Langley Park School for Boys Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	1832 (7-13)
Proportion (%) of pupil premium eligible pupils	119 of 1168 (10%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	08/10/26
Date on which it will be reviewed	08/11/27
Statement authorised by	S Munday
Pupil premium lead	T Butterworth
Governor / Trustee lead	Paul Bolter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£150,260**
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	**£150,260**

Part A: Pupil Premium Strategy Plan

Statement of intent

As part of the Impact Trust, our work is underpinned by the core values of **Ambition, Inclusion, Collaboration and Trust**. These values shape our belief that every student, regardless of background or circumstance, deserves the opportunity to thrive academically, socially and personally.

At Langley Park School for Boys, we do not view inclusion as a separate agenda. We believe that **inclusion is the foundation of educational excellence**. Our approach is rooted in a simple principle: when teaching, support and opportunity are designed to meet the needs of our most vulnerable learners, outcomes improve for all students.

We are committed to ensuring that every student is known, valued, challenged and supported to succeed. We maintain high expectations for all and reject the notion that disadvantage determines outcomes. Instead, we focus relentlessly on identifying and removing barriers to learning while providing the support necessary for every student to fulfil their potential.

Our strategy is built upon the principle that effective provision must be **Targeted, Timely and Tailored**:

- **Targeted** through a precise understanding of individual need, informed by assessment, attendance, student voice and professional judgement.
- **Timely** through early identification and intervention before barriers become entrenched.
- **Tailored** through responsive teaching and personalised support that adapts to the needs of each learner while maintaining high expectations.

We recognise that disadvantage rarely exists in isolation. Students eligible for Pupil Premium funding may also experience challenges relating to SEND, attendance, literacy, wellbeing, or care experience. Consequently, our approach focuses on vulnerability in the round, ensuring support is coordinated, personalised and inclusive.

Central to this is our **Vulnerable Students FIRST** approach. In every lesson, staff prioritise vulnerable learners, including students eligible for Pupil Premium funding, Looked After and Previously Looked After Children, care-experienced students and students with SEND. Through intentional classroom practice, the removal of barriers, high-quality scaffolding and active participation, we ensure that vulnerable students remain at the forefront of teaching and learning. We believe that when the needs of vulnerable students are met effectively, learning improves for everyone.

Quality First Teaching sits at the heart of our strategy. Evidence shows that the greatest lever for improving outcomes for disadvantaged students is consistently excellent teaching. Our curriculum and teaching practices are therefore designed to provide every student with access to ambitious learning, high-quality questioning, effective feedback, strong literacy and oracy development, and meaningful cognitive challenge.

Alongside outstanding classroom practice, we provide targeted academic intervention, pastoral support and enrichment opportunities informed by a robust understanding of individual need. **Growth and Guidance Reviews**, attendance information, assessment data and student voice enable us to identify and respond to barriers with precision rather than assumption.

We are equally committed to ensuring that all students develop a strong sense of **belonging**. Through positive relationships, enrichment opportunities, educational visits, wider participation and meaningful engagement with school life, we seek to ensure that every student feels represented, included and connected to our community.

Our Pupil Premium Strategy reflects our unwavering commitment to equity, excellence and opportunity. Through high-quality teaching, targeted support and an inclusive culture, we aim to ensure that every disadvantaged student leaves Langley Park School for Boys with the knowledge, qualifications, confidence and aspirations required for future success.

Challenges

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

Challenge number	Detail of challenge
1. Achievement and Progress	While many disadvantaged students achieve highly, attainment and progress data indicate that some continue to experience barriers that impact academic outcomes. Ensuring that all disadvantaged learners fulfil their potential and make consistently strong progress across the curriculum remains a priority.
2. Literacy	While many disadvantaged students demonstrate age-appropriate literacy skills, a proportion enter the school with weaker reading fluency, comprehension and vocabulary knowledge. These barriers can limit access to the wider curriculum and reduce confidence in reading, writing and communication.

