

Part B: Review of outcomes from 2022-25

Pupil premium strategy outcomes

Intended outcome 2022-25	Success criteria																							
<p>Improve attainment in the core areas and EBacc areas at the end of KS4.</p> <p>The Gap between % of disadvantaged and non-disadvantaged students achieving grade 4+ in English decreases significantly.</p>	<p>P8 ALL 2022 = 0.43</p> <p>P8 PP 2022 = -0.55</p> <p>GAP 2022 = 1.27</p> <p>P8 ALL 2023 = 0.43</p> <p>P8 PP 23 = -0.14</p> <p>Gap 2023= 0.74</p> <p>P8 ALL 2024 = 0.63</p> <p>P8 PP 2024= 0.12</p> <p>GAP 2024 = 0.7</p> <p><i>No Pupil Premium Progress measure in 2025</i></p> <p>Disadvantaged pupils - Overall P8</p> <table border="1" data-bbox="767 1491 1362 1816"> <thead> <tr> <th rowspan="2">Year</th> <th rowspan="2">Cohort</th> <th colspan="3">School disadvantaged compared to national disadvantaged</th> </tr> <tr> <th>School</th> <th>National</th> <th>National distribution banding</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>72</td> <td>0.12</td> <td>-0.57</td> <td>Above (sig+)</td> </tr> <tr> <td>2023</td> <td>82</td> <td>-0.16</td> <td>-0.57</td> <td>Above (sig+)</td> </tr> <tr> <td>2022</td> <td>87</td> <td>-0.48</td> <td>-0.55</td> <td>Close to average (non-sig)</td> </tr> </tbody> </table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School	National	National distribution banding	2024	72	0.12	-0.57	Above (sig+)	2023	82	-0.16	-0.57	Above (sig+)	2022	87	-0.48	-0.55	Close to average (non-sig)
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	<p>Attainment 8 Non PP 2025= 57.9</p> <p>Attainment 8 PP 2025 = 39.5</p> <p>Gap = 18.4</p> <p>The progress 8 gap narrowed from 2022 to 2023 to 2024. The P8 figure for PP students compares favorably to the P8 figure for PP students nationally. In 2025 there were no progress figures so we have looked at attainment 8 as the comparative measure. The gap is an increase from 2024 although the actual attainment figure still compares favorably to the A8 national figure for PP students.</p> <p>English 4+ PP 2019=66%, 2022= 61%, 2023 = 66%, 2024 = 73%, 2025=67%</p> <p>The attainment and progress of PP students remains a whole school priority.</p>
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Pupil Premium over the last 3 years - Attainment

	2023	2024	2025
Overall A8	Above (sig+)	Above (sig+)	Close to av. (non-sig)
English and maths grade 4 plus	Above (non-sig)	Above (sig+)	Close to av. (non-sig)
English and maths grade 5 plus	Close to av. (non-sig)	Above (sig+)	Above (sig+)
English A8	Close to av. (sig+)	Above (sig+)	Close to av. (non-sig)
English grade 4 plus	Above (non-sig)	Above (sig+)	Above (non-sig)
English grade 5 plus	Above (non-sig)	Close to av. (non-sig)	Close to av. (non-sig)
Maths A8	Above (sig+)	Above (sig+)	Above (sig+)
Maths grade 4 plus	Above (sig+)	Above (sig+)	Above (non-sig)
Maths grade 5 plus	Above (sig+)	Above (sig+)	Above (sig+)
Science grade 4 plus	Close to av. (non-sig)	Above (sig+)	Above (non-sig)
Science grade 5 plus	Above (sig+)	Above (sig+)	Above (sig+)

<p>Ensure that all disadvantaged students have a positive recovery to lost learning. Gaps in knowledge are established and addressed through high quality first teaching, learning, assessment and intervention and this impacts on disadvantaged students achievement across classes.</p>	<p>The whole school Teaching & Learning reviews in February 2022, 2023, 2024 & 2025 showed that staff are delivering quality first teaching to the classes and Pupil Premium students by using a range of strategies.</p> <p>“There was a big focus on retrieval practice and memory recall in the lessons observed, with many teachers using activities as Bell Work or starter activities to assess prior learning and the levels of knowledge that students had.”</p> <p>“Questioning featured strongly in many lessons and proved to be a strength of many teaching staff and departments.”</p> <p>“Where whiteboards were used effectively, teachers tested pupil knowledge through sharp recall questioning. Teachers used these responses to address misconceptions and then adapted the lesson accordingly.”</p> <p>“In lessons where questioning was effective, pupils were active and engaged, questions were targeted, pupils were asked to extend their answers, and scaffolding was provided where required.”</p>
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Improved independent learning and self-regulatory skills among disadvantaged students

“Many examples of differentiation were seen in questioning and extension work.”

Engagement grades of cohort improves across all subjects in all year groups.

