



This is our Strategy to improve provision for our Pupil Premium Students across both primary and secondary phases of our school.

At Thomas Hall, our philosophy is simple:
Every individual matters.

We recognise and celebrate every pupil, staff member, and parent as a unique part of our school community. We set high expectations for behaviour, ambition, and kindness — and we create an environment where everyone is empowered to succeed.

For Our Pupils

- Every child is known, respected, and supported
- We nurture intellectual curiosity and creative thinking
- High quality teaching in every classroom
- Pupils are encouraged to build confidence, resilience, and a strong sense of self.
- We celebrate differences and promote inclusion so that every child can thrive

For Our Staff

Our staff are talented, passionate, and dedicated, and we invest in their growth.

- High-quality professional development
 - Leadership pathways and opportunities
 - A collaborative environment where staff thrive and learners benefit
- “Exceptional teachers, empowered to inspire exceptional learners.”*

For Our Parents

You are a vital part of our school family.

- Strong parent-school partnerships at every stage
- Open, honest communication
- A welcoming, inclusive culture from Reception to Year 11

Pupil premium strategy statement Thomas Hall School

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.

School overview

Detail	Data
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	34.4%
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Phil Arnold
Pupil premium lead	Charlotte Webster
Governor / Trustee lead	Nick Buckland OBE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,760
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£171,760

Part A: Pupil premium strategy plan

Statement of intent

At Thomas Hall School, our vision is to ensure that every child flourishes academically, socially, and personally, becoming the very best version of themselves. Our approach to supporting pupils in receipt of Pupil Premium funding is rooted in this vision and guided by five core principles:

Excellent Teaching for All. High-quality teaching is the foundation of success for every pupil. We prioritise evidence-based practice and continuous improvement to ensure all learners thrive.

Targeted Academic Support. We provide precise, personalised interventions as needed to close gaps and accelerate progress for disadvantaged pupils.

Wider Strategies. We address barriers beyond the classroom, including attendance, wellbeing, and family engagement, to create the conditions for success.

Enrichment for All. We offer rich experiences that broaden horizons, raise aspirations, and nurture talents.

Through ongoing professional development, we equip staff with the knowledge and skills to champion equity and excellence for disadvantaged learners. Our approach is underpinned by two guiding principles:

Excellence. Delivering an outstanding support package for all pupils, regardless of prior attainment or current performance.

Equity. Levelling the playing field so disadvantaged pupils have the same opportunities, experiences, and aspirations as their peers.

This strategy is our roadmap to achieving these aims. Across both primary and secondary phases, we design a curriculum that is ambitious, inclusive, and accessible, enabling every child to reach their full potential. We recognise common barriers to learning, such as limited home support, weaker language and communication skills, low confidence, behaviour challenges, and attendance issues and we work proactively to overcome them.

Our goal is for every learner to feel confident, engaged, and inspired by a stimulating, broad, and balanced curriculum. Thomas Hall School's unique context, with families travelling from a wide area, will never be a barrier to success. We commit to supporting disadvantaged pupils so they arrive prepared, ready to learn, and able to access every opportunity to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for our Pupil Premium needs to improve.
2	Improve the attainment outcomes at both Primary and Secondary KPI assessments for our Pupil Premium Students.
3	Develop inclusive provision to ensure that our most vulnerable students can access their education.
4	Improve the reading ages for students, to ensure that the gap within literacy levels closes.
5	Complex family situations. Increasingly, pupils eligible for pupil premium at Thomas Hall School have, on average, experienced more Adverse Childhood Experiences.
6	Opportunities to develop skills and experiences in order to improve the cultural capital and life aspirations of all pupils, particularly those from disadvantaged backgrounds.
7	Language limitations. Many students, particularly our PP cohort, are unlikely to have the breadth of vocabulary that will enable them to full access the curriculum. This creates a 'learning gap' at a young age which Thomas Hall challenge with robust early intervention across all Key Stages.

Intended outcomes

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

Intended outcome	Success criteria
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<p>Raise attendance rates for all students, with a particular focus on Pupil Premium and SEND cohorts, so that these groups meet or exceed national averages and demonstrate sustained improvement over time.</p>	<p>Overall Attendance: Whole-school attendance improves in line with DFE targets by the end of the academic year, with increases Year on Year for the following 3 years, as part of this plan.</p> <p>Pupil Premium and SEN Attendance: Attendance for Pupil Premium students rise to within 1% of the whole school outcome and shows a term-on-term upward trend.</p> <p>Percentage of Pupil Premium and SEND pupils classed as persistently absent reduces by at least 10% compared to baseline.</p> <p>Attendance data for these cohorts is reviewed weekly, with interventions logged and impact evaluated half-termly.</p>
<p>Ensure all pupils eligible for Pupil Premium, including those with SEND, make at least expected progress from their individual starting points, with a significant proportion exceeding expected progress, thereby narrowing attainment gaps across all key stages.</p>	<p>Primary</p> <p>KS2</p> <p>At least 60% of Pupil Premium pupils meet or exceed expected progress in reading by end of KS2.</p> <p>Gap between PP and non-PP pupils in reading narrowed where no PP children gained expected standard in 2024</p> <p>Writing Progress: 60% of PP pupils achieve expected progress in writing by end of KS2.</p> <p>Maths Progress: 80% of PP pupils meet expected progress in maths by end of KS2.</p> <p>This is a significant close in gap – with the difference between PP and Non-PP being 2%</p> <p>Phonics & Early Literacy: 75% of PP pupils pass the Year 1 Phonics Screening Check in comparison to 81% of non-pp</p> <p>GLD</p> <p>100% of Non PP children achieved a good level of development in the EYFS. 33% Of PP pupils met this same standard (1 out of 3 children)</p> <p>Secondary</p> <p>English & Maths Basics (Grade 4+):</p>