Challenge number	Detail of challenge
3. Numeracy	Some disadvantaged students enter secondary school with gaps in mathematical fluency, reasoning and confidence. These gaps can affect curriculum access and make it more difficult to secure strong outcomes in GCSE Mathematics and other numerate subjects.
4. Oracy	Limited opportunities for structured talk and oral expression can hinder confidence, engagement and deeper understanding for some disadvantaged students. Developing oracy strengthens disciplinary literacy, supports metacognition and enables students to articulate reasoning, use subject-specific vocabulary accurately and engage critically with ideas. These skills underpin success across the curriculum and support future employability.
5. Responsive Teaching and Feedback	Evidence suggests that disadvantaged students benefit disproportionately from highly responsive teaching, including effective questioning, adaptive instruction, checking for understanding and actionable feedback. Ensuring consistency in these approaches remains a key priority.
6. Gaps in Prior Learning	Some disadvantaged students arrive at Langley Park School for Boys with gaps in prior knowledge, literacy, numeracy and learning habits that can make it more difficult to access an ambitious curriculum. These gaps vary considerably between individuals and cohorts and can be influenced by a range of factors, including attendance patterns, previous educational experiences and wider disruption to learning, including the effects of the COVID-19 pandemic. While many students make strong progress, some require targeted support to strengthen foundational knowledge, build confidence and secure the prerequisite skills needed for success across the curriculum. Identifying and addressing these gaps early through high-quality teaching, diagnostic assessment and timely intervention remains a key priority.
7. Self-Efficacy and Academic Confidence	Some disadvantaged students require support to develop academic confidence, self-efficacy and a belief in their ability to succeed. This can affect participation, resilience and willingness to seek support when needed.
8. Well-being, self-regulation and motivation	In line with national research, motivation remains a barrier to learning for some disadvantaged students. While many Pupil Premium learners at Langley Park School for Boys demonstrate strong self-regulation and resilience, others benefit from support to sustain focus, overcome setbacks and engage consistently with learning. These challenges can affect attendance, participation, independent study and academic progress.

Challenge number	Detail of challenge
9. Attendance	Although attendance among disadvantaged students is generally strong, a small number of pupils with complex medical, social or emotional needs require enhanced support. These individual circumstances can create barriers to attendance, participation and achievement. We recognise attendance as both a driver and an outcome of successful inclusion. We believe students are more likely to attend, engage and achieve when they feel they belong.
10. Careers and Transition	Disadvantaged students at Langley Park School for Boys experience a range of outcomes when navigating key educational transitions. While many are confident and successful in securing appropriate post-16 and post-18 pathways, others face additional barriers, including limited access to professional networks, financial concerns, or uncertainty about available pathways. These barriers can affect aspirations, confidence and future decision-making.
11. Enrichment, Participation and Belonging	Nationally, disadvantaged students are less likely to participate in enrichment activities and wider school life because of financial, social or cultural barriers. Reduced participation can affect belonging, confidence, personal development and access to opportunities beyond the classroom.
12. Equity of Access	Financial pressures can create barriers to participation in school life, access to resources, enrichment opportunities, educational visits and wider experiences.

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
Improve the attainment of disadvantaged students in English and Mathematics	By the end of the strategy period, outcomes in English and Mathematics for disadvantaged students will continue to improve. Attainment gaps will reduce over time, and disadvantaged students will demonstrate strong progress, increased confidence and sustained engagement with learning as evidenced through internal assessment, external examination outcomes and student voice.

