



Pupil Premium Strategy Statement 2025-26

Pupil Vyners School

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	1210 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	216 (17.85%) Year 7 - 20.40% Year 8 - 18.67% Year 9 - 15.83% Year 10 - 16.05% Year 11 - 18.22%
Academic year/years that our current pupil premium strategy plan covers	2025 -2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	G Mullings, Headteacher
Pupil premium lead	A Millard-Healy, Deputy Headteacher
Governor / Trustee lead	C Clarke, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,000
Pupil premium (and recovery 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>	£212,000

Part A: Pupil premium strategy plan

Statement of intent

At Vyners School, a socially, economically, and culturally diverse community at the heart of Ickenham, our mission is to foster a flourishing school environment where students, irrespective of their background or the challenges they face, are inspired to reach their highest potential. Through our broad, academically rigorous curriculum, we aim for every student to make meaningful progress and achieve academic success in all areas.

At Vyners School, we recognise that not all pupils who receive free school meals or who are in receipt of Service Pupil Premium are disadvantaged and that some pupils who are disadvantaged/vulnerable are not registered or do not qualify for free school meals. We therefore allocate the Pupil Premium funding to support any student or group of pupils who are vulnerable or who are identified as a priority by the school's tracking processes and pastoral systems.

Our ethos is grounded in mutual respect and collaboration, creating a culture of self-worth that enables students to achieve their best. Our key goals are to:

- Engage students with a passion for learning, preparing them for fulfilling lives.
- Build strong relationships across the school and local community.
- Equip students with knowledge that enriches their lives.
- Promote our core values of Community, Aspiration, Respect and Endeavour, supporting students in achieving their ambitions.
- Provide a safe, supportive environment where students feel secure in their learning and a sense of belonging.

Vyners School uses the Pupil Premium Fund to support the academic and personal growth of disadvantaged pupils, working to close achievement gaps and address inequalities. Our approach centres on addressing the specific challenges faced by these students to maximise the impact of funding. Key principles of our strategy include:

- **Closing the Attainment Gap:** Focus on narrowing gaps in achievement, especially for our most economically disadvantaged (FSM1) students.
- **Building Self-Regulation Skills:** Ensuring students develop the skills to self-regulate, fostering independence and resilience.
- **Equal Opportunities for Cultural Growth:** Providing all students with enriching experiences that strengthen cultural capital.
- **Early Intervention in Literacy and Numeracy:** Quick identification of needs, particularly in literacy and numeracy, to support foundational skills and success.

Implementation Objectives

We are committed to achieving these objectives by:

- Regularly assessing and refining our strategies.
- Equipping staff with resources and information to support effective intervention.
- Fostering an inclusive culture with quality-first teaching as our foundation.
- Prioritising impactful actions to support progress.

Principles Guiding Our Approach

- **Evidence-Based Strategies:** Using research-informed approaches to address disadvantage.
- **High Expectations for All:** Establishing a culture of excellence and inclusivity.
- **Strong Relationships with Students and Families:** Building positive connections to support student success.

- **Active Governance Support:** Ensuring school leadership upholds our commitment to addressing disadvantage.
- **Focused, Targeted Tuition:** Using small-group tuition to enhance, not replace, quality classroom teaching.

Commitment to High-Quality Education

Vyners School is dedicated to creating a safe, caring, and challenging environment that supports every student's growth as an individual. Recognising that each child has unique strengths, we believe that everyone can achieve excellence. Our holistic approach promotes not only academic achievement but also personal development, aiming to nurture respectful, responsible citizens.

We believe that high-quality first teaching is at the heart of our Pupil Premium strategy. This is proven to have the greatest impact on closing the disadvantage attainment gap and benefits the whole school community. Our responsive, needs-based approach relies on a thorough diagnostic assessment rather than assumptions. We strive to:

- Recruit, retain and train teachers who are subject experts and also have a deep understanding of how to deliver teaching and learning to support the needs of all learners, particularly those with additional needs or who are disadvantaged.
- Challenge disadvantaged pupils in their academic work.
- Intervene early when needs are identified.
- Encourage a school-wide commitment to raising expectations for all students.

Ultimate Objectives for Pupil Premium Students

We know that pupils, at times, require additional support to acquire skills and knowledge and make a preferential option to ensure that additional support is targeted on a needs basis.

We recognise that there are further barriers to pupils' engagement in learning and work to ensure that they attend school and engage in co-curricular activity and the Learning Journey.

We use the mantra of reasonable ambition and ensure equity of opportunity so that all pupils are prepared for life beyond school and measure our success on what they are doing in the years after they leave Vyners.

Our primary objectives for students receiving Pupil Premium support include:

1. **Improving Attendance:** Supporting regular attendance as a foundation for successful learning.
2. **Elevating Aspirations:** Bridging cultural and social aspiration gaps to foster a positive, engaged attitude toward school life.
3. **Cultivating a Positive Learning Attitude:** Promoting constructive attitudes that enhance learning and overall academic progress.

By focusing on these areas, we aim to empower all students to develop their full potential, ensure sustainability and lead lives marked by achievement, resilience, and integrity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Disadvantaged students at our school have lower attendance rates compared to the whole school, with data revealing a pattern of inconsistent attendance, particularly among students eligible for Free School Meals (FSM). This inconsistency has contributed to gaps in both prior and ongoing learning for these students.</p> <p>In 2024-25, whole-school attendance was 93.5%, with FSM attendance at 84.8% and Pupil Premium recipients at 86.1%. This marks an improvement from 2023-24, when whole-school attendance was 93.3% and Pupil Premium attendance was 85.9% (0.4% improvement). These figures indicate a stability in attendance but highlight a disparity between school data and the National Average for FSM students' attendance (1.5%). A gap remains between Pupil Premium and non-Pupil Premium students, with FSM6 attendance at 85% compared to 95% for non-FSM6 students, highlighting a 10-percentage-point disparity that we continue to address.</p>
2	<p>Teaching and Learning: Quality First Teaching</p> <p>Research shows that quality first teaching is crucial for supporting disadvantaged students, helping them make strong progress: reducing the gap between pupils who attract the Pupil Premium and the rest of the school cohort at the end of KS4. At Vyners School, we emphasise high standards in teaching, with a particular focus on routines, pacing, effective questioning, assessment for learning (AfL), challenge, adaptive strategies and retrieval practice. These strategies are essential to delivering a high-quality education for all students, especially those from disadvantaged backgrounds.</p> <p>Our school community is socio-economically diverse: the school deprivation indicator bands are IDACI bands B-F, showing our catchment draws from areas within the bottom 5% of most deprived areas in the UK to the top 5% least deprived in the UK, which creates unique challenges: while some families can afford to supplement their children's education, others cannot. This disparity highlights the need for tailored support based on a strong understanding of our students and families. This is further marked by 82% of students in receipt of Pupil Premium funding being currently eligible for Free School Meals, indicating continuous and sustained disadvantage.</p> <p>Additionally, our school faces recruitment and retention challenges due to high housing and rental costs in the area, coupled with competition from nearby outer and inner London schools that offer higher pay. Addressing these issues is vital to sustaining a dedicated, high-quality teaching staff.</p>
3	<p>Social and Emotional Needs</p> <p>The well-being of disadvantaged students can often present a barrier to learning: some disadvantaged students struggle with social and emotional issues that lead to Emotionally-Based School Avoidance or lesson avoidance, which can impact their attendance to lessons. Many of these students require support for a range of social, emotional, or mental health needs, which they receive from our on-site student support and counselling team, Alternative Provision providers or NHS Mental Health Support Team</p>