	<p>62% of PP pupils achieve Grade 4+ in English and Maths combined (up from baseline). Attainment gap reduced by ≥ 5 percentage points.</p> <p>English & Maths Basics (Grade 5+): 40% of PP pupils achieve Grade 5+ in English and Maths combined (up from baseline). Attainment gap reduced by ≥ 5 percentage points.</p> <p>There is no gap in Attainment 8 scores between Pupil Premium and non-Pupil Premium students.</p>
<p>Improve literacy and oracy for all pupils eligible for Pupil Premium, ensuring measurable improvements in vocabulary breadth, oral fluency, and expressive language to support access to the full curriculum and improved attainment across subjects</p>	<p>Pupils who are eligible for Pupil Premium and have an identified gap in vocabulary acquisition, across the school, make rapid progress so by the end of KS2, age expectations are met.</p> <p>In lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently</p> <p>Secondary aged pupils receiving specific language interventions will show an improved attainment and attendance picture following proactive intervention.</p>
<p>Strengthen family engagement to build meaningful partnerships between school and home, ensuring the most vulnerable pupils feel connected, supported, and actively involved in their learning journey, leading to improved attendance, well-being, and academic progress.</p>	<p>At least 80% of families of Pupil Premium and vulnerable pupils attend one or more school engagement events (e.g., workshops, parent evenings) each term. 95% of families receive and acknowledge school communications via agreed channels - Arbor and Dojo.</p> <p>Response rate to surveys or feedback forms exceeds 50%. Deliver a minimum of 6 targeted workshops annually (e.g., supporting learning at home, mental health). Attendance from vulnerable families improves by 20% compared to baseline.</p> <p>Families of PP students will be invited to SAM (supportive attendance) meetings as needed, to build and strengthen relationships and to explore the needs of the child and family</p>

<p>Ensure the well-being needs of all pupils eligible for Pupil Premium are proactively identified and met, so they feel safe, supported, and emotionally ready to engage fully in learning and achieve their potential</p>	<p>Pupil premium students have opportunities to share their views through pupil voice each term</p> <p>As needed, PP students receive timely access to pastoral, mental health, or counselling support</p> <p>We write well-being support plans for our pupil premium students as needed, with students having a named mentor that they meet termly</p> <p>Pupils receiving well-being interventions show improved attendance (within 1% of school average) and positive engagement scores compared to baseline.</p> <p>We encourage, praise and reward our students through the R system</p> <p>90% of pupils and families report feeling supported and ready for learning through termly surveys or focus groups.</p> <p>100% of staff complete annual training on well-being and mental health strategies, ensuring consistent support across the school.</p>
<p>Ensure disadvantaged pupils read at or above national expectations and develop a lifelong love of reading, demonstrated through improved attainment, increased reading stamina, and positive attitudes towards reading across all key stages.</p>	<p>At least 70% of disadvantaged pupils achieve age-related expectations in reading by the end of each key stage.</p> <p>Gap between disadvantaged and non-disadvantaged pupils reduced to ≤5 percentage points.</p> <p>All disadvantaged pupils read at least 3 times per week at home or in school, tracked through reading logs.</p> <p>Measurable improvement in vocabulary scores for disadvantaged pupils (e.g., through standardised tests or teacher assessments).</p>

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

1: Budgeted cost: £ 20,284.75

Salary costs for key posts and part funding role of Behaviour Lead as trained teacher, along with additional resources.:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, in-class support for Pupil Premium students through strategic seating plans, proactive teacher interaction, and tailored scaffolding to ensure full engagement, improved participation, and accelerated progress in every lesson</p>	<p>In large-class settings, students seated at the back perform 13–22% worse than those in front or middle rows. When moved forward, back-row students were 33% more likely to earn an 'A' grade (Benedict & Hoag, 2004). [profession...gboard.com]</p> <p>Front-row students also show higher attendance rates (86% vs. 74%) and increased engagement. These findings suggest that deliberately positioning Pupil Premium students in front can significantly boost their academic outcomes. [profession...gboard.com]</p> <p>A review by Wannarka & Ruhl (2008) found that rows promote better behaviour and on-task behaviour during individual activities. This setup particularly benefits students prone to distraction or disruptive behaviour. [corelearn.com], [Seating ar...ioural ...]</p> <p>Seating plans are also effective behavioural tools, helping disadvantaged students stay focused and engaged. [corelearn.com], [Seating ar...ioural ...]</p> <p>Research with primary pupils showed improved logical reasoning and cognitive performance when seated in single desks, compared to clusters. This indicates that individual seating can help disadvantaged learners concentrate on academic tasks and improve performance. [link.springer.com]</p>	<p>2, 3</p>
<p>Increase the frequency and depth of lesson monitoring by leaders,</p>	<p>Brief, regular walkthroughs help leaders gather real-time insights into classroom practices, enabling swift adjustments. These have been shown to improve</p>	<p>2,3,4 and 7</p>

