

Pupil Premium Strategy Statement – The Radclyffe School

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

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

School overview

Detail	Data
School name	The Radclyffe School
Number of pupils in school	1461
Proportion (%) of pupil premium eligible pupils	39.5% (577 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-26 to 2028-29
Date this statement was published	31 st December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr J Cregg
Pupil premium lead	Miss N Arnold
Governor / Trustee lead	Mrs S Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£620,275
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	£620,275

Part A: Pupil premium strategy plan

Statement of intent

At The Radclyffe School we believe in the transformative power of knowledge and learning in tackling social inequality and providing our students with the best possible chance of success. We are committed to providing young people with the highest quality of education for them to achieve their personal excellence. We acknowledge that tackling disadvantage is a challenge. Students are not at risk of underachieving because they are Pupil Premium, they are at risk because of the socioeconomic factors that impact on their learning over time. Our approach centres on how disadvantage impacts on the learning of our students and avoids intervening to the label of 'Pupil Premium' as we acknowledge that many of our students experience the effects of disadvantage upon their learning yet sit outside the eligibility criteria.

In the autumn term of 2025/26, we carried out a review of our Pupil Premium Strategy. This involved a careful consideration of the latest thinking around socioeconomic disadvantage and its impact on learning, an analysis of local factors effecting the community. Our strategy ensures that Pupil Premium funding is used to remove barriers to learning, provide equitable access to the curriculum, and secure strong progress for all SEND learners—including academic, social, and emotional strands.

As a result of this review, our approach centres around these key strands:

- High-quality teaching for all with a particular focus on metacognition and self-regulated learning
- Literacy and Language development
- Behaviour and Culture.

First and foremost, we must focus on the learning experience - on what goes on day in, day out. A well-planned and sequenced curriculum coupled with high-quality teaching is central to our approach. We want to ensure that all students, and particularly those with a lower prior attainment profile, have at least equitable access to well-trained and well-qualified staff who are subject experts. It is about ensuring disadvantaged students do not experience a narrower curriculum offer than their more affluent peers. This is crucially about the quality of the interactions between teachers and students and ensuring that disadvantaged students are included and experience challenging learning.

Secondly, the greatest challenge linked to disadvantage for our school is the language gap which centres on reading. We believe that if we successfully address this issue, we give everything else that goes on in our classrooms a better chance of success

Finally, our strategy acknowledges the impact of social, emotional and mental health. If young people have consistent experiences of being safe, healthy, respected and included, then they will develop the ability to be resilient to stressors. Young people need to experience consistent positive relationships in order to be able to thrive and learn well.