Intended outcome	Success criteria
Improve reading fluency, comprehension and confidence	By the end of the strategy period, disadvantaged students will demonstrate improved reading fluency, comprehension and confidence. Reading age assessments, classroom performance and student voice will show that students are increasingly able to access challenging texts independently and engage successfully across the curriculum.
Improve numeracy fluency, reasoning and confidence	By the end of the strategy period, disadvantaged students will demonstrate improved mathematical fluency, reasoning and confidence. Internal assessment, classroom performance and student voice will indicate that students are increasingly able to apply mathematical knowledge successfully across the curriculum.
Improve oracy and active participation across the curriculum	By the end of the strategy period, disadvantaged students will participate confidently in discussion, debate, presentations and collaborative learning. Student voice, lesson visits and teacher observations will demonstrate increased confidence, improved use of subject-specific vocabulary and greater participation across the curriculum.
Improve the quality of responsive teaching and feedback for disadvantaged students	By the end of the strategy period, disadvantaged students will be able to explain their strengths, areas for development and next steps in learning. Classroom observations, student voice and work scrutiny will demonstrate that feedback is consistently understood, acted upon and contributing to improved outcomes.
Improve metacognition, memory and self-regulation	By the end of the strategy period, disadvantaged students will demonstrate a strong understanding of effective learning strategies, including memory, retrieval and self-regulation. Student voice, learning walks and book scrutiny will demonstrate increasing levels of independence, reflection and ownership of learning.
Address gaps in prior learning	By the end of the strategy period, disadvantaged students identified with gaps in prior knowledge will demonstrate improved attainment, confidence and curriculum access. Diagnostic assessment and internal performance data will show that identified gaps are narrowing through targeted, timely and tailored support.
Improve self-efficacy and academic confidence	By the end of the strategy period, disadvantaged students will demonstrate increased confidence in their ability to succeed academically. Student voice, classroom participation, attendance at support sessions and engagement with learning will indicate higher levels of self-belief, resilience and willingness to seek support when needed.

Intended outcome	Success criteria
Improve wellbeing, resilience and motivation	By the end of the strategy period, disadvantaged students will demonstrate increased confidence, resilience, wellbeing and engagement with school life. Student voice, attendance information, parental feedback and pastoral records will indicate that students feel supported, valued and able to succeed both academically and personally.
Improve attendance and sustained engagement with learning	By the end of the strategy period, attendance for disadvantaged students will remain strong and continue to improve where required. Attendance data, student voice and pastoral records will demonstrate that students are increasingly engaged with school and able to access learning consistently.
Improve clarity and confidence around future pathways	By the end of the strategy period, disadvantaged students will demonstrate increased confidence and ambition regarding future education, employment and training pathways. All students will have access to personalised careers guidance and meaningful experiences that support informed decision-making, with destination data and student voice demonstrating positive outcomes.
Ensure parity of access to enrichment opportunities and strengthen belonging	By the end of the strategy period, disadvantaged students will participate in enrichment opportunities at rates comparable with their peers. Participation data and student voice will demonstrate strong levels of belonging, engagement and involvement in wider school life.
Ensure equity of access to educational resources and opportunities	By the end of the strategy period, financial barriers will not prevent disadvantaged students from accessing the curriculum, enrichment opportunities or wider school life. Student participation rates, enrichment audits and student voice will demonstrate equitable access to resources and opportunities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Our Implementation Approach

At Langley Park School for Boys, our Pupil Premium strategy is delivered through a combination of high-quality teaching, targeted academic support and wider inclusion strategies. All activity is underpinned by our commitment to ensuring support is **Targeted,**

Timely and Tailored, and by our **Vulnerable Students FIRST** approach, which prioritises disadvantaged and vulnerable learners within everyday classroom practice.

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Appointment of additional English and Maths teacher to reduce class sizes	Reducing class size has a positive impact of an average of +2 months per year. The gains from smaller class sizes come from the increased flexibility for organising learners and the quality and quantity of feedback students receive. Reducing class size | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6
2. Whole staff CPD on Memory and Recall to improve Quality First Teaching and develop metacognition skills in staff and students	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies to do with cognition and motivation. The potential impact of metacognition and self-regulation approaches is high -(+7 months additional progress) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1, 5, 6, 7, 8
3. Whole staff CPD on Assessment and Feedback strategies	Feedback redirects or refocuses the learner's actions to achieve a goal by aligning effort and activity with an outcome. Providing feedback is a well-evidenced strategy that has high impact on learning outcomes. Impacts of feedback are highest when it is delivered by teachers. Feedback | EEF (educationendowmentfoundation.org.uk)	1, 5, 6, 7
4. Develop classroom dialogue and oracy strategies	Whole-staff CPD on oracy strategies to embed purposeful talk in lessons (e.g., think-pair-share). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 4, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
5. Whole staff CPD on Reading strategies	Reading comprehension strategies enable students to learn a range of techniques including inferring meaning from context, summarising or identifying key points and monitoring their own comprehension. Reading comprehension strategies have high impact on average (+6 months). Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 6
6. Extended Learning Programme	Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. Extending school time | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6, 7
7. Whole-school literacy and reading strategy	Use of NGRT, Star Reader and Bedrock to identify literacy needs, monitor progress and deliver targeted intervention. Literacy development is embedded across the curriculum to improve reading fluency, vocabulary acquisition, disciplinary literacy and curriculum access. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	2, 4, 6
8. Strategic deployment of expert teachers	Ensure disadvantaged and vulnerable students are dis-proportionately taught by highly effective teachers, par-ticularly in examination classes and key transition years. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
9. Vulnerable Students FIRST	Embedding the Vulnerable Students FIRST framework across all classrooms to ensure vulnerable learners are prioritised through focused questioning, intentional seating, removal of barriers, effective scaffolding and active participation. This framework brings together key evidence-informed principles from the EEF relating to high-quality teaching, adaptive teaching, scaffolding, feedback and metacognition. See: *EEF High Quality Teaching*, *Special Educational Needs in Mainstream Schools*, *Feedback*, and *Metacognition and Self-Regulation*. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6, 7, 8, 9