<p>focusing on the implementation and impact of evidence-based strategies that prioritize Pupil Premium students most at risk of underachievement.</p>	<p>instructional quality and inform targeted professional development, ultimately raising student achievement. [adlit.org], [bakeru.edu]</p> <p>Research indicates that the frequency of walkthroughs, alongside clear focus areas and timely formative feedback, are key components that contribute to improved teaching and student outcomes. [library.im...culata.edu], [bakeru.edu] – this will be included within the Thomas Hall -teaching conversations’</p> <p>The proposed coaching model enables school leaders and teachers to identify patterns of effective instruction and cross-classroom inconsistencies, fostering school-wide pedagogical improvement. [gse.harvard.edu], [ascd.org]</p> <p>The Education Endowment Foundation (EEF) highlights regular monitoring of Pupil Premium initiatives as critical for ensuring interventions are delivered with fidelity, can be adapted responsively, and have measurable impact. [researchsc...ool.org.uk], [d10a08pz29...dfront.net]</p>	
<p>Continue to develop Thomas Hall School all-through curriculum to ensure all learning is taught in sequential blocks with an emphasis on retaining, reviewing and building on previous learning. This will lead to all pupils to ‘know more and remember more’. Curriculum Lead to design staff CPD to build confidence and consistency throughout the school.</p>	<p>There is strong evidence from the Education Endowment Foundation (EEF) that metacognitive strategies significantly improve knowledge retention and transfer across subjects. Metacognition teaching pupils to plan, monitor, and evaluate their learning has an average impact of +7 months’ progress, making it one of the most cost-effective approaches for disadvantaged learners. The EEF blog <i>Anchoring Curriculum Knowledge Using Metacognitive Strategies</i> highlights how embedding these techniques helps pupils “remember more to learn more.”</p> <p>To reinforce this, the Thomas Hall School curriculum is being developed to incorporate <i>spaced learning</i>, a research-backed approach where content is revisited at intervals to strengthen long-term memory. This aligns with EEF guidance (<i>SMART Spaces</i>) and findings from the National Library of Medicine on the “Spacing Effect,” which demonstrate that distributed practice significantly improves retention and perceived learning in science curricula.</p>	<p>2,3,4 and 7</p>
<p>Recruit and deploy high-impact leadership and</p>	<p>Strategic deployment of senior leaders, such as Deputy and Assistant Headteachers, is linked to</p>	<p>1,2,3 and 5</p>

<p>specialist roles to strengthen Pupil Premium provision, including a Deputy Headteacher, Assistant Headteacher for Inclusion, an experienced Maths Leader, intervention teachers, a dedicated pastoral team, and three Higher Level Teaching Assistants (HLTAs), ensuring targeted academic and pastoral support for disadvantaged learners.”</p>	<p>improved adoption of high-quality teaching practices, which disproportionately benefit disadvantaged pupils. These roles enable a "disadvantaged lens" approach, ensuring consistent focus on Pupil Premium learners in whole-school decision-making. [researchsc...ool.org.uk], [teaching.blog.gov.uk]</p> <p>A Durham University study found that effective school leadership combined with targeted interventions (e.g., small-group teaching, pastoral care) significantly narrowed the achievement gap for disadvantaged students. [files.eric.ed.gov]</p> <p>Dedicated expert leadership in mathematics has shown to reduce the disadvantaged attainment gap. [teachfirst.org.uk], [nfer.ac.uk]</p> <p>Intervention Teachers & Teaching Assistants EEF guidance highlights that structured interventions delivered by trained staff (e.g., one-to-one tuition, small-group sessions) can yield +6 months' progress, particularly for Pupil Premium students. [educatione...ion.org.uk], [ase.org.uk]</p> <p>Well-trained HLTAs can support vulnerable learners through small-group or individualised instruction, especially when working alongside teachers. Evidence indicates this can boost learning outcomes when properly integrated into teaching strategies. [researchgate.net], [assets.pub...ice.gov.uk]</p> <p>Pastoral teams and dedicated care workers significantly enhance student well-being in regional and urban schools, which correlates with improved engagement and academic outcomes for disadvantaged students. [assets.csi.edu.au]</p>	
<p>Ensure all lessons consistently follow the six-part lesson structure, embedding explicit vocabulary instruction and opportunities for pupils to use and apply new language in context to deepen understanding and improve subject fluency</p>	<p>A six-part lesson structure, rooted in systematic, explicit pedagogy provides a framework for effective learning. This aligns with Structured Literacy, which utilises predictable lesson stages to ensure key components like phonics, vocabulary, fluency, and comprehension are taught deliberately and cumulatively. Research shows this scaffolded structure enhances student outcomes, with students in structured programs significantly outperforming their peers including learners from disadvantaged backgrounds. [smarterint...ention.com],</p>	<p>2 and 3</p>