Challenges

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

Challenge number	Detail of challenge										
1	<p>Literacy and Language Development</p> <p>The language gap and links to socioeconomic disadvantage are well documented. Disadvantaged students tend to have lower levels of oral language which limits their future attainment. We recognise that a significant proportion of pupils eligible for Pupil Premium also have Special Educational Needs and/or Disabilities (SEND).</p> <p>Given the high proportion of students who come from homes in which English is not the primary language, this issue is particularly acute for our school community. Our review suggests that, whilst parents may be highly motivated to support their children educationally, they may not have the ability or time to support the development of their child’s reading. Feedback from teachers evidenced that disadvantaged students were not often exposed to wide and varied literature in their homes. Observations of students in lessons have found that disadvantaged students make frequent literacy errors.</p> <p>A significant proportion of disadvantaged students enter the school with reading ages below chronological expectations, limiting access to the wider curriculum (<i>Reading comprehension strategies EEF</i>). They have a more limited vocabulary or difficulties with comprehension which makes it difficult for them to access learning across the curriculum. Reading comprehension skills, including inference, retrieval, vocabulary knowledge and ability to process extended texts, are underdeveloped for many disadvantaged students (<i>Improving Literacy in Secondary Schools EEF</i>). Slow reading speed and fluency hinder pupils’ ability to complete tasks in allocated time and reduce their reading stamina (<i>Fluency EEF</i>).</p> <p>Teachers also recognised that disadvantaged students may not be exposed to a high level of spoken English, and oracy is an issue that has an impact in the classroom. Weak oracy skills, including limited vocabulary, poor articulation of ideas and underdeveloped speaking and listening skills, restrict pupils’ classroom participation, quality of extended answers and ability to engage in discussions (<i>Oral language interventions EEF</i>).</p> <p>School data also demonstrates a link between literacy levels and disadvantage. All students’ reading skills are assessed on entry to Year 7 using the NGRT Reading Test. Students identified as disadvantaged, consistently perform less well in entry to Year 7 than their peers. See data below:</p> <table border="1" data-bbox="375 1859 1396 2042"> <thead> <tr> <th data-bbox="375 1859 667 1975">NGRT Reading Test Standardised Score</th> <th data-bbox="667 1859 847 1975">Year 7 2021/22</th> <th data-bbox="847 1859 1027 1975">Year 7 2022/23</th> <th data-bbox="1027 1859 1224 1975">Year 7 2024/25</th> <th data-bbox="1224 1859 1396 1975">Year 7 2025/26</th> </tr> </thead> <tbody> <tr> <td data-bbox="375 1975 667 2042">Disadvantaged</td> <td data-bbox="667 1975 847 2042">97.7</td> <td data-bbox="847 1975 1027 2042">97.6</td> <td data-bbox="1027 1975 1224 2042">Average SAS</td> <td data-bbox="1224 1975 1396 2042">Average SAS</td> </tr> </tbody> </table>	NGRT Reading Test Standardised Score	Year 7 2021/22	Year 7 2022/23	Year 7 2024/25	Year 7 2025/26	Disadvantaged	97.7	97.6	Average SAS	Average SAS
NGRT Reading Test Standardised Score	Year 7 2021/22	Year 7 2022/23	Year 7 2024/25	Year 7 2025/26							
Disadvantaged	97.7	97.6	Average SAS	Average SAS							

	Non-disadvantaged	99.7	100.2	Average SAS	Average SAS
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Attainment at KS4

National data shows that there is a performance gap between disadvantaged and non-disadvantaged students. P8 outcomes in 2024 show that the school disadvantaged gap compared to national non-disadvantaged has widened.

This is particularly evident in both Science and Humanities at grade 5+ with disadvantaged students dropping below National in 2024. (See IDSR)

Disadvantaged pupils - Overall P8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	98	-0.34	-0.57	Close to average (non-sig)	0.16	-0.51	Widening	-
2023	102	-0.13	-0.57	Above (sig+)	0.17	-0.29	Not applicable	-
2022	107	-0.22	-0.55	Above (sig+)	0.15	-0.38	Not available	-

Whilst disadvantaged students' performance at the end of KS4 has compared favourably to non-disadvantaged students in the past, they have been consistently lower than non-disadvantaged students over the past three years.

Self-Regulation

Our observations suggest that disadvantaged students have more gaps in their learning over time compared to their peers. Self-assessment and response to feedback was weaker and less consistent, leading to the development of gaps and persistence of misconceptions across subjects. Metacognition and self-regulated learning are well evidenced as strategies that improve learning.

There is strong evidence that disadvantaged students often do not have the self-regulation skills (knowledge of self, knowledge of task, knowledge of strategies) to plan, monitor and evaluate their work (*EEF Guidance Report Metacognition 2018*). Our students, especially disadvantaged, also have been described as having low levels of efficacy and are not suitably organised and prepared for assessments and exams in a range of subjects.

3

Numeracy

Disadvantaged students have lower numeracy levels on entry, transitioning from primary to secondary school. Those that have not met the expected standard for numeracy are going to experience difficulties in accessing the full curriculum. Low levels of numeracy will and does impact on GCSE outcomes long term. Low levels of numeracy will also impact in other subjects such as Geography and Science.

2024/25	7+	5+	4+
COMBINED SCI			
All	8.3%	31.7%	54.1%
PP	5.4%	7.6%	46.2%
NPP	10.1%	22%	53.8%
GEOGRAPHY			
All	6.1%	25.2%	39.1%
PP	0%	16.7%	28.6%%
NPP	9.6%	30.1%	45.2

Our internal school data indicates that Year 7 students are coming to Secondary school with lower than expected levels of Numeracy.