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Breakfast Boosters Targeted literacy and numeracy support for disadvantaged pupils requiring additional assistance in securing foundational knowledge and skills. The programme combines academic intervention with breakfast provision to support readiness to learn, attendance and wellbeing.	Programmes that extend school time have a positive impact on average. Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and trained staff are clearly linked to academic benefits. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. Extending school time | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6, 8, 9

2. Programme of one-to-one tuition for Year 11 PP students; academic and pastoral mentors from within the school and externally where available.	One to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective way of providing targeted support for pupils who are identified as having low prior attainment or who are struggling in particular areas. One to one tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6, 7
3. Provision of additional academic resources and revision guides for all PP students through regular communication with teachers and families	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement and aspirations are important for pupil outcomes, and regular communication is key to this. Parental engagement | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6, 7, 12
4. Careers interviews for students eligible for Pupil Premium	Careers interviews are key in helping to close the gap in destinations between young people from disadvantaged backgrounds and others. A structured careers programme of interviews, role models and work experience can particularly benefit students from disadvantaged backgrounds. Face-to-face careers guidance is key for young people to make successful transitions. This is particularly useful for children from disadvantaged backgrounds. DRAFT Careers Statutory Guidance (publishing.service.gov.uk)	10
5. Easter School	Yr 11 Pupil Premium students will be given further intervention support in small groups during an Extended Easter Revision window during the Easter Holidays. This further support, just before their exams will help them to hone their skills further. Extending school time | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6, 7

6. Structured Revision Programme	Yr 11 Pupil Premium students will continue to be given expert coaching and learning throughout the whole of the exam window to enhance their confidence and hone their skills in the upcoming Summer window; including throughout their Summer examinations 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1, 5, 6, 7, 8

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

Budgeted cost: £35,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Future Frontiers workshops and mentoring	The Future Frontiers programme includes one-on-one mentoring, where trained volunteers work with students to set goals and explore career paths, along with structured workshops that focus on building confidence and skills for future employment. These workshops to raise aspirations are part of our programme to address barriers to learning relating to confidence and wellbeing. Aspiration interventions can be beneficial to students, but it is important to recognise that the aspirations in disadvantaged communities are diverse. Ensuring that students have the knowledge and skills to progress towards their aspirations is also key. Aspiration interventions | EEF (educationendowmentfoundation.org.uk) These workshops also address social and emotional learning (SEL) to improve pupils' decision-making skills, interaction with others and self-management of emotions. SEL approaches have a positive impact of, on average, 4 months' additional progress in academic outcomes over the course of an academic year Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	7, 8, 10