	<p>(MHST) specialists. This support is essential in helping them overcome barriers and engage more fully in their learning.</p> <p>Some of our disadvantaged students do not have the experiences or opportunities to help them have high aspirations for their future careers.</p>
4	<p>Reading</p> <p>Literacy levels, particularly linked to vocabulary and reading, have an impact on accessibility to the KS3 and 4 curriculum. While there is a gap in reading scores on entry (with an average scaled score of 104 for Pupil Premium students compared to 110 for non-Pupil Premium students), literacy development among our Pupil Premium students tends to lag during their KS3 years. Vocabulary acquisition and reading age improvements for these students generally progress more slowly than for their non-disadvantaged peers.</p> <p>KS2 data for incoming Year 7 students suggests a higher percentage of below-average reading scores among Pupil Premium students (23%) compared to non-Pupil Premium students (8%). Additionally, the GL English assessment shows a more pronounced gap, with 41% of Pupil Premium students scoring below stanine 5 for Reading Comprehension versus 17% for their non-disadvantaged counterparts. This data indicates a likely need for additional reading support for Pupil Premium students to help them progress in line with their peers.</p>
5	<p>Attitude to learning</p> <p>Many disadvantaged students face challenges with organisation and self-management, which hinders their ability to fully engage in learning and often requires additional support. Attitude to learning concerns are notably higher for Pupil Premium students, with the gap widening as they progress through school.</p> <p>In 2023/24 8 students who were PP were suspended from school, which was 16% of the total number of suspensions, which is broadly proportionate. In 2024/25, this rose to 21 students, or 44% of total suspensions.</p> <p>In Year 7, the attitudinal gap between Pupil Premium and non-Pupil Premium students is negligible, but it increases to an average of 0.2 by Year 10 and 0.6 in Year 11. This trend highlights the growing need for targeted interventions to support these students in developing essential learning attitudes and skills. This is due to numerous factors, including:</p> <p>Increased Academic and Social Pressures: As students move from Year 7 to Year 11, academic demands intensify, and social pressures may also become more significant. Non-Pupil Premium students often have more support at home—financially, academically, or emotionally—enabling them to navigate these pressures more easily. Pupil Premium students, who may come from economically disadvantaged backgrounds, might not have access to the same level of support, potentially impacting their attitudes and engagement over time.</p> <p>Accumulated Impact of Socioeconomic Disadvantages: The effects of economic hardship can accumulate over the years. While a slight attitudinal gap might be manageable in the early years, repeated exposure to disadvantage (e.g., lack of access to extracurricular activities, tutoring, or resources) often leads to a growing disparity. This can gradually erode a student’s motivation, confidence, and overall attitude toward school.</p>

	<p>Peer Influence and Self-Perception: As students move through school, they become increasingly aware of social and economic differences among their peers. Pupil Premium students may start to feel more isolated or different, especially if they perceive themselves as lacking the same resources or support systems. This can contribute to feelings of disengagement or a decline in positive attitudes toward learning.</p> <p>Reduced Access to Enrichment Opportunities: Non-Pupil Premium students may have greater access to experiences that enrich their learning attitudes and skills, like educational trips, private tutoring, and extracurricular activities. These activities can reinforce positive attitudes toward learning and build skills. Pupil Premium students may have fewer of these opportunities, leading to an increasing gap over time.</p> <p>More limited exposure to success: PP students often come from households or communities where there are fewer individuals in higher-paying, skilled professions. Without seeing examples of success within their immediate environment, students may struggle to imagine or believe in pathways that lead to high-achieving careers or academic accomplishments. Lack of exposure to diverse career possibilities can limit their sense of what’s achievable and discourage them from aspiring toward long-term goals. Without adequate guidance, PP students may be unaware of financial aid options, scholarships, or programmes that could make higher education attainable. This lack of information about options can prevent students from aspiring to attend university or pursue further training.</p> <p>42% of our Pupil Premium students are White British and 28% are on the SEND register; both groups, nationally, are seen to have lower attainment and aspirations than other groups of students.</p> <p>Student voice, work scrutiny, and lesson observations also indicate that many students’ metacognitive and self-regulatory skills need further development. This becomes especially evident in feedback from formative and summative assessments. Moreover, internal and external assessment data show that disadvantaged students with middle prior attainment are more likely to underachieve compared to similarly mid-attaining peers. This trend highlights the importance of targeted interventions to build essential learning attitudes, self-regulation, and problem-solving skills for all students, especially those from disadvantaged backgrounds.</p>
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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
<p>Reduce persistent absenteeism and improve overall attendance rates, particularly among our most disadvantaged students.</p> <p>Ensure that the attendance of pupils in receipt of Pupil Premium funding aligns with that of their non-disadvantaged peers.</p>	<p>Attendance data should demonstrate:</p> <ul style="list-style-type: none"> ● Closing the Attendance Gap: A decreasing gap in attendance rates between disadvantaged students and their non-disadvantaged peers over time. ● Persistent Absenteeism Reduction: Persistent absenteeism for disadvantaged students remains below the National Average for all students (for 2024/25: 18%). All pupil premium students with attendance below 90% receive timely interventions to improve attendance ● Equitable Attendance Rates: Achieve a reduction in absence rates among pupil premium students so that