	2017/18		2018/19		2019/20		2020/21		2021/2022		2022/23		2023/24		2024/25	
Met the expected Standard in Math	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS	Nat	TRS
All students Maths	75	81	79	81					72	64	73	67	73	77	74	71
PP Students Maths	64	80	67	74					56	59	59	70	59	74	61	60
Non PP Students Maths	81	82	84	84					78	67	79	67	79	81	80	78

We use CAT4D to assess our Year 7 students’ verbal, nonverbal, quantitative and spatial abilities in week 5. Data from the Quantitative Reasoning battery for both these cohorts indicates that;

- In **2022-23-** the mean SAS (Standardised Age Score) was below the national average with a 3.0 point gap between PP and Non-PP.
- In **2023-24** the mean SAS was below the national average with a 7.0 point gap between PP and Non-PP.
- In **2024-25** the mean SAS was below the national average with a 2.0 point gap between PP and Non-PP.

Final end of year exam outcomes demonstrates the impact of low numeracy levels for students accessing the various Maths question in their exams.

See data table below:

Maths 4-9 Basic Measure	2022/23	2023/24	2024/25
ALL	69.5	69.3	63.7
Disadvantage	64.2	60.9	58.1
Not disadvantage	72.4	74.6	67.2

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Attendance

Our attendance data indicates that our disadvantaged students continue to experience higher rates or absence and persistent absence than their peers. This challenge disproportionately effects disadvantaged students’ ability to

access high-quality teaching and therefore widens the attainment gap. EEF research identifies attendance as one of the most significant barriers to learning, noting that absence strongly correlates with reduced attainment.

Metric	2022–23	2023–24	2024–25	National FSM6 (FFT)
FSM6 Attendance	89.0%	89.8%	90.2%	89.5%
Non-FSM6 Attendance	91.5%	91.9%	92.7%	93.0%
Attendance Gap	2.5%	2.1%	2.5%	3.5–4%
Persistent Absence (FSM6)	30%	29.9%	25.9%	28–30%
Whole-School Attendance	91.2%	91.4%	91.6%	91.5%

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Behaviour and Culture

Behaviour data for disadvantaged students at The Radclyffe School show a positive upward trend. While the number of repeat Focus Room placements has fallen year on year from 239 (2023–24) to 228 (2024–25), this remains a large cohort who require sustained intervention. Early data for 2025–26 demonstrates further improvement and these improvements indicate better engagement and fewer repeat offenders, yet the challenge lies in ensuring that reductions are maintained across the entire academic year. Historically, spikes in behaviour incidents have occurred in HT4 and HT6, suggesting the need for robust long-term systems and targeted support.

The Trauma Informed Approach recognises that adult and children’s responses to situations are significantly influenced by past traumatic events. Because of the socioeconomic factors caused by disadvantage, students from a disadvantaged background are more likely to have experienced traumatic events which have an impact on their response to situations.

A greater understanding of exit types, triggers, and patterns is needed to strengthen the precision of interventions. Many disadvantaged students require deeper relational work, enhanced mentoring, and improved family engagement to address underlying causes of behaviour and inconsistent readiness for learning. This aligns with EEF evidence indicating that behaviour challenges are often rooted in unmet emotional needs, weak routines, or limited access to enriching experiences that build confidence, belonging and positive habits.

6.

Social, Emotional and Mental Health (SEMH) and Financial Hardship

Nationally there is evidence that indicates that this is an issue that disproportionately impacts disadvantaged students.

BeeWell 2024 data shows that wellbeing scores for PP students are broadly in line with non-PP students but that both groups fall below national averages in areas such as happiness with their environment, relationships with parents/carers, and feelings of belonging. There has also been an increase in anxiety, bereavement needs, dysregulation, and emotion-based school avoidance among disadvantaged pupils.

Food insecurity, lack of digital access and limited resources continue to widen gaps. EEF research highlights SEMH and wellbeing as key barriers that limit engagement, attendance, and attainment.