	<p>[readingrockets.org] [journal.imse.com], [readingrockets.org]</p> <p>Central to this model is explicit vocabulary instruction, a crucial element supported by robust evidence. Studies demonstrate that teaching 6–12 high-value words per week using routines like Marzano’s six-step process (explain, restate, represent, etc.) leads to deeper understanding and stronger reading comprehension. For example, research in English Language Learners’ classes found that explicit vocabulary guidance improved comprehension quiz scores significantly (mean improvement from 6.89 to 7.17) compared to implicit instruction. [thereadingleague.org], [bedrocklearning.org], [improvingliteracy.org] [rsdjournal.org]</p> <p>By embedding explicit vocabulary instruction into a six-part lesson structure, teachers ensure that new words are not only introduced, but actively reinforced throughout the lesson. This integration deepens understanding, supports curriculum access across subjects, and builds subject fluency especially vital for Pupil Premium learners, who often start with lower academic and language baselines.</p>	
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Targeted academic support

2: Budgeted cost: £ 56,649.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy intervention teachers strategically across the school to deliver targeted academic and pastoral support for the most vulnerable pupils, ensuring timely, evidence-based interventions that remove barriers to learning and accelerate progress.</p>	<p>The EEF identifies small-group and one-to-one interventions delivered by trained staff as among the most effective strategies for disadvantaged learners, with an average impact of +4 to +6 months’ progress when implemented well. These interventions are particularly powerful when they are targeted, timely, and linked to classroom learning, rather than delivered in isolation.</p> <p>EEF guidance also emphasises that high-quality teaching remains the most important lever for improving outcomes, but targeted academic support is essential for pupils who have fallen behind. Intervention teachers allow schools to</p>	<p>2,4 and 7</p>

	<p>provide structured, evidence-based programmes (such as phonics, reading comprehension, and numeracy catch-up) that address specific gaps and misconceptions.</p> <p>Research further shows that removing barriers to learning including social-emotional challenges through combined academic and pastoral support improves engagement and attainment. Dedicated intervention staff can work closely with pastoral teams to ensure pupils are not only catching up academically but are also emotionally ready to learn.</p>	
<p>Additional adults in year 6 ensuring Catch up funding will employ an additional teacher to provide: 3,4 8 teaching is enhanced, particularly in writing and Maths</p>	<p>Daily maths 'scoop' to address any misconceptions before the next lesson (across KS2) Additional sessions – personalised, targeted maths teaching Targeted teaching within the Maths lessons The 'Making Best Use of Teaching Assistants' document produced by EEF shows that when directed strategically Teaching Assistants can have a positive impact on pupils' progress. In particular, in additional Year 6 Teaching Assistants will be deployed to: Support pupils develop independent learning skills and manage their own learning. Deliver high quality one-to-one and small group using structured interventions Support pupils all disadvantaged from all ability groups. HLTA will be deployed to Y6 to enhance the learning and progress within writing through targeted teaching based on previously identified misconceptions.</p>	2

Wider strategies

3: Budgeted cost: £94,825.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Restructure of non-teaching teams to ensure that the needs of the most vulnerable are met.</p>	<p>EEF "Deployment of Teaching Assistants" Guidance (March 2025)</p> <p>Ensuring struggling pupils spend as much, or more, time with teachers, rather than just TAs</p> <p>Encouraging teacher-TA partnerships to share responsibility and align on</p>	1,2, 5 and 6

	<p>interventions [educatione...ion.org.uk], [eric.ed.gov]</p> <p>The guidance draws on a review of 52 studies and highlights that well-trained and coordinated deployment of TAs promotes better academic outcomes for vulnerable pupils. [d2tic4wvo1...dfront.net], [eric.ed.gov]</p> <p>The follow-up EDTA project found that when schools redefine TA roles, improve training, and structure TA support, pupil progress improves significantly. [discovery.ucl.ac.uk]</p>	
<p>New role of family liaison work created.</p>	<p>The role directly supports increased parental involvement, which yields an average of +4 months' additional pupil progress, according to Education Endowment Foundation research. By coaching families, running parenting workshops, and leading home school discussions, these workers help establish the conditions for sustained academic improvement. [grace-foun...ion.org.uk]</p> <p>School-based evaluations show that Family Support Workers play a vital role in:</p> <ul style="list-style-type: none"> Raising attendance rates Improving behavior and reducing exclusions Boosting student self-esteem, aspirations, and emotional resilience [grace-foun...ion.org.uk] <p>They build trust with families, identify barriers early, and coordinate targeted support such as parenting skills or practical resources.</p> <p>Family Support Workers facilitate Early Help Assessments and partner with both internal (DSLs, pastoral leads) and external agencies (housing, mental health, transport). This coordinated, wrap-around support ensures children's broader needs are met—enabling them to better access learning. [grace-foun...ion.org.uk], [schoolsweek.co.uk]</p> <p>Programme evaluations, such as the School-Home Support Attendance Support and Development Programme (ASDP),</p>	<p>5</p>