<p>Pupils who attract the pupil premium do not have gaps in their learning caused by absences from school</p>	<p>attendance aligns with or is lower than the school's overall average attendance rate.</p> <p>These outcomes will help ensure that all students have equal access to educational opportunities through improved attendance.</p>
<p>Strengthen reading and comprehension skills among disadvantaged students at KS3, including targeted support for high-achieving students, to ensure that pupils who attract the pupil premium are word-rich and can access texts commensurate with KS3, 4 and 5.</p> <p>Enhance early support in mathematics at KS3 and improve attainment consistency for disadvantaged students at KS4.</p>	<p>This strategy aims to achieve the following:</p> <ul style="list-style-type: none"> ● KS3 Progress Parity: Achieve a KS3 progress score average for disadvantaged students that is comparable to their peers over time. ● Knowledge Readiness for KS4: Ensure that by the end of KS3, students possess the foundational knowledge and skills required for success at KS4, as reflected in internal assessments. ● Early Intervention Culture: Establish a proactive approach to identifying and supporting Year 7 students who are below expected levels in literacy and numeracy, through GL assessments. ● Reading Improvement: Enhance reading skills for disadvantaged students by the end of Key Stage 3 (Year 9), closing any gaps relative to their peers as demonstrated by outgoing assessments, including the results of intervention programmes. Pupils are able to deduce and infer from a range of texts at all Key Stages. ● Intervention Programme: fully implement a whole-school Read Write inc intervention programme, running alongside Bedrock Learning for all students, in conjunction with targeted interventions specifically designed for disadvantaged students (such as reciprocal reading programmes), which have been identified as particularly beneficial. ● Oracy Improvement: development of oracy within the school to ensure that there is effective CPD in place for staff to build explicit oracy instruction into their lessons, ensuring all students feel confident in speaking about their learning, with a particular focus on our disadvantaged cohort. ● Numeracy Improvement: Enhance numeracy skills for disadvantaged students by the end of KS3 (Year 9), with outgoing assessments indicating reduced gaps compared to their peers. <p>These criteria will help track progress toward closing attainment gaps and ensuring KS3 students are well-prepared for KS4, ensuring that they are word-rich and articulate.</p>
<p>Maintain and enhance wellbeing, mental-health support and enrichment opportunities for all students, with a particular focus on supporting disadvantaged students.</p>	<p>To sustain high levels of well-being and enrichment as evidenced by:</p> <ul style="list-style-type: none"> ● Wellbeing Feedback: Positive results in qualitative and quantitative data from student voice, parent surveys, and counselling reports. ● Form Tutor Support: Form tutors will have a thorough understanding of the needs of PP students in their classes to provide tailored support. ● Mentoring and Nurture Support: Additional mentoring and nurture support will be available for PP students with

	<p>specific needs, ensuring they receive the necessary assistance.</p> <ul style="list-style-type: none"> ● Sustained and Intensive Support: We will offer sustained and intensive support where needed to address the challenges faced by our PP students. ● Increased Enrichment Participation: A rise in participation rates in enrichment activities, with a particular increase among disadvantaged students. ● Comprehensive Careers Support: Continued achievement of the Gatsby benchmarks within the careers programme, with consistent 1:1 access to a careers advisor for all students. ● An increase in Pupil Premium attendance, as it is not being impacted by negative mental health needs <p>These criteria will help assess the effectiveness of wellbeing and enrichment initiatives, ensuring equitable access to support and opportunities for all students.</p>
<p>Ensure all students are appropriately challenged and supported at both KS3 and KS4.</p> <p>Our aim is to narrow the attainment gap over time at KS4.</p>	<p>Through targeted support and appropriately challenging work, we aim to foster equitable academic growth, empowering all students—particularly those from disadvantaged backgrounds—to reach their full potential across KS3 and KS4. By the end of the current plan, our objectives for KS4 outcomes include:</p> <ul style="list-style-type: none"> ● Achieving an average Attainment 8 score for disadvantaged students that exceeds the national average for all students. ● Achieving an average Progress 8 score for disadvantaged students that exceeds the national average for all students when this measure returns in 2027. ● The percentage of students achieving a grade 4 or above in English and Maths for disadvantaged students exceeds the national average for all students. ● The percentage of students progressing to Vyners 6th Form is proportionate for both disadvantaged and non-disadvantaged pupils. <p>These benchmarks will serve as key indicators of progress in narrowing the attainment gap and expanding academic opportunities for disadvantaged students.</p>
<p>Pupils who attract the Pupil Premium have equitable access to a rich and varied range of cultural and enrichment opportunities that broaden their cultural capital and deepen their understanding of the wider world.</p> <p>Through participation in high-quality experiences—such as trips, performances, workshops, leadership activities, and community engagement—these pupils develop greater confidence, social</p>	<p>Pupils have engaged in opportunities that have broadened their cultural awareness. They are articulate, aware of themselves in different social contexts and have access to higher education</p> <ul style="list-style-type: none"> ● Broadened Cultural Capital: Pupil Premium students participate in at least one enrichment or cultural experience per academic year, ensuring exposure to opportunities beyond their immediate community. Engagement logs and pupil voice surveys show increased awareness and appreciation of cultural, artistic, and social experiences. This might take the form trips, visits, in-house events, clubs or peripatetic music lessons. ● Improved Articulation and Confidence: Pupils demonstrate growing confidence in expressing their

<p>awareness, and aspiration. They are able to make informed choices about their futures, including accessing higher education and professional pathways.</p>	<p>opinions, experiences, and aspirations through oracy, class discussions, assemblies, and written work. Staff feedback and pupil voice indicate enhanced self-awareness and communication skills.</p> <ul style="list-style-type: none"> ● Positive Impact on Aspiration: Tracking of post-16 and post-18 destinations shows an increasing proportion of disadvantaged pupils progressing to higher education, apprenticeships, or professional careers that align with their interests and talents. ● Embedded Equity of Access: Monitoring of participation data shows no significant gap between Pupil Premium and non-Pupil Premium students in access to enrichment, trips, or leadership opportunities. Financial barriers are reduced through targeted funding and proactive staff support. ● Cultural Awareness and Social Understanding: Pupil reflections, student voice surveys, and curriculum evaluations demonstrate that disadvantaged pupils have a broader understanding of cultural diversity, social issues, and global citizenship. They can confidently discuss different cultural perspectives and demonstrate empathy and respect in varied social contexts.
<p>Enhance metacognitive and self-regulatory skills for all students, with a focus on disadvantaged students across all subjects</p> <p>Ensure that teaching at Vyners School consistently improves and is recognised for delivering a high quality of education, maintaining uniformity in quality first teaching across the school.</p> <p>Develop a Professional Development culture throughout the school, focusing on the core principles and practices that define effective teaching.</p>	<p>Student voice, teacher feedback, and classroom observations indicate positive developments in metacognition and self-regulation among disadvantaged students. Key indicators of progress include:</p> <ul style="list-style-type: none"> ● Increased Confidence and Positive Attitudes to Learning: Students are exhibiting greater confidence and a more positive approach to their studies. ● Improved Engagement with Home Learning: Consequences data show a decrease in negative points for disadvantaged students related to incomplete home learning, suggesting enhanced self-regulation and consistency in homework completion. ● High Challenge and Support in Class: Classroom work reflects a balanced level of challenge and support, promoting growth and resilience. ● Reduced Fear of Failure: Students demonstrate a healthier attitude toward challenges, as shown by their engagement with difficult tasks in lessons and the broader curriculum. ● Commitment to Reflection and Improvement: Student work, particularly in assessments, reveals a dedicated effort to reflect on feedback and make meaningful improvements. ● Improved Progress Data: Enhanced progress data for Pupil Premium students in comparison to historical performance. ● Improved Attainment: Increased attainment levels for PP students when compared to previous data. ● Quality Assurance Evidence: The whole school and departmental Quality Assurance Programme will demonstrate improvements in the consistency of teaching. <p>These outcomes reflect the impact of a focused approach to developing metacognitive skills, helping all students, especially</p>