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>1. Literacy and Language Development</p> <ul style="list-style-type: none"> ▪ By the end of the 2027-2028 academic year, we aim to achieve a sustained improvement in SAS scores for disadvantaged students in Year 9 (Year 7 in 2025-26) and for their performance to meet or exceed the national average. ▪ Expected scores should be equal to, or higher than, the national average (100). 	<ul style="list-style-type: none"> ▪ Improved reading ages and increased fluency, enabling them to access age-appropriate texts across subjects. ▪ Stronger reading comprehension, particularly in understanding vocabulary, retrieving information, summarising key ideas and inferring meaning. ▪ Increased reading speed and stamina, improving students' confidence and ability to complete assessments. ▪ Develop effective oracy skills, enabling them to articulate ideas clearly, use academic languages confidently, listen actively and participate in meaningful classroom dialogue. ▪ Improved progress and attainment in core subjects for SEND students 'eligible for Pupil Premium. <ul style="list-style-type: none"> • Increased participation, engagement, and confidence in learning. <p><i>(Evidenced through subject QD)</i></p>
<p>2. Attainment and Self-Regulation at KS4</p> <ul style="list-style-type: none"> ▪ To close the attainment gap between disadvantaged students and non-disadvantaged students at the end of KS4. ▪ Improve and sustain high attainment among disadvantaged students, via a thoughtful curriculum offer. ▪ Students to acquire the necessary strategies to be more Independent with their personalised learning across the school. 	<ul style="list-style-type: none"> ▪ To continue to strive for all disadvantaged students to achieve national benchmarks. ▪ Improved P8 data for all disadvantaged students. ▪ Average Att8 for disadvantaged students to be above 44 points. ▪ The gap between disadvantaged and non-disadvantaged to be reduced; <ul style="list-style-type: none"> 4+EM – 65%+ and gap below 5% 5+ EM – 40%+ and gap below 5% ▪ Improved data and outcomes across KS4 for identified subjects – Combined Science and Humanities.

<p>3. Numeracy - Students to be able to demonstrate improvements in their basic levels of numeracy within KS3 and KS4 over time.</p>	<ul style="list-style-type: none"> ▪ Improved performance for disadvantaged students at grade 4, 5 and 7 in Mathematics GCSE. To reduce the 10% gap at 4+. ▪ Improved performance at grade 4 in other subjects that rely on numeracy Eg. Science and Geography. To reduce the 10% gap at 4+.
<p>4. Attendance - Improved attendance and punctuality for PP students.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged students to exceed 95% • Persistent absence to reduce by 30% • Students feel more connected to school routines, experience fewer SEMH-related attendance barriers, and are supported to engage consistently with learning. • The gap between disadvantaged and non-disadvantaged to be 1.0% or lower.
<p>5. Behaviour and Culture - Improved behaviour and attitudes of disadvantaged students.</p>	<ul style="list-style-type: none"> • Sustained reduction in PP exits and repeat Focus Room placements, with improvements across all terms. • Students show improved self-regulation, stronger relationships with staff and peers and a greater sense of belonging. • Improved behaviour outcomes supported by targeted mentoring, trauma-informed practice and enrichment opportunities.
<p>6. SEMH and Financial Hardship - Improved levels of wellbeing amongst disadvantaged students.</p>	<ul style="list-style-type: none"> • Improved resilience, wellbeing, and sense of belonging for PP students, evidenced by BeeWell data and other student voice surveys. • Equitable access to opportunities, enrichment activities, and remote learning.

Activity in this academic year

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

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £310,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Development	<p>Whilst it may seem that this is a targeted academic intervention, literacy development is a core part of our universal offer for all students that is linked directly to the challenge of the school's setting.</p> <p>The EEF recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p>The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.</p> <p>Improving Literacy in Secondary Schools EEF (Education Endowment Foundation)</p> <p>A key priority for the school is the development of oracy. INSET and subject-specific CPD equip staff to create oracy-rich classrooms, enabling pupils to articulate ideas clearly, engage confidently in academic dialogue, and structure their thinking through talk.</p> <p>Talking the talk: teacher and leader views on embedding oral... EEF</p> <p>This is supported by EEF evidence showing that well-designed oral language approaches can improve communication, comprehension and overall engagement.</p> <p>Oral language interventions EEF</p>	1, 2
Additional staffing in core and shortage subjects - English/Maths/Science	<p>To ensure all students receive consistently high-quality teaching, we allocate Pupil Premium funding to increase staffing capacity in core and shortage subjects such as English, Maths and Science.</p> <p>EEF evidence highlights that the single most impactful lever for improving outcomes for</p>	1, 2, 3

