategies over the past three years (e.g., daily after-school Homework Club, provision of laptops/internet access, and form time organisational support), the gap in regular homework completion between PP and non-PP students has unfortunately widened. The gap increased from 8.0% in 2022/23 to 11.2% in 2024/25 (with PP completion at 75.7% versus non-PP at 86.9%).</p> <p>Closing this persistent gap is essential for the next PP Strategy cycle, as successful completion of out-of-lesson work is directly linked to reducing the overall Progress 8 attainment gap.</p> <p><b>Intervention &amp; revision session attendance</b></p> <p>Subject leaders and classroom teachers deserve significant credit for their sustained efforts over the past three years in developing engaging, inclusive intervention sessions and effectively motivating Pupil Premium (PP) students to attend. This dedication has led to a consistent rise in PP student attendance at academic support sessions. In the final year of the previous cycle (2024/25), 932 students attended at least one session, with 22.8% of these being PP students. This impressive figure significantly surpasses both our initial target of 18% and the revised target of 20% set in 2022/23.</p> <p>The success confirms that teachers' commitment to ensuring PP students have equitable access to the academic benefits of support sessions is working. We will therefore maintain and encourage this successful practice in the next PP strategy cycle.</p>								
8	<p><b>Student non-academic engagement</b></p> <p>Historic data shows that there may be a link between student wellbeing and whether or not they attend extra-curricular opportunities available through the school. Clubs' attendance data from 2020-21 showed that only 16% of students attending clubs were PP.</p> <p>Over the last 3 years, this has steadily risen and during the 2024-25 academic year it had reached 20.9%. This is well above the initial target, at the start of the previous PP strategy plan, of 18%.</p> <p>However, as the proportion of the school cohort that are from disadvantaged backgrounds has also risen (at the end of 2024-25 PP students made up 21.7% of the student population) there is a still a gap and therefore more work to do to encourage as many PP students to engage with extra-curricular opportunities as possible.</p>								
9	<p><b>Parental engagement</b></p> <p>Historically, families of Pupil Premium (PP) students demonstrated lower attendance at parents' evenings compared to non-PP families.</p> <table border="1" data-bbox="406 2018 1366 2078"> <thead> <tr> <th data-bbox="406 2018 584 2078">Year</th> <th data-bbox="584 2018 842 2078">% of PP</th> <th data-bbox="842 2018 1110 2078">% of Non-PP</th> <th data-bbox="1110 2018 1366 2078">Gap</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Year	% of PP	% of Non-PP	Gap				
Year	% of PP	% of Non-PP	Gap						

	Attended	Attended	
2021-22	58	84	26%
2022-23	60	80	20%
2023-24	66	82	16%
2024-25	74	81	7%

Over the past three years, we implemented a dedicated, pro-active strategy to foster positive relationships and boost PP family engagement. This included having a designated staff member personally call PP families who had not yet booked, offering reminders and assistance with the booking process.

This sustained effort has yielded highly encouraging results: the attendance gap between PP and non-PP families has dramatically reduced from 26% to just 7%.

We will maintain this successful strategy and continue to prioritise robust parent engagement for our PP students.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of this strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>1. Academic Progress</b> Improved progress among PP students across the curriculum at the end of KS4.</p>	By the end of our current plan in 2027/28, KS4 outcomes demonstrate that PP students achieve an average Progress 8 score at least in line with the national average of non-PP students.
<p><b>2. Quality First Teaching</b> Improve adaptive teaching skills across the teaching body</p>	Formal lesson observations show an increase in the number of teachers who are able to demonstrate best practice in the Adaptive Learning criteria (2024-25: 60% of lessons).
<p><b>3. Attendance</b> To achieve and sustain improved attendance for all students, particularly our PP students.</p>	Sustained high attendance by 2027/28 demonstrated by the average attendance and persistent absence rate of PP students being in line with the national average of non-PP students.
<p><b>4. Reading age gap</b> Improved reading comprehension among PP students across KS3.</p>	Literacy Assessment Online tests for PP students demonstrate an average reading age equal to non-PP students (2024-25: 13 years and 6 months). This would indicate an improvement in comprehension skills among PP students. Teachers should recognise this improvement through engagement in lessons and book scrutiny.
<p><b>5. Student Wellbeing</b> To achieve and sustain improved wellbeing for all students, including those who are PP.</p>	By the end of our current plan in 2027/28, there should be no gap in the improvement demonstrated by the Core 10 assessment tool for PP and non-PP students accessing wellbeing support at the school.
<p><b>6. Behaviour</b> Reduction in the number of lessons missed by PP students due to challenging behaviour.</p>	By the end of our current plan in 2027/28, the proportion of PP students that have missed lessons due to poor behaviour to be equal to, or below, the proportion of school students that are PP (currently 24%).
<p><b>7. Student academic engagement</b> Improved engagement with academic activities outside of the classroom from PP students.</p>	By the end of our current plan in 2027-28: <ul style="list-style-type: none"> <li>• There is no gap in the completion rate of homework by PP and non-PP students.</li> <li>• The proportion of PP students attending academic support activities (interventions and revision sessions) to at least match the proportion of school students that are PP (24%).</li> </ul>
<p><b>8. Student non-academic engagement</b> Improved engagement with non-academic activities outside of the classroom from PP students.</p>	The proportion of PP students attending enrichment activities (clubs and trips) to at least match the proportion of school students that are PP (currently 24%).