	those disadvantaged, to become more self-aware and effective learners. Outcomes from evidence show equality of provision for all students
Ensure that students and parents feel supported and challenged by key staff, including the Student Support Teams, Attendance Officer, and Family Liaison Officers.	<p>Student voice, parent feedback, and surveys should reflect:</p> <ul style="list-style-type: none"> ● Positive Impact: Demonstrable improvements in core areas, including attendance, consequences and rewards, report discussions, and extracurricular opportunities. <p>These outcomes will help ensure that the support provided by key staff is effective in enhancing the overall school experience for students and parents alike.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding in the academic year 25-26 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost; £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To enhance our understanding of student capabilities and inform targeted support, we will continue the purchase of standardised reading and numeracy tests (GL Assessments). The key components of this strategy include:</p> <ul style="list-style-type: none"> ● Training for Staff: Comprehensive training will be provided for relevant staff to ensure they can accurately interpret assessment results, enabling them to make informed decisions about interventions and instructional strategies. ● Reliable Insights: Standardised tests will offer reliable insights into each pupil's specific strengths and weaknesses, ensuring they receive appropriate additional support tailored to their individual needs. ● Targeted Support: The data from these assessments will guide interventions and teacher instruction, helping to close any identified gaps in learning and ensuring all students, particularly those who are disadvantaged, receive the support they require. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>GL Assessment: What are the benefits of standardised tests?</p> <p>FFT Data Lab: What can short standardised tests tell us about the attainment and progress of individual pupils and of schools?</p>	2, 4, 5

<p>To support high-quality instruction, our Professional Development programme will focus on embedding Quality First Teaching, including adaptive teaching strategies, across the school. This initiative includes:</p> <ul style="list-style-type: none"> ● Ongoing Teacher Training and Support: Regular, structured training sessions will be provided to develop teaching practices, with an emphasis on strategies that foster active engagement, adaptive teaching, and effective feedback for all students, especially those who are disadvantaged. This includes individual or team support where there is inequity of provision. ● Dedicated Release Time: Teachers will receive allocated release time, where appropriate, to participate in development sessions, collaborate with colleagues, and engage in professional learning activities that deepen their instructional expertise and consistency in delivering high-quality lessons. ● Aligned Performance Management Objectives: Performance Management goals for teachers will be directly linked to professional development, ensuring that objectives are clear, measurable, and focused on enhancing instructional quality and student outcomes. 	<p>Our CPD programme is designed to enhance both staff and student knowledge, emphasising metacognition and self-regulation skills as foundational components of effective teaching and learning, and ensuring equality in terms of opportunity, and where there is not equality of provision, appropriate intervention is taken at the relevant level to improve the Quality of Teaching. The Education Policy Institute suggests that quality PD has a greater effect on pupil attainment than other interventions schools may consider. Following the Effective Professional Development Guidance from the Education Endowment Foundation, our PD model is structured to promote exemplary pedagogy and best practices that embed metacognitive strategies across all subjects. Key elements of the CPD programme include:</p> <ul style="list-style-type: none"> ● Metacognitive and Self-Regulatory Skills: The programme aims to develop strategies that encourage students to think about their own learning processes, set achievable goals, and improve self-management, which research links to higher academic achievement. This aligns with the EEF's Toolkit on Metacognition and Self-Regulation. ● Exemplary Pedagogy and Practice Sharing: CPD sessions focus on sharing and exploring effective teaching techniques that incorporate metacognitive approaches. By embedding these strategies in lesson planning and classroom practice, staff will support students in developing critical thinking and problem-solving skills. ● National College Modules and Walkthrus: To complement in-house training, all staff have access to the National College's online modules. These resources provide additional guidance on current best practices, supplementing CPD topics and enabling staff to deepen their expertise independently. Staff also have access to Walkthrus as models and 'modules' of best practice 	<p>1, 2, 4, 5</p>
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	<p>This approach ensures that CPD is both comprehensive and practical, equipping teachers with the skills needed to foster a learning environment where students are active participants in their own educational journey, ultimately improving their outcomes through self-regulation and reflective learning.</p>	
<p>Our whole-school literacy strategy emphasises teaching tier 2 and tier 3 vocabulary and literacy skills in every discipline, recognising that each subject has unique literacy demands and terminology. Key components of this strategy include:</p> <ul style="list-style-type: none"> ● Subject-Specific Vocabulary: Each department integrates vocabulary teaching that is essential to their subject. This includes explicit teaching of key terms, technical language, and concepts to deepen students' understanding and boost confidence in using subject-specific language. ● Vocabulary Strategies: To reinforce vocabulary, we employ evidence-based approaches such as morphology (understanding word roots, prefixes, and suffixes), spelling strategies, and structured recall exercises. These methods ensure students can not only recognise but also retain and use vocabulary accurately. ● Embedding Literacy in Lesson Planning: All subjects will incorporate targeted literacy activities into their lessons, from analysing complex texts in humanities to breaking down terminology in sciences. This consistent approach across subjects helps reinforce literacy as a core skill. 	<p>Acquiring disciplinary literacy is essential for students as they encounter increasingly complex concepts in each subject. Mastery of reading comprehension, vocabulary, and literacy skills directly supports their ability to understand and engage with advanced material, which is critical for attainment across all subjects, including mathematics and English.: Improving Literacy in Secondary Schools</p>	4
<p>Recruitment and retention of high-quality skilled staff</p> <ul style="list-style-type: none"> ● Attracting Skilled Educators: Prioritising the recruitment of talented teachers who bring both subject expertise and a commitment to continuous improvement. ● Ongoing Professional Development: Investing in robust training and support to empower teachers with evidence-based teaching strategies and innovative practices that meet the diverse needs of students. ● Supportive Environment for Retention: Creating a positive and collaborative work environment, where staff feel 	<p>Research from the Education Endowment Foundation highlights that effective teaching is the most powerful factor in improving student attainment. To maximise outcomes, especially for disadvantaged pupils, it is crucial that every teacher is equipped and supported to deliver high-quality instruction consistently</p>	1, 2