	<p>disadvantaged students is access to expert, well-trained teachers delivering a well-sequenced curriculum. Periods of staff absence or reliance on non-specialists can disproportionately affect disadvantaged students, who often rely more heavily on instructional clarity, modelling, and early feedback.</p> <p>By maintaining surplus specialist staffing, we minimise disruption to curriculum delivery and ensure students benefit from high quality teaching. Where additional capacity is not required, these specialist teachers are deployed to deliver targeted academic interventions, including Tutoring for Excellence (TfE) for KS4 and KS3 numeracy interventions. This dual use of capacity reflects the EEF's tiered approach, in which strengthening whole-class teaching is the primary priority, but targeted academic support is delivered when capacity permits and where gaps or misconceptions are identified.</p>	
ECT Mentoring	<p>Effective mentoring in the early stages of a teacher's career is central to ensuring that all students are taught by confident, well-supported, and reflective professionals.</p> <p>We therefore invest Pupil Premium funding in high-quality mentoring for Early Career Teachers (ECTs), drawing on recent research from the National Institute of Teaching (NlOT) which identifies key features of effective mentorship.</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p> <p>To maximise these benefits, our mentors receive dedicated training and allocated non-teaching time to fulfil their role effectively, addressing well-documented barriers to effective mentoring such as workload and lack of protected time.</p>	1,2,3,4,5,6
Staff CPD	<p>The EEF guidance report on Effective Professional Development suggests that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development Guidance Report EEF (Education Endowment Foundation)</p> <p>Our staff CPD programme is designed to strengthen high-quality teaching by ensuring that curriculum planning, classroom practice and professional reflection all support the needs of disadvantaged learners. Long-term plans, medium-term plans and lesson resources at KS3 and KS4 are intentionally designed to</p>	1,2,3,4,5,6

	<p>remove barriers and promote access for all students.</p> <p>All teaching staff receive annual CPD on reading comprehension strategies, including modelling, metacognitive questioning and guided reading approaches. This is supported by EEF research showing that reading comprehension strategies have a high impact when embedded across subjects. Staff are trained to use modelling to make thinking visible and support pupils in becoming self-regulated readers aligning with EEF guidance on modelling and metacognition.</p> <p>Reading comprehension strategies EEF EEF blog: Supporting self-knowledge through modelling EEF</p> <p>Staff will receive sustained CPD to support behaviour management strategies. We will deepen the embedding of trauma-informed practice, particularly the PACE approach, to create relational safety and predictable responses. The EEF emphasises that consistent routines, explicit teaching, and strong teacher–pupil relationships reduce low-level disruption and increase engagement, especially for disadvantaged pupils.</p> <p>According to the EEF, high-quality professional development can have a significant impact up to six months' additional progress by improving teachers' ability to respond early to barriers such as anxiety, disregulation, and low confidence. Alongside this, CPD focused on adaptive teaching and the Teacher Growth model has helped staff develop a clearer understanding of their strengths and areas for development when supporting disadvantaged pupils, leading to more confident, evidence-informed practice in the classroom.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £155,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>KS3 Literacy Development Strategies</p>	<p>The Radclyffe School implement a graduated, evidence-informed programme of targeted literacy interventions. Early identification is central to this approach. Students reading needs are assessed using NGRT, the Salford Sentence Reading Test, and Sparx Reader assessments. This diagnostic approach reflects EEF guidance, which emphasises that targeted literacy support is most effective when grounded in high-quality assessment.</p> <p>EEF New Group Reading Test, EEF New Salford Sentence Reading Test Sparx Reader - Home)</p> <p>Trained staff deliver targeted small-group and 1:1 intervention matched to each pupil's profile. These include Fresh Start phonics alongside structured comprehension programmes such as reciprocal reading. The EEF highlights that both phonics-based interventions and small-group reading comprehension work can yield strong gains when delivered by trained practitioners.</p> <p>Literacy and numeracy catch-up strategies EEF blog: Phonics - mastering the basics of reading EEF</p> <p>To maximise consistency and minimise disruption to the wider curriculum, a significant proportion of targeted literacy work takes place during morning PLG time, where each year group has protected slots for intervention. These sessions allow for regular, short, focused teaching that aligns with EEF evidence on the effectiveness of high-frequency, well-structured intervention.</p>	<p>1,2,4</p>
<p>KS3 Numeracy Development Strategies</p>	<p>The EEF suggests that any intervention should happen early, both because mathematical difficulties can affect performance in other areas of the curriculum, and in order to reduce the risk of children developing negative attitudes and anxiety about mathematics.</p> <p>Literacy and numeracy catch-up strategies</p> <p>Interventions should include explicit and systematic teaching. The best designed programme will not work if teaching staff are unavailable, excessively overburdened, or not adequately trained to deliver the programme.</p> <p>Specialist teachers are deployed to deliver targeted academic interventions, including Tutoring for Excellence (TfE) and numeracy interventions. This dual use of capacity reflects the EEF's tiered approach, in which strengthening whole-class teaching is the primary priority, but targeted academic support is delivered when capacity permits and where gaps or misconceptions are identified.</p>	<p>2,3,4</p>