<p><b>9. Parent engagement</b> Improved engagement from the families of PP students with school support and systems.</p>	<p>To reduce the gap in parents' evening attendance of PP students' families (2024-25: -7%) and improve their engagement with school support and systems.</p>
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## Activity in this academic year

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

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

Budgeted cost: £ 170,245

Activity	Evidence that supports this approach	Challenges addressed
<p><b>High-quality teaching.</b> Recruit, retain and develop high-quality teachers through a timetabled programme of CPD, focussed on adaptive teaching and feedback. Formal PM lesson observations include focus on PP students.</p>	<p>EEF Toolkit: <a href="#">Feedback</a> (+6 months) - Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies.</p> <p>EEF Toolkit: <a href="#">Learning styles</a> - Adaptive teaching approaches are unlikely to be valuable if teachers set lower expectations for particular students</p>	1,2
<p><b>ECT &amp; Teach First.</b> Enhanced support for Early Career Teachers through the EDT and Teach First, with additional support from specialist school staff to meet emerging needs.</p>	<p>A large body of evidence, including from evaluations funded by the EEF, shows the benefit of high-quality, up-front training for teachers.</p>	1,2
<p><b>Class sizes.</b> Extra classes in all year groups. This allows for smaller groups sizes, particularly with low prior attainers.</p>	<p>EEF Toolkit: <a href="#">Reducing class sizes</a> (+1 months) - The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the students receive</p>	1,2,3,4,5,6,7
<p><b>Curriculum development.</b> Department action plans to identify action, including curriculum adjustment, assessment and feedback to support PP students to improve progress</p>	<p>EEF Toolkit: <a href="#">Feedback</a> (+8 months)</p>	1,2
<p><b>Homework.</b> Teachers set homework as per their department policy and this is meaningful and marked.</p>	<p>EEF Toolkit: <a href="#">Homework</a> - Homework has a positive impact on average (+5 months), particularly with students in secondary schools.</p>	1,2,4,7,9
<p><b>Learn to learn.</b> Develop metacognition and learning skills (how to revise) through bespoke sessions for targeted groups of students, including PP.</p>	<p>EEF Toolkit: <a href="#">Metacognition and self-regulation</a> (+8 months) - The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1,2,5,6,7

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

Budgeted cost: £ 80,490

Activity	Evidence that supports this approach	Challenges addressed
<p><b>Reading Intervention.</b> Targeted reading interventions for PP students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>EEF Toolkit: <a href="#">Reading comprehension strategies</a> (+7 months) Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many students they need to be taught explicitly and consistently.</p> <p>EEF Toolkit: <a href="#">Oral language interventions</a> (+6 months). Oral language interventions can include approaches that emphasise speaking and/or listening in a small-group.</p>	1,2,4,5,7
<p><b>ECCO KS4 group.</b> Additional English &amp; maths small group lessons for LPA PP students in KS4 (Enhanced Core Curriculum Offer – ECCO).</p>	EEF Toolkit: <a href="#">Small group tuition</a> (+4 months)	1,2,4
<p><b>ERT – Expanded Rehearsal Technique</b> Targeted bespoke, intensive phonics intervention programme for PP students who have been identified as needing support with reading and fluency.</p>	EEF Toolkit: <a href="#">Phonics</a> (+5 months).	1,2,4,5,7