	show that whole-family early intervention strategies significantly reduce persistent absence, strengthen family–school partnerships, and enhance pupil engagement and achievement	
Extend Education Welfare Officer (EWO) services across all schools in the Trust, implementing consistent attendance systems and shared best practice to ensure a unified, proactive approach to reducing persistent absence and improving punctuality for vulnerable pupils	<p>The DfE and EEF both emphasize that consistent, proactive attendance strategies are critical for improving outcomes for disadvantaged pupils. Persistent absence is strongly linked to lower attainment: DfE data shows pupils with attendance below 90% are less than half as likely to achieve expected standards at KS2 and GCSE compared to peers with good attendance.</p> <p>Research highlights that systematic monitoring and early intervention are most effective when applied consistently across schools. Fragmented approaches lead to gaps in support, whereas Trust-wide alignment of attendance systems ensures: The EEF stresses that multi-strategy approaches, including family engagement and logistical support, work best when underpinned by robust systems and specialist staff. Extending EWO services provides the expertise needed to implement these systems effectively, enabling schools to address barriers such as safeguarding concerns, transport issues, and family challenges.</p>	1
Minibus deployed to pickup vulnerable students in local area to support addressing lateness and access to school.	<p>Research and guidance from the Department for Education and Education Endowment Foundation highlight that attendance and punctuality are critical drivers of attainment. Persistent absence is strongly correlated with lower academic outcomes, and disadvantaged pupils are disproportionately affected.</p> <p>Studies show that removing practical barriers to attendance, such as transport difficulties, significantly improves school access for vulnerable learners. For example:</p> <p>DfE data indicates that pupils with poor attendance are less likely to achieve expected standards at every key stage.</p>	1, 3 and 5

	<p>EEF guidance on parental engagement and attendance interventions stresses that logistical support (e.g., transport) can be an effective component of a multi-strategy approach to improving attendance.</p> <p>Research on rural and urban schools demonstrates that providing transport for hard-to-reach pupils reduces lateness and persistent absence, leading to improved engagement and progress.</p> <p>By deploying a minibus, the school is not simply offering convenience it is removing a structural barrier to education, ensuring pupils arrive on time, ready to learn, and able to participate fully in the curriculum. This approach aligns with best practice for addressing attendance challenges among disadvantaged cohorts.</p>	
<p>Create meaningful opportunities for disadvantaged pupils to access high-quality curriculum enrichment experiences such as educational visits, cultural activities, and extracurricular programs ensuring these are purposeful, inclusive, and designed to broaden horizons and deepen learning, rather than simply providing financial support</p>	<p>The EEF emphasises that enrichment opportunities, such as cultural visits, extracurricular activities, and experiences beyond the classroom play a vital role in improving outcomes for disadvantaged pupils. These experiences help develop cultural capital, which Ofsted identifies as essential for enabling all pupils to succeed in life and access the full curriculum.</p> <p>Research shows that pupils from disadvantaged backgrounds often have fewer opportunities for enrichment outside school, which can limit vocabulary development, background knowledge, and confidence in learning. Structured enrichment activities, when linked to curriculum goals, improve engagement, motivation, and attainment. For example:</p> <p>EEF Toolkit highlights that arts participation and outdoor learning can have a positive impact on academic outcomes and well-being when integrated purposefully.</p> <p>Studies on cultural capital demonstrate that exposure to diverse experiences enhances language acquisition, critical thinking, and aspiration—key drivers for closing the attainment gap.</p>	<p>6</p>

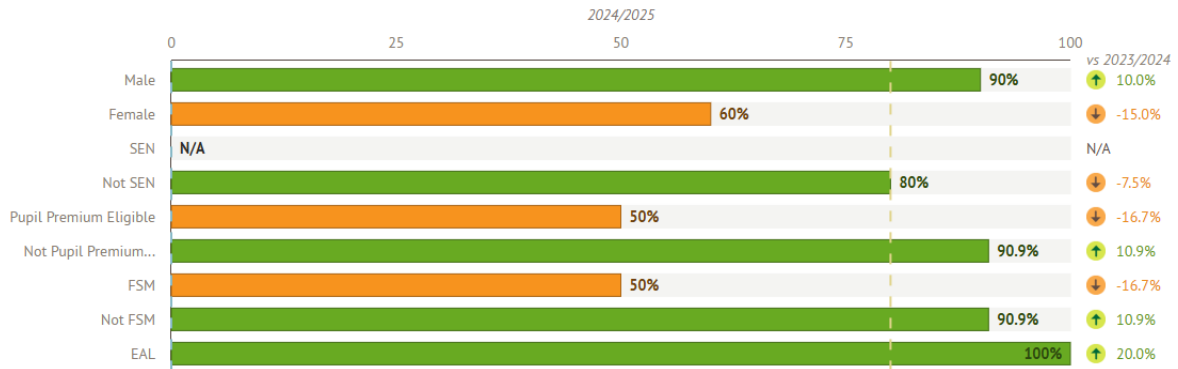
	<p>Importantly, the evidence stresses that enrichment should be intentional and educational, not simply funded. Providing financial support alone does not guarantee impact; schools must design experiences that connect to learning objectives, include pre-teaching and follow-up activities, and ensure inclusive participation for all disadvantaged pupils.</p>	
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Total budgeted cost: £171,760.00