<p>valued, supported, and have access to clear pathways for career development.</p>		
<p>The Vyners Learning Journey and Super-Curriculum provide all pupils—particularly those from disadvantaged backgrounds—with a coherent, progressive, and enriching educational experience that builds their cultural literacy, intellectual curiosity, and independence as learners.</p> <p>Through a structured sequence of academic, cultural, and enrichment opportunities, pupils develop the knowledge, skills, and habits of mind needed to thrive both within and beyond school. They become well-informed, articulate individuals capable of engaging critically with the world around them, contributing positively to society, and pursuing aspirational post-16 and post-18 pathways.</p> <p>Coherent Learning Journey: Every subject clearly maps how knowledge and skills are developed through the Vyners Learning Journey, showing progression and links to wider cultural, historical, and global contexts. Curriculum documentation and lesson observations demonstrate that cultural literacy is intentionally embedded across all key stages.</p> <p>Engagement with the Super-Curriculum: All pupils, including those in receipt of the Pupil Premium, access and engage with Super-Curriculum opportunities—such as lectures, reading challenges, independent projects, and enrichment clubs—that extend their learning beyond the classroom. Participation rates increase year on year, with no significant gap between disadvantaged and non-disadvantaged pupils.</p> <p>Cultural Literacy and Intellectual Curiosity: Student voice, work samples, and formative assessments reflect that pupils can make connections between curriculum content and the wider world. They can discuss key cultural, moral, and intellectual ideas confidently, showing awareness of their</p>	<p>Hirsch’s theory of Cultural Literacy (1998) underpins this approach. He argues that a shared body of knowledge enables individuals to participate fully in society and access opportunities. Embedding this within the Vyners Learning Journey ensures that all pupils—particularly those from disadvantaged backgrounds—acquire the background knowledge needed to read, think critically, and communicate effectively in the modern world.</p> <p>Rosenshine’s cognitive science highlights that knowledge builds upon prior knowledge and that long-term understanding depends on well-sequenced curriculum design and opportunities for retrieval and application. The Vyners Learning Journey is structured to support this cumulative development of knowledge, ensuring progression and depth across key stages.</p> <p>Research by the Education Endowment Foundation shows that well-planned enrichment and co-curricular activities can improve engagement, self-efficacy, and academic outcomes, especially for pupils eligible for the Pupil Premium. The Vyners Super-Curriculum provides structured access to such opportunities, supporting personal growth and long-term aspiration.</p> <p>Evidence indicates that teaching pupils to plan, monitor, and evaluate their own learning significantly improves attainment. The Super-Curriculum promotes metacognitive development through independent projects, research tasks, and reflective learning, enabling students to take ownership of their educational journey.</p> <p>Government guidance on character education supports the inclusion of wider learning experiences that build resilience, confidence, and moral understanding. The Learning Journey and Super-Curriculum together nurture these traits, ensuring pupils leave Vyners as well-rounded,</p>	<p>1, 5</p>

<p>place within local, national, and global communities.</p> <p>Independent and Reflective Learners: Pupils demonstrate increasing independence in their learning by engaging in self-directed study, research, and reflection activities linked to the Super-Curriculum. Monitoring data and teacher feedback show improved levels of motivation, resilience, and ownership of learning among all groups of learners.</p> <p>A growing proportion of students, including those from disadvantaged backgrounds, progress to ambitious post-16 and post-18 destinations that reflect their enhanced knowledge, confidence, and cultural understanding. Student and parent feedback evidence that the Learning Journey and Super-Curriculum have broadened aspirations and supported well-rounded personal development.</p>	<p>informed, and socially responsible young people.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured intervention via Read Write Inc specifically for those students who require further support (those at the 1st and 2nd stanines).</p> <p>Structured intervention for reciprocal reading programmes for those students who require further support (those at the 3rd stanine)</p>	<p>For students requiring additional literacy support, Read Write Inc provides a structured, evidence-based intervention. Read Write Inc. provides case studies highlighting the impact of the intervention in Secondary Schools.</p> <p>Notably, the Education Endowment Foundation highlighted it is a well-designed, widely used phonics programme.</p> <p>Reciprocal reading support involves a Vyners reading community that is led by the English Department but staffed by sixth form pupils, which is likely to improve progress by approximately 6 months.</p>	<p>4</p>
<p>Use of an educational psychologist (from Glia Learning) to support students' self-regulation and study skills, to complement our teaching and learning</p>	<p>To enhance our vision for teaching and learning, we are engaging an educational psychologist to support the development of students' self-regulation and study skills. The Psychology of Successful Revision</p>	<p>2, 3, 4, 5</p>

<p>vision and help support students in lessons and beyond.</p> <p>The educational psychologist will work directly with students in targeted study skill sessions, providing strategies to strengthen their focus, organisation, and independent study habits. These sessions are designed to foster metacognitive skills—encouraging students to reflect on their learning processes, set realistic goals, and employ effective study techniques.</p> <p>Through this collaboration, we aim to create an environment where students, especially those facing additional challenges, are empowered with the skills and resilience necessary for academic success across all areas of their education.</p>	<p>summarises the need for young people to understand the neurological processes of storing information in the long-term memory. A psychologist from Glia Learning works with KS4 pupils throughout Year 11 to support and prepare them for terminal examinations. This support aligns with the EEF’s recommendations for improving metacognition and self-regulation, which are key factors in students’ ability to manage their learning both in and beyond the classroom.</p>	
<p>To further support Pupil Premium students, additional revision sessions will be led by our teaching staff across subject areas. These sessions complement the curriculum and provide an opportunity for targeted intervention tailored to individual student needs. By utilising our own staff, who are already familiar with each student’s unique strengths and areas for growth, we can offer personalised support that is closely aligned with classroom learning.</p>	<p>As outlined in <i>The Inclusive Classroom</i> by Daniel Sobel and Sara Alston, knowing students well is essential to differentiating interventions effectively. This approach allows our staff to provide bespoke, focused support that directly addresses the gaps and challenges each student faces, fostering more meaningful progress.</p>	1, 3, 4
<p>We will establish small targeted group interventions in key subjects, specifically including disadvantaged pupils, and will utilise both summative and formative assessment data to target each student’s specific needs. Some students benefit from additional support alongside high-quality classroom teaching to ensure they make strong progress.</p>	<p>Research from the Education Endowment Foundation highlights that small group and one-on-one interventions are particularly effective when carefully planned and targeted. By using precise assessment data, we can identify specific learning gaps and provide tailored support, maximising the impact on pupil progress and attainment. This approach ensures a focused intervention that directly addresses the learning needs of disadvantaged students, enabling them to reach their full academic potential.</p>	1, 2, 3, 4, 5
<p>Learning Support Assistants (LSAs) will be strategically deployed to support targeted students and year groups.</p>	<p>Evidence highlights that targeted interventions by LSAs—when delivered in one-to-one or small group settings—can lead to significant progress, adding approximately three to four months of additional attainment (effect size 0.2–0.3). The success of these interventions depends on LSAs working in highly structured environments with quality support and training. Research consistently shows that</p>	1, 2, 3, 4, 5