2. Subsidised music and LAMDA tuition for PP students	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts engagement is also valuable in itself for cultural capital. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education Arts-based approaches can also have wider impacts such as improvements in engagement, increased well-being and more positive attitudes to learning. Arts participation | EEF (educationendowmentfoundation.org.uk)	7, 8, 11, 12
3. Financial support with academic trips and visits, including those which are a part of the culture of the school such as Dover Camp and Youlgreave	Outdoor adventure learning typically involves outdoor experiences such as climbing or mountaineering. It usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem solving, explicit reflection and discussion of thinking and emotion are also involved. Outdoor learning studies also report wider benefits in terms of self-confidence and self-efficacy. It can also provide opportunities for disadvantaged pupils to take part in activities that they otherwise might not be able to access. Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk)	7, 11, 12
4. Growth and Guidance Reviews Students are screened from Year 9 onwards for examination access arrangements and support where appropriate.	Annual student and parent reviews that identify strengths, aspirations and barriers to learning. These reviews inform personalised support plans, build student agency and ensure interventions remain targeted, timely and tailored. Screening of Pupil Premium students from Year 9 onwards helps identify appropriate access arrangements and support. This enables students to become familiar with examination conditions and access the support to which they are entitled. Mentoring | EEF (educationendowmentfoundation.org.uk)	1, 5, 6, 7, 8, 9, 10

5. Raising achievement evenings. Parent talks, opening Parent Evening slots up earlier	Inclusion of parents and families in helping to educate their child in line with the values, systems and processes of the school is vital in ensuring each student has a clear message and path to follow. School to follow up on engagement of parents with the different opportunities open for them Parental engagement | EEF (educationendowmentfoundation.org.uk)	1, 7, 8, 9
6. Equity of Access Fund	Due to cost of living, families are asking more financially from the school, especially in regard to uniform, equipment and extra-curricular kit. This will still be provided but through other avenues, such as the hardship fund to ensure students still obtain high levels of engagement in the school community. Parental engagement | EEF (educationendowmentfoundation.org.uk)	11, 12
7. Attendance reviews for students with less than 96% attendance	Strong attendance is a key driver of student success – not only academically, but also in fostering a sense of belonging, purpose, and engagement with school life. At Langley Park School for Boys, we recognise that regular attendance is essential for students to thrive, and we take a proactive, personalised approach to supporting it. The launch of our 'Super 7s' initiative enables senior staff to mentor small groups of students with emerging attendance concerns, offering tailored guidance and encouragement. This sits alongside our wider pastoral strategy, which includes trusted adults, MHWB leads, and targeted interventions such as Breakfast Club for KS3 students who struggle with morning routines. Together, these measures ensure that attendance is not only monitored but meaningfully supported, helping every student feel valued and motivated to be part of the school community. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	9

Total budgeted cost: £136,305.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Current Context and Performance

Langley Park School for Boys is committed to ensuring that disadvantaged students achieve highly and are equipped with the qualifications, confidence and aspirations required for future success. Recent outcomes suggest that the strategies outlined within this document are having a positive impact, particularly in English and Mathematics.

Disadvantaged Student Outcomes

Measure	2024-25	2025-26
Grade 4+ in English and Mathematics	57%	61%
Grade 5+ in English and Mathematics	26%	39%

Outcomes for disadvantaged students improved in 2025-26. The proportion of students achieving a **standard pass (Grade 4+) in English and Mathematics** increased from **57% to 61%**, while the proportion achieving a **strong pass (Grade 5+)** increased significantly from **26% to 39%**.

The improvement in Grade 5+ outcomes is particularly encouraging, representing a **13 percentage-point increase in a single year** and reflecting our continued focus on high-quality teaching, targeted intervention, literacy development, student belonging and academic support.

Comparison with National Disadvantaged Outcomes

The most recently published national data shows that **26% of disadvantaged students achieved Grade 5+ in English and Mathematics**. At Langley Park School for Boys, disadvantaged students improved from **26% in 2024/25 to 39% in 2025/26**, meaning outcomes have risen from a position broadly in line with the latest national disadvantaged benchmark to substantially above it.

Similarly, **61% of disadvantaged students achieved Grade 4+ in English and Mathematics in 2025/26**, demonstrating that a clear majority of disadvantaged students are securing the key qualifications required for progression into further education, training and employment.

Impact of Our Approach

The improved outcomes seen in 2025-26 provide strong evidence that our commitment to being **Targeted, Timely and Tailored**, alongside our **Vulnerable Students FIRST** approach, is having a positive impact on disadvantaged students. Through a combination of high-quality teaching, personalised academic support, Growth and Guidance reviews, enrichment opportunities and strong pastoral provision, disadvantaged students are increasingly able to access, engage with and succeed in an ambitious curriculum.