Part B: Review of the previous academic year

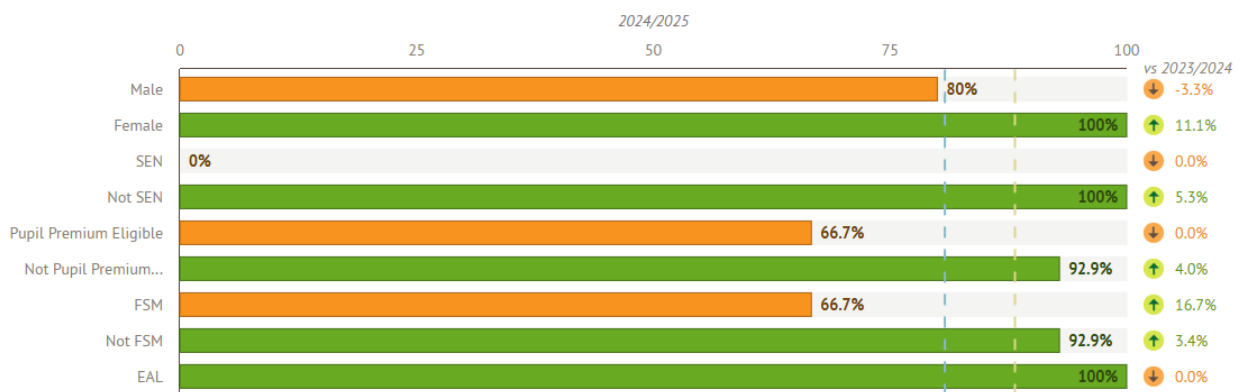
Outcomes for disadvantaged pupils

Early Years



Key Stage 1:

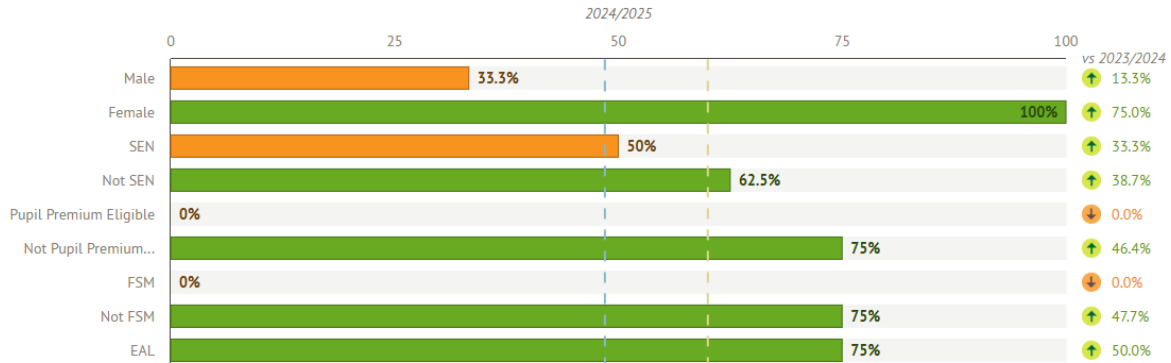
Phonics Screening



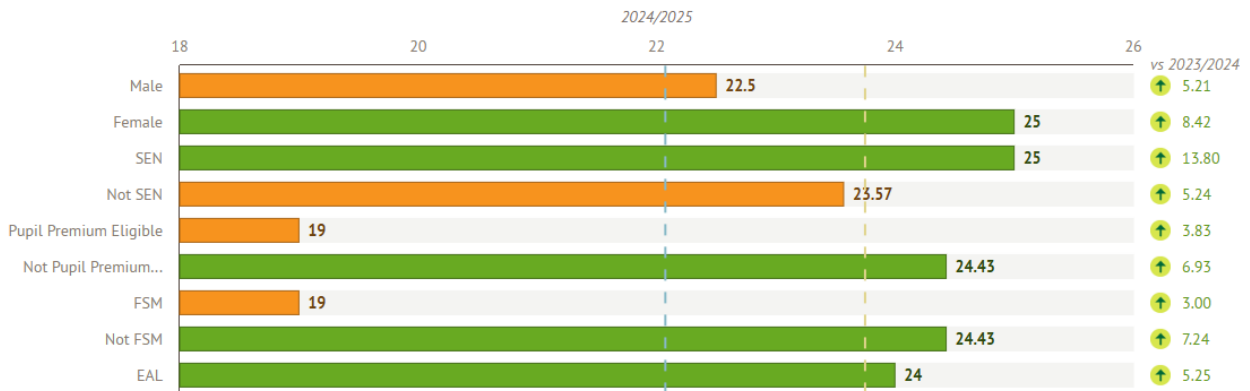
Key Stage 2:

Year 4: Multiplication times table check

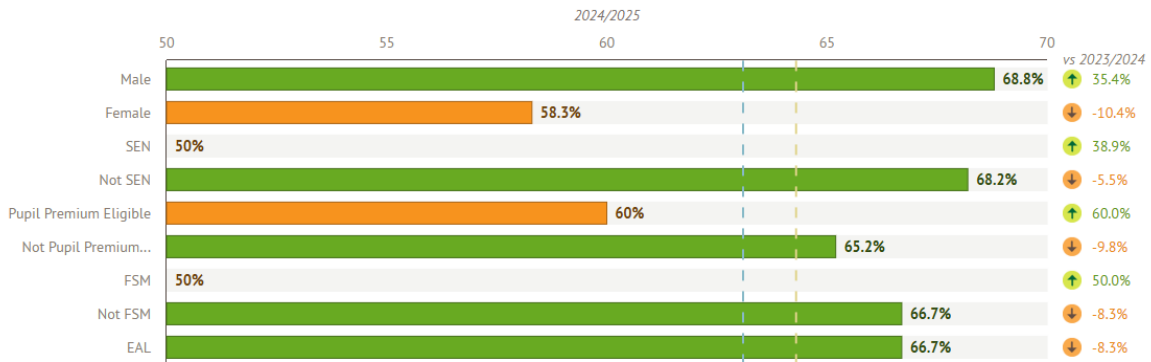
Students who scored 25 out of 25



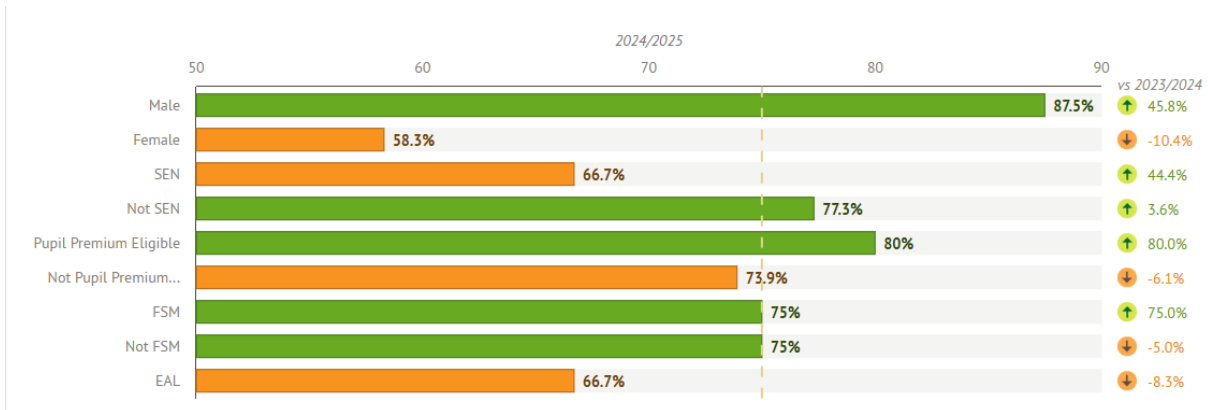
Mean average score



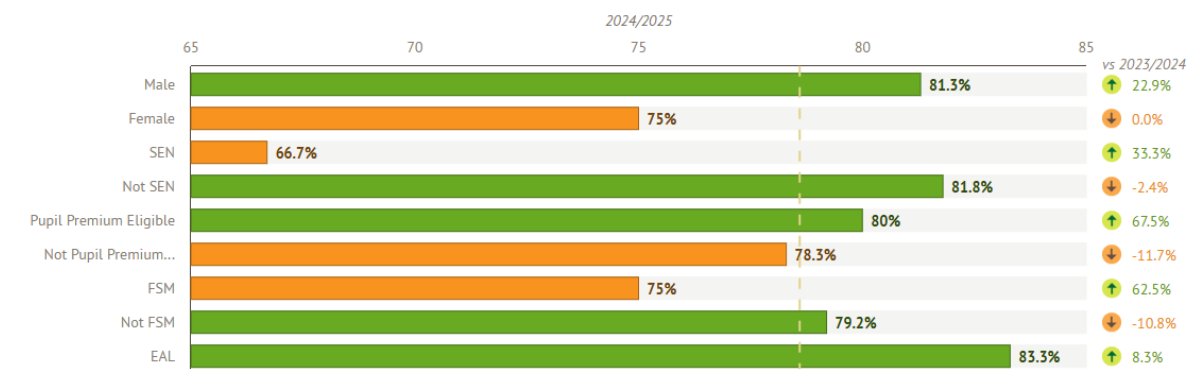
Year 6: Combined



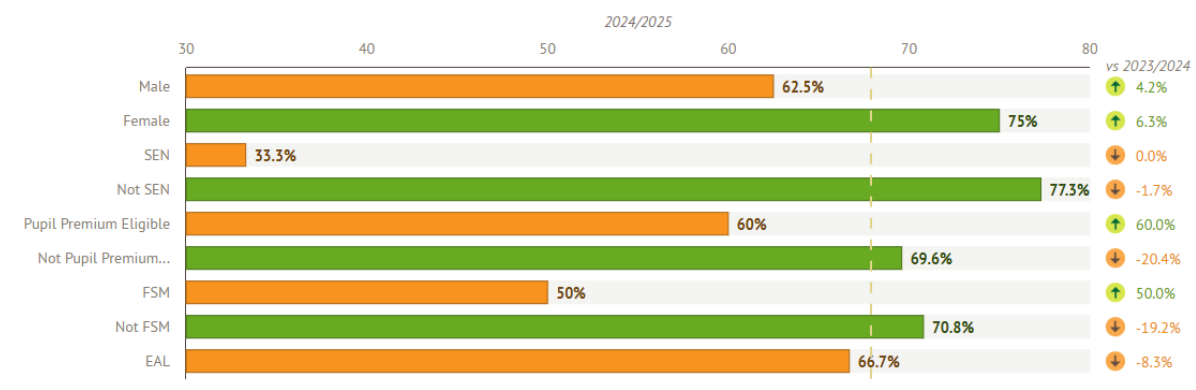
Maths



Reading



Writing



Key Stage 4:

Year 11 GCSE outcomes

Headlines: Pupil Premium Cohort

Measure	Total	%
Average Total Attainment 8	36.77	
Average Attainment 8 Grade	3.68	
Basics 9-7		
Measure		%
Students Achieving 9-7 in English and Maths		15.4
Students Achieving 9-7 in English		23.1
Students Achieving 9-7 in Maths		15.4
Students NOT Achieving 9-7 in English or Maths		76.9
Students Achieving 9-7 in English but NOT Maths		7.7
Students Achieving 9-7 in Maths but NOT English		0
Basics 9-5		
Measure		%
Students Achieving 9-5 in English and Maths		23.1
Students Achieving 9-5 in English		30.8
Students Achieving 9-5 in Maths		46.2
Students NOT Achieving 9-5 in English or Maths		46.2
Students Achieving 9-5 in English but NOT Maths		7.7
Students Achieving 9-5 in Maths but NOT English		23.1
Basics 9-4		
Measure		%
Students Achieving 9-4 in English and Maths		46.2
Students Achieving 9-4 in English		53.8
Students Achieving 9-4 in Maths		53.8
Students NOT Achieving 9-4 in English or Maths		38.5
Students Achieving 9-4 in English but NOT Maths		7.7
Students Achieving 9-4 in Maths but NOT English		7.7
KS4 Results		
Measure		%
Students achieving 5 Standard Passes inc EM ?		38.5
Students achieving 5 Strong Passes inc EM ?		23.1
Students taking more than 1 Language (GCSE only)		0
Students taking 3 Single Sciences (GCSE only)		76.9
Students taking Combined Science		15.4
Students entered and achieving 99-44 in Combined Science		50
Students entered and achieving 99-55 in Combined Science		50
Students entered and achieving 99-77 in Combined Science		0
Pupils achieving at least 1 qualification		92.3
Average Entries per Student		
Average Entries per Student (GCSE only)		
EBacc Total Measure		
Measure		%

Students Entered For the EBacc	23.1
Average Number of Slots Filled for Cohort ?	
Average Points Score Per EBacc Slot for COHORT ?	
Students in COHORT Achieving the EBacc (Standard Pass)	15.4
Students in COHORT Achieving the EBacc (Strong Pass)	15.4
EBacc Elements - English	
Measure	%
Students Entered For the English Element	92.3
Average Points Score For The English Element	
Students in COHORT Achieving the English Element (Standard Pass)	53.8
Students in COHORT Achieving the English Element (Strong Pass)	30.8
EBacc Elements - Maths	
Measure	%
Students Entered For the Maths Element	92.3
Average Points Score For The Maths Element	
Students in COHORT Achieving the Maths Element (Standard Pass)	53.8
Students in COHORT Achieving the Maths Element (Strong Pass)	46.2

Non Pupil Premium Cohort

Attainment/Progress 8 Summary		
Measure	Total	%
Average Total Attainment 8	35.8	
Average Attainment 8 Grade	3.58	
Basics 9-7		
Measure		%
Students Achieving 9-7 in English and Maths		6.7
Students Achieving 9-7 in English		10
Students Achieving 9-7 in Maths		10
Students NOT Achieving 9-7 in English or Maths		86.7
Students Achieving 9-7 in English but NOT Maths		3.3
Students Achieving 9-7 in Maths but NOT English		3.3
Basics 9-5		
Measure		%
Students Achieving 9-5 in English and Maths		26.7
Students Achieving 9-5 in English		40
Students Achieving 9-5 in Maths		30
Students NOT Achieving 9-5 in English or Maths		56.7
Students Achieving 9-5 in English but NOT Maths		13.3
Students Achieving 9-5 in Maths but NOT English		3.3
Basics 9-4		
Measure		%
Students Achieving 9-4 in English and Maths		50
Students Achieving 9-4 in English		70
Students Achieving 9-4 in Maths		56.7
Students NOT Achieving 9-4 in English or Maths		23.3

Students Achieving 9-4 in English but NOT Maths	20
Students Achieving 9-4 in Maths but NOT English	6.7
KS4 Results	
Measure	%
Students achieving 5 Standard Passes inc EM ?	40
Students achieving 5 Strong Passes inc EM ?	23.3
Students taking more than 1 Language (GCSE only)	3.3
Students taking 3 Single Sciences (GCSE only)	76.7
EBacc Total Measure	
Measure	%
Students Entered For the EBacc	30
Average Number of Slots Filled for Cohort ?	
Average Points Score Per EBacc Slot for COHORT ?	
Students in COHORT Achieving the EBacc (Standard Pass)	20
Students in COHORT Achieving the EBacc (Strong Pass)	13.3

Externally provided programmes

Programme	Provider
Read, Write, Inc	Read Write Inc – Ruth Miskin Training
SATS Bootcamp	SATS Bootcamp
PHSE Association	PHSE Association
Times Tables Rock Stars	Times Tables Rock Stars
Sparx Maths	Sparx Education