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

Budgeted cost: £ 81,653

Activity	Evidence that supports this approach	Challenges addressed
<p><b>Attendance</b> Improve PP students' attendance through positive relational conversations with trusted staff, earlier formal intervention and advanced pastoral care (tutor, HoY, Hub staff etc.).</p>	<p>DfE: <a href="#">Working together to improve school attendance</a> The Key: <a href="#">Attendance and attainment</a> EEF Toolkit: <a href="#">Improving Attendance</a></p>	1,3,9
<p><b>Parent engagement</b> Increase PP parents' engagement with parent evenings/meetings with school; create more personalised contact with key members of staff so that a better understanding of their individual needs is built.</p>	<p>EEF Toolkit: <a href="#">Parental engagement</a> (+4 months) - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions. DfE: <a href="#">Working together to improve school attendance</a></p>	1,3,5,7,9
<p><b>Cultural Capital</b> PP students to be prioritised and supported to attend experiences outside of the classroom to develop their cultural understanding, raise aspirations, and improve wellbeing.</p>	<p>EEF Toolkit: <a href="#">Aspiration interventions</a></p>	3,5,6,7,8
<p><b>School engagement</b> PP students to be encouraged to attend clubs and house activities to increase their sense of involvement with the school.</p>	<p>EEF Toolkit: <a href="#">Arts Participation</a> (+3 months) - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	3,5,6,8,9
<p><b>Careers guidance</b> Advanced CEIAG programme for PP students:</p> <ul style="list-style-type: none"> <li>• Careers awareness workshops</li> <li>• Individual option interviews</li> <li>• Post-16 guidance meetings</li> </ul>	<p>EEF Toolkit: <a href="#">Aspiration interventions</a> Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. EEF Toolkit: <a href="#">Mentoring</a> (+2 months)</p>	1,3,5,7
<p><b>Aspirational experiences</b> High Prior Attainment PP students to be given priority for aspirational career/further education 'experiences'</p>	<p>EEF Toolkit: <a href="#">Aspiration interventions</a></p>	5,7,10

<p><b>Work Experience</b></p> <p>Aspirational work experience placements to be used to engage and motivate LPA PP students.</p>	EEF Toolkit: <a href="#">Aspiration interventions</a>	1,3,10
<p><b>Wellbeing</b></p> <p>PP students, struggling with mental health and wellbeing, prioritised for formal support through the school wellbeing team or external agencies.</p>	EEF Toolkit: <a href="#">Social and Emotional Learning</a> (+4 months)	1,3,6,7,9
<p><b>Wellbeing supportive space</b></p> <p>Hub used by PP students who are finding aspects of mainstream school challenging (certain lessons, social time etc.).</p>	EEF Toolkit: <a href="#">Social and Emotional Learning</a> (+4 months) - The evidence indicates that there is a particular benefit from approaches that focus on improving social interaction between students	1,3,6,7
<p><b>Behaviour</b></p> <p>PP students who demonstrate challenging behaviour traits to be fast-tracked to advanced pastoral care and mentoring support (e.g., Behaviour Support Officer, progress form groups).</p>	EEF Toolkit: <a href="#">Behaviour interventions</a> (+4 months) - Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. EEF Toolkit: <a href="#">Mentoring</a> (+2 months) - The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. EEF Toolkit: <a href="#">Social and emotional learning</a> (+3 months)	1,3,8
<p><b>Access to technology</b></p> <p>Continue to identify and support PP families who do not have access to a computer/internet at home and distribute available computers accordingly.</p>	EEF Toolkit: Homework (+6 months if involving digital technology). "Closing the disadvantage gap".	5,7,9
<p><b>Homework Club</b></p> <p>The school will resource a regular homework club. This will include support by an appropriate teacher/teaching assistant.</p>	EEF Toolkit: <a href="#">Homework</a> (+5 months) - Some students may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for students).	1,5,7
<p><b>External Agency Support</b></p> <p>School Family Workers to prioritise writing Early Help Assessments (EHAs) for PP families when support is requested.</p>	DfE: <a href="#">Working together to improve school attendance</a>	3,5,6,9

**Total budgeted cost: £ 332,388**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that for 2024/25, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our PP students was **+0.02**. Although slightly lower than the year before (+0.11), it reflected the slight decrease in the overall Progress 8 score of the school. Encouragingly, the gap between PP and non-PP students' average Progress 8 score has slightly narrowed to 0.6.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data in these categories and the corresponding analysis, can be seen in the ['Updates'](#) covered in the 'Challenges' section above.

Based on all of the information above, the performance of our disadvantaged pupils continues to meet our expectations in most categories, and we have largely met the targets we set out to achieve at the beginning of the previous PP Strategy cycle (2022-25).

Our evaluation of the approaches delivered last academic year indicates that our work to support the progress and attendance of PP students has been successful, particularly when compared to national trends. However, we look forward to making further improvements in these areas along with developing our strategies to help PP students complete homework regularly, and supporting students who are at risk of missing lesson time due to challenging behaviour.