	structured, well-supported roles are key to maximising LSA impact on pupil outcomes. In contrast, informal or unstructured deployment of LSAs can detract from learning, which is why our approach will ensure targeted, evidence-based support with ongoing professional development and clear instructional guidance. This model prioritises impactful, high-quality intervention for students who need it most, with particular emphasis on supporting disadvantaged pupils in their academic journey.	
<p>To strengthen academic outcomes, we are committed to increasing parental engagement by leveraging new technologies that facilitate communication and involvement.</p> <p>Our approach will focus on:</p> <ul style="list-style-type: none"> ● Utilising digital platforms to streamline communication between school and home, providing parents with timely updates on their child's progress, attendance, and key academic milestones. ● Implementing interactive tools such as online parent portals, messaging apps, and virtual meetings to increase accessibility and allow parents to participate actively, regardless of location. ● Providing resources and workshops that help parents understand academic expectations and support learning at home. 	<p>Research shows a strong correlation between parental engagement and improved academic performance, particularly when parents hold high expectations for their children's achievement.</p> <p>By integrating these new technologies, we aim to make engagement more accessible and proactive, helping parents play an active role in their child's education and fostering a supportive environment for learning and growth.</p>	1, 2, 5

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

Budgeted cost: £ 73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To expand learning and development opportunities, we will financially support off-site visits that are directly linked to curriculum objectives or aimed at enhancing students' cultural capital.	<ul style="list-style-type: none"> ● Enrichment through Curriculum-Linked Visits: Evidence underscores the educational benefits of Learning Outside the Classroom, as it enhances subject understanding, 	3, 5

<p>Priority will be given to students in receipt of Pupil Premium Funding, particularly for events connected to careers education and future destinations, which are crucial in reducing the likelihood of students becoming NEET (Not in Education, Employment, or Training).</p>	<p>motivation, and engagement. Therefore, visits are selected based on their direct connection to subject areas, ensuring relevance and educational value rather than solely recreational trips.</p> <ul style="list-style-type: none"> ● Building Cultural Capital: Supporting culturally enriching experiences helps broaden students' perspectives, which is particularly valuable for disadvantaged students who may have limited access to these opportunities. ● Career Education and Awareness: By prioritising Pupil Premium students for career-related events and pathways, we aim to increase awareness, motivation, and preparedness for future careers, fostering aspirations and preventing NEET status post-education. <p>This approach ensures all students, especially those from disadvantaged backgrounds, have access to equitable enrichment and career-readiness opportunities that promote personal growth, broaden horizons, and deepen curriculum connections.</p>	
<p>Embedding principles of good practice for attendance, set out in DfE's advice. Our approach includes:</p> <ul style="list-style-type: none"> ● Implementing Structured Support Systems: We will establish clear, consistent processes for monitoring and supporting student attendance, identifying patterns of absence early, and intervening as necessary. ● Engaging with Families: Building strong communication channels with parents and caregivers to address barriers to attendance, fostering a collaborative approach to keeping students in school. ● Targeted Interventions for At-Risk Students: Using attendance data to identify students at risk of persistent absence and offering personalised support that addresses their specific needs and challenges. ● Recognising and Rewarding Good Attendance: Developing a positive culture around attendance by 	<p>We are committed to embedding the principles of good practice for attendance as outlined in the Department for Education guidance. This approach is informed by insights from schools that have successfully reduced persistent absence, offering effective strategies to support student attendance and engagement.</p>	<p>1</p>

<p>celebrating milestones and providing incentives, particularly for students who improve their attendance over time.</p>		
<p>Effective deployment of the Family Liaison Officers and Pastoral teams Key responsibilities and approaches include:</p> <ul style="list-style-type: none"> ● Building Positive Relationships: Developing strong, trust-based relationships with students, parents, and staff is central to their role. These relationships allow for diagnostic reviews that help identify each student's unique needs and support their social, emotional, and mental health (SEMH) needs. Through consistent engagement, the team gains insight into students' circumstances and is able to advocate effectively on their behalf. ● Individual Monitoring and Tailored Support: Both the Family Liaison Officers and the Student Services team provide focused monitoring and support at an individual level. Where possible, this will be an early, targeted intervention based on the individual student's needs. They are the primary contacts for students and parents, enabling them to gather and utilise detailed, research-informed diagnostic assessments. This information guides the tailored interventions necessary for each student's progress. ● Liaising with Stakeholders: The team collaborates closely with parents, teaching staff, and external agencies to ensure that all students, especially those receiving Pupil Premium funding, have equitable access to resources and opportunities. They track student attendance, including participation in targeted interventions, to ensure consistent support and engagement in learning. ● Ensuring Effective Alternative Provision: For students who require alternative educational arrangements, such as those provided through Springboard, the team ensures that these provisions meet the individual needs of each student, supporting 	<p>Research consistently shows that positive, trusting relationships between students and staff significantly improve academic outcomes, particularly for disadvantaged and vulnerable students. The Education Endowment Foundation highlights the importance of building strong, supportive relationships in fostering students' social, emotional, and academic development. Hattie's <i>Visible Learning</i> research also emphasises that student-teacher relationships are one of the most powerful influences on student achievement.</p> <p>Research suggests that effective Alternative Provision, when managed well and designed to meet the needs of students who cannot thrive in mainstream settings, can improve academic outcomes and reduce the likelihood of exclusion. The deployment of support staff to monitor and evaluate the effectiveness of alternative provision is crucial for ensuring it meets students' needs and supports their reintegration into mainstream education where possible.</p>	<p>1, 3, 5</p>