Although we are pleased with the progress made, we remain ambitious for our disadvantaged students and are committed to continuing to close attainment gaps whilst increasing participation, belonging and future opportunities for all.

We provided targeted support for underperforming and disadvantaged KS3 students through our **Breakfast Booster programme** in literacy and numeracy. This initiative not only addressed academic gaps but also supported attendance and wellbeing, with breakfast provided to help students start the day positively. Staff worked closely with students to identify learning needs and deliver tailored interventions, supported by regular reading checks and the booster sessions in English and Maths.

Our **Growth and Guidance Annual Review** meetings ensured a personalised approach to understanding each student's strengths, aspirations and barriers to learning. They also empowered students to set clear, actionable targets, strengthening student agency and encouraging ownership of learning. These tools enabled staff to plan and deliver support that was **targeted, timely, and tailored** – our guiding principles for Pupil Premium provision.

We operate an **in-house tutoring programme**, including small-group Maths tuition delivered by Trust-employed tutors, and collaborate closely with the SEND team to ensure joined-up support for students with additional needs. Academic resources, including revision guides, were provided to all Pupil Premium students to support independent study both in school and at home.

Progress was monitored through **data drops** and **structured pupil progress reviews**, allowing staff to respond swiftly to emerging needs. **Period 0 and Period 6 sessions** extended the school day for Year 11 students, offering additional teaching time in core subjects. Year 11 Pupil Premium students were also assigned senior teachers as individual **mentors** to track progress and provide pastoral support.

We invest heavily in professional learning so that staff are equipped with the knowledge and expertise required to meet the needs of vulnerable learners.

Staff received training on **Quality First Teaching**, with a focus on literacy, reading, feedback, and assessment strategies to ensure disadvantaged students benefit from

high-impact classroom practice. Our careers provision was equally strong: all Year 10 Pupil Premium students participated in the **Future Frontiers Careers Coaching Programme,** gaining direct access to industry professionals, personalised guidance and aspirational career pathways.

In addition, KS4 and KS5 students received training from neuroscientist TJ Power on the **DOSE framework**, equipping them with practical strategies to manage motivation, energy levels, and mental wellbeing. This was complemented by an online session for parents to ensure consistent support at home. This investment in professional learning ensures that staff expertise continues to evolve in response to the needs of disadvantaged and vulnerable learners.

Staff CPD has included sessions on motivation, adaptive teaching and **embedding diversity. Peps McCrea** explored how motivation can be deliberately cultivated through clear routines, success-driven tasks, and a strong sense of belonging. His framework helps teachers design lessons that engage all learners, especially those who are under-resourced or lack educational confidence. **Gary Aubin** focused on embedding evidence-informed strategies to improve outcomes for students with SEND, using the EEF's 'Five-a-day' model (explicit instruction, scaffolding, metacognition, flexible grouping, and technology). These strategies promote access for all as part of our inclusion strategy. His session emphasised practical, sustainable approaches that can be integrated into everyday teaching to support inclusion and raise attainment for all learners. **Bennie Kara** focused on embedding diversity meaningfully across the curriculum, encouraging staff to usualise representation and broaden perspectives and challenge narrow narratives. Her session empowered teachers to audit and adapt their subject content to reflect a broader range of voices and lived experiences.

Together, these strategies reflect a deeply embedded culture of inclusion, ambition and academic excellence. Through our commitment to being **Targeted, Timely and Tailored**, and our **Vulnerable Students FIRST** approach, we continue to expand opportunity, strengthen belonging and improve outcomes for disadvantaged students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Careers Coaching	Future Frontiers
Work Experience Programmes	InvestIN
Careers guidance	Unifrog
Support with A-Level STEM subjects and Psychology and Economics	Up Learn
Duke of Edinburgh - Bronze and Silver Award	Duke of Edinburgh Scheme
Cognitive Wellbeing and Motivation Coaching	DOSE Lab (TJ Power)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Two students were eligible for Service Pupil Premium funding – both were invited to breakfast booster sessions, and received financial support to participate in educational visits including Dover and Youlgreave.
The impact of that spending on service pupil premium eligible pupils
Increased confidence and feeling of being part of the school community