Average Engagement with learning grade of PP students vs Overall school (in brackets)

21-22

Y9 = 4 (4.5)

Y10 = 4.05 (4.46)

Y11 = 3.83 (4.55)

22-23

Y9 = 4.17 (4.46)

Y10 = 4.31 (4.49)

Y11 = 3.97 (4.32)

23-24

Y9=4 (5)

Y10 = 4(4)

Y11= 4(4)

24-25

Y9 = 3.9 (4.4)

Y10=3.9 (4.2)

Y11- 3.8 (4.2)

These are measured on a scale of 1-5, with the Non PP grades are given in brackets.

Class observations record high levels of engagement of students in lessons.

This was evidenced in the whole school Teaching & Learning Review -

“Expectations and embedded routines were

consistently observed during the process of the Learning Walks. As a result, the behaviour seen in the majority of lessons was exemplary with high levels of engagement and participation from students. Many students were enthusiastic and were enjoying the lessons and their learning.”

Heads of Department carry out work scrutiny focused on SEND and PP and these findings are fed back during SLT support meetings.

As part of whole school reviews Pupil Premium students are well represented in samples and sometimes done as an individual focus.

<p>To improve pupil well being</p>	<p>Qualitative data from student questionnaires shows improvement</p> <p>Qualitative data from student voice indicates that the interventions offered in school support self esteem, communication, teamwork, engagement, motivation, creativity, confidence, reflection, resilience, attitudes to school and leadership.</p> <p>Data from Well Being Manager shows strong impact of personalised support initiatives</p> <p>Examples of personalised support includes student safety plans, reduced timetables, reasonable adjustments, key worker relationships, Ed. Psych involvement, single point of access referrals, inclusion panel referrals, Team around the family meeting outcomes.</p> <p>Data supports quick reactive and pro-active referrals into services. Impact data is qualitative and is derived from student and parent voice.</p> <p>The proportion of disadvantaged students accessing enrichment activities improves year on year.</p>
<p>To raise attendance rates and suspension rates for disadvantaged students</p>	<p><u>Attendance rates</u></p> <p><u>Year 2021-22</u> PP= 80.9% Non PP= 91%</p> <p><u>Year 2022-2023</u> PP = 80.7% Non PP = 88.46%</p> <p><u>Year 2023-2024</u> PP = 83.97% Non PP = 93.39%</p>

	<p><u>Year 2024-2025</u> PP = 83.74% Non PP = 92.15%</p> <p>From 2021-2022 to 2023/24 PP attendance has increased from 80.9% to 83.74%. An array of interventions have been implemented to support PP attendance, including section 19 plans with the Local Authority. Ongoing work to close the gap between PP and NPP attendance continues and is a whole school priority.</p>
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	<p><u>Suspension rates</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>21/22</td> <td>34.66</td> <td>10.98</td> </tr> <tr> <td>22/23</td> <td>28.51</td> <td>11.03</td> </tr> <tr> <td>23/24</td> <td>73.62</td> <td>16.04</td> </tr> <tr> <td>24/25</td> <td>60.16</td> <td>5.65</td> </tr> </tbody> </table>		PP	NPP	21/22	34.66	10.98	22/23	28.51	11.03	23/24	73.62	16.04	24/25	60.16	5.65
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	<p>From 2023-2025 the suspension rate for PP students has been decreased. Early interventions are in place to continue the work, and this remains a whole school priority.</p>
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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Government guidelines states the following that ‘this funding is primarily to help with pastoral support. It can also be used to help improve the academic progress of eligible pupils if the school deems this to be a priority.’ The following support and interventions were put in place:</p>

	<ul style="list-style-type: none"> • monitoring of service children’s progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress • intervention strategies and support are put into place to support their learning • the provision of trained pastoral staff to provide pastoral support and guidance • Support Base and interventions from NUFC • Assertive mentoring programme • Exam equipment packs • Comprehensive set of revision guides provided for student to use at home • Maths Intervention • Maths revision classes outside of curriculum time • Review Day interventions • Science revision classes outside of curriculum time • Year 11 Study Skills workshop • Literacy groups/extra study
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>2021-2022</p> <p>SPP Attendance 2021-2022 – 76.9%</p> <p>SPP attainment 2021-2022 – average attainment grade 8= 5.67.</p> <p>Average Progress 8=0.33</p>

2022-2023

SPP Attendance – 76.9%

SPP attainment - average attainment grade 8= 4.27.

Average Progress 8= -0.24

2023-2024

SPP Attendance – % 85.8%

SPP attainment average attainment grade 8= 4.05

SPP Average Progress 8= -0.58

2024-2025

24-25	SPP % Att
Year 9	95
Year 10	97.1
Year 11	77.1
Lower School	88.6
Year 12	89.5
Year 13	62.3
Whole School	84.6

SPP attainment average attainment grade 8= 5.02

SPP Average Progress 8= No progress 8