<p>their academic and personal development.</p>		
<p>The role of positive Mental Health is crucial in supporting students’ emotional and behavioural well-being. By strategically implementing a range of evidence-based interventions, the Mental Health Lead will:</p> <ul style="list-style-type: none"> ● Adopt Cognitive Behavioural Therapy (CBT): The school counselor will deliver CBT to specific students who require support in regulating their emotions and behaviours. CBT has been shown to significantly improve emotional well-being and reduce behaviours associated with anxiety, depression, and stress. It helps students develop more positive thinking patterns and coping strategies. Research by the Youth Endowment Fund (YEF) highlights the positive impact of CBT in reducing risk behaviours and improving emotional regulation for students facing behavioural difficulties. ● Signpost to Family Support Services: In addition to direct interventions, the pastoral teams will collaborate with the Family Support Worker to ensure that students have access to a comprehensive support network. Family Support Workers play a key role in addressing the wider context of a student’s life, offering tailored support and connecting families with additional resources that may help students thrive academically and emotionally. ● Signpost to Specialist Counselling: The student services team will also guide students towards support workers, such as Place2Be, or Centre for ADHD and Autism (CAAS), providing specialist support by trained professionals. Evidence shows that school-based counselling can be particularly effective in supporting students with emotional or behavioural challenges, offering them a safe environment to process their feelings and develop coping strategies. ● Referrals to other specialists, such as Educational Psychologists or Occupational Therapists. 	<p>CBT for Behavioural and Emotional Regulation: Studies have demonstrated that CBT can significantly improve emotional and behavioural regulation, leading to improved social interactions and academic performance.</p> <p>EIF Report on Adolescent Mental Health: According to EIF, CBT is particularly effective in reducing symptoms of anxiety, depression, and stress, helping students overcome emotional barriers that may hinder their learning and personal development.</p> <p>This multi-faceted approach ensures that students receive timely, tailored support and that their emotional well-being is proactively managed, contributing to their success both academically and personally.</p> <p>DFE mental health in schools suggests around 1 in 6 children aged 5-16 in England have a probable mental health disorder (2020 survey) — up from 1 in 9 in 2017. Schools have a key role in promoting mental health and wellbeing, and in early identification and support.</p>	<p>1, 3</p>

<p>The continuation of the Chromebook Scheme for Year 7 for Pupil Premium students aims to bridge the technology gap, enabling these students to access digital resources and support independent learning both at school and at home. This strategy is grounded in evidence that demonstrates how technology can enhance learning outcomes when used effectively.</p> <ul style="list-style-type: none"> ● Improving Access to Resources: By allowing students to bring their own devices, Pupil Premium students will have consistent access to digital tools, educational resources, and online platforms that support their learning. This can provide equal opportunities for all students to engage with the curriculum, complete assignments, and access learning materials outside of school hours, helping to level the playing field for disadvantaged students. ● Supporting Independent Learning: Technology supports self-directed learning, giving students the flexibility to learn at their own pace, access supplementary materials, and review lessons outside of classroom hours. When students use technology for personalised learning and to practise key concepts, it can improve their ability to retain information and become more self-sufficient learners. ● Enhancing Teacher Support and Feedback: Teachers can use technology to model new concepts more effectively and provide interactive, engaging lessons. Through the use of digital platforms, teachers can offer timely feedback, monitor student progress, and provide targeted support to students, particularly those from disadvantaged backgrounds. This real-time feedback ensures that students are receiving the guidance they need to succeed, and allows teachers to tailor their instruction based on individual needs. ● Increasing the Quantity and Quality of Practice: Technology can increase the volume of practice students can undertake, which is key to mastering concepts. It offers interactive 	<p>The Education Endowment Foundation highlights that technology can significantly improve the quality and quantity of practice that students engage with, both inside and outside the classroom. This is particularly important for disadvantaged students who may not have access to technology at home, thus ensuring equity in learning opportunities.</p> <p>By enabling Pupil Premium students to have consistent access to technology through the Chromebook scheme, the school is providing them with the tools they need to support their independent learning, increase engagement, and improve outcomes. Peer interactions can provide motivation and improve learning outcomes (e.g., ‘peer marking and feedback, sharing models of good work’, and opportunities for collaboration and live discussions of content). Supporting pupils to work independently can improve learning outcomes (e.g., “prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck”, checklists or daily plans); and different approaches to remote learning suit different tasks and types of content.</p>	<p>2, 4, 5</p>
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<p>exercises, educational apps, and platforms that allow students to practise and apply new knowledge at their own pace. This additional practice supports reinforcement and retention, crucial for student success. Technology also allows teachers to create more dynamic learning experiences, which can keep students engaged and motivated.</p>		
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Total budgeted cost: £212,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key actions undertaken as part of the 2024-25 Pupil Premium Strategy include:

- **Swift Action on Attendance:** Proactive measures were taken to address attendance concerns, ensuring that students who needed it received the right level of support to improve attendance and engagement.
- **Increased Capacity for Individual Support:** We expanded our ability to provide personalised academic and pastoral support for each PP student, enabling more targeted intervention.
- **Commitment to Accessing Quality Provision:** We recognised that the last few years have been challenging for all students, with particular difficulties faced by our most disadvantaged learners. Despite these challenges, we ensured that all students, regardless of background, had access to high-quality online learning throughout the pandemic, providing continuity in education.

Examination Results:

KS4 Attainment 8:

The Attainment 8 scores for pupils in receipt of the Pupil Premium have fallen slightly over the past three years, indicating a 0.3 of a grade difference per subject. In 2025, Pupil Premium Attainment 8 score was 40.0 against 55.3 for their non-disadvantaged counterparts. Whilst these scores are still above the National Average Attainment 8 score for Pupil Premium students (which is 38.1), it is still lower than whole school results at 53.5. In 2023, the A8 score for PP students was 43.0 against 55.9 for their non-disadvantaged counterparts. However, based on changes in the profile of the cohort, Progress 8 shows an improvement, moving from -0.26 in 2023 to -0.14 in 2024.

Progress 8: No Progress 8 scores were published in 2025, as this cohort did not sit KS2 SATs due to the Covid-19 Pandemic. The Progress 8 score for Pupil Premium students in 2024 was -0.14, compared to a school-wide average of 0.36. The gap between disadvantaged students and their peers decreased by 0.03 from 2023. 32% of the PP cohort achieved a Progress 8 score above 0.5, reflecting strong individual performance. 52% of subjects had a positive Progress 8 score for Pupil Premium students.

5 Standard Passes: 61.5% of students in receipt of Free School Meals in the past six years attained 5 standard passing grades, which marks a 0.6% decrease from the previous two-year period. This decline reflects the complexity of the cohort, but there are positive signs for future cohorts, with the gap between the percentage of grades awarded 7 or above decreasing year on year over the past three years (from a gap of 15.5% in 2023, to 14% in 2024, to 8.9% in 2025).

Subject-Specific Progress:

- **French:** Pupil Premium students in Art had significantly better attainment than their peers, with a gap of +0.42.
- **Art:** Similarly, in Food, Pupil Premium students outperformed their peers, with a gap of +0.14.
- **Economics:** In Economics, the gap was smaller, at +0.64.
- **Music:** Pupil Premium students attained better by +0.75
- **Performing Arts:** There was a +0.5 attainment gap between Pupil Premium students and their non-disadvantaged peers.

Conversely, in English, Pupil Premium students attained, on average, 0.99 grades lower than their peers, and in Maths, they were 1.11 grades behind.

Attendance:

Attendance continues to be a focus with our disadvantaged students. The deficit exists between them and their non-disadvantaged peers. Family liaison officers and deputy year leaders effected change with some of our hardest to reach families and while there were individual successes, the attendance gap remains stubborn to intervention and will continue to be a focus moving into the 25-26 academic year.

In the 2024–25 academic year, overall school attendance reached 93.5%, with FSM students recording 84.8% and Pupil Premium students 86.1%. This reflects a marginal improvement from 2023–24, when overall attendance was 93.3% and Pupil Premium attendance stood at 85.9%—a 0.4 percentage point increase. Although attendance levels have remained largely consistent, the data reveals a continued gap compared with the national average for FSM students, which is 1.5 percentage points higher. The attendance disparity between Pupil Premium and non-Pupil Premium students also persists, with FSM6 students at 85% compared to 95% for non-FSM6 peers—a 10-point difference that remains a key focus for ongoing improvement work.

Along with the School Occupational Therapist, the School Counsellor has been instrumental in getting pupils into school and into classrooms. With extraordinary CAMHs wait times, there are certainly children in school today who wouldn't have been without this support.

Staff Professional Development:

As part of our CPD focus, teaching staff have developed a sound understanding of adaptive teaching strategies, which was supported by Margaret Mullholland (ASCL inclusion). This knowledge-building approach to CPD has been effective in ensuring staff are clear on the rationale behind our strategies, fostering a strong sense of ownership and understanding.

Staff have had specific professional development on meeting the needs of pupils with additional needs and the Pupil Premium Promise has ensured that all teachers are equipped to make a preferential option to direct resources and opportunities to pupils who attract the pupil premium. Staff engaged in CPD with the school-commissioned Occupational Therapist and Educational Psychologist around regulation and cognitive load. Staff continue to develop and embed the whole school reading strategy - staff have a solid understanding of reading data in school and the wave support process that ensures progress of pupils' reading at all levels.

The active participation of staff in these professional development sessions and their ongoing tracking of the effectiveness of these strategies is a testament to the success of the CPD model in promoting sustained improvement in teaching practices and, ultimately, student outcomes.

Pupils and parents were supported throughout the exam process with strategies for managing revision and self-regulation. Student and parent feedback is positive. Pupils who struggled to engage in revision were able to make plans to mitigate this. Anxious pupils were able to discuss specific needs.

Resources

All students who attract the pupil premium have access to a Chromebook, ensuring equal access to technology for learning. Students can access Google Classroom and are equipped to engage in home learning, but also have their device in school. Where appropriate, dongles are supplied to families to ensure wifi connection. Resources for academic and extracurricular activities are provided subsidised, eliminating financial barriers to participation.

Pupils in Years 7, 8, and 9 who are completing Bedrock Vocabulary lessons use a wider range of ambitious vocabulary in their formal assessments as well as in class discussions. External review notes the effectiveness of this programme and its particular benefits for disadvantaged pupils and those with SEN.

Cultural Capital

Pupils who attract the pupil premium have not lost out on opportunities due to a lack of parental funds. For example, students who attract the pupil premium had the opportunity to visit the theatre and engage in creative arts. This has included off-site visits, including DoE, and on-site events, for example, Box Clever performances of *Macbeth*.

The Pupil Premium Promise was a diktat that teachers put PP pupils first and specifically in terms of opportunities beyond the classroom. We have asked SL to monitor pupils' engagement with both the Learning Journey and Super Curriculum. We know, for example, that the percentage of PP pupils who play in the school ensembles is the same as the percentage of non-PP pupils.

Aspirational and Ambition

There are currently 10 students in Year 12 who were previously in receipt of the Pupil Premium, which represents 36% participation from disadvantaged students in post-16 education at the school. This reflects a commitment to supporting students in continuing their education and pursuing further academic aspirations.

Behaviour analysis shows that recorded incidents disproportionately involve some disadvantaged pupils and that preventative education is important with this group to support behaviour and raise expectations and self-efficacy. Pupils who attracted the pupil premium were made a priority for external support with the school counsellor, commissioned OT and mentoring services provided by Transform UK.

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
Vocabulary builder	<p><u>Bedrock Learning</u> is a digital literacy curriculum designed primarily for students aged 6-16 (UK Key Stages 1 to 4) that focuses on building vocabulary, grammar and subject-specific language.</p> <p>Tier 2 Vocabulary: These are high-frequency academic words that may not appear often in everyday conversation but are important for comprehension and writing. Bedrock explicitly teaches thousands of these words through interactive lessons.</p> <p>Grammar: There is a knowledge-rich, structured grammar programme built around authentic texts, with interactive activities.</p> <p>Subject-specific (Tier 3) Vocabulary: For different curriculum areas (for example science, geography, maths etc) the platform offers bespoke vocabulary aligned to those subjects, so students can communicate like “experts” within each discipline.</p> <p>Adaptive, personalised learning: Lessons and progression are tailored to each student via a “assess-teach-reteach” algorithm, meaning content is reviewed and re-served until mastery is achieved.</p>
KS4 academic mentoring	<p><u>Glia Learning</u> is an educational service founded by Dr Martijn van der Spoel, a chartered psychologist and former classroom teacher/behaviour specialist. Its mission is to empower learners to become more effective and autonomous by focusing on how we learn (metacognition, study strategies) rather than simply “what” we learn.</p>

	The focus is on helping learners understand the subject thoroughly, explore which strategies work best for them, and create “teachable moments” for each individual.
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Ratification by Local Governing Body

Ratification date: January 2026

Date of next review: January 2027