<p>KS4 Targeted interventions</p>	<p>High quality teaching should reduce the need for extra support for students during KS4. However, it is likely that some students will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers.</p> <p>When needed, the Radclyffe School provides a range of small group targeted interventions at KS4. These interventions vary from Breakfast revision, through to Online Tutoring at home. Home Learning across the school has a focus on independent study and barriers will be removed to allow students to complete this during the school day. Home learning and study support to develop student reading e.g. Online platforms (Homework EEF)</p> <p>Every intervention will consist of effective teaching strategies with a more intense focus on a smaller number of learning goals with a targeted group of students. Utilising internal data and feedback from staff, students and parents, we aim to choose the right set of interventions for a targeted group of students. Year 11 will be our priority in the run up to assessments and formal exams, but when there is capacity, we will drill down further with the Year 10 cohort, and then KS3. All of the additional interventions that KS4 students receive below will challenge, support and prepare them further within identified subject areas to achieve their personal best.</p> <p>Breakfast sessions – Every student has the opportunity to attend an intervention before school and receive a free breakfast.</p> <p>PLG sessions - Every student within KS3 and KS4 will receive a programme of graduated study skills, enabling our students to become more independent learners both in school, at home, and later on in their life.</p> <p>PLG interventions - A number of students in both Year 10 and 11 will benefit from additional weekly English, Maths and Science during PLG sessions in a morning.</p> <p>Subject interventions - A number of students in KS4 will benefit from weekly targeted revision interventions before school, at lunch or after school.</p> <p>Subject day - A range of subjects will provide an ‘<i>in house</i>’ two-hour intense intervention during the school day.</p> <p>Tutoring – Online tutoring with TLC Live has been utilised since Covid times. Our internal data, and KS4 outcomes have shown between 1-4 grades improvements on students predicted grades. Every result from tutoring post-tests have evidenced improvements in students' knowledge for specific components.</p> <p>Boosters - The school puts on regular holiday boosters for a targeted group of students throughout the year to prepare students for their exams. Students will also benefit from strategically placed Saturday sessions around specific exams.</p>	<p>1,2,3,4,5,6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £155,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support (The Attendance Team, Year Managers and Assistant Year Managers)	<p>The EEF Rapid evidence assessment on attendance interventions identified the link between poor attendance and low academic attainment. The evidence is that mentoring and engaging with parents leads to both short-term and long-term benefits for young people.</p> <p>Attendance Interventions: REA report EEF (Education Endowment Foundation)</p> <p>Additionally, the report, from the DfE, outlines the importance of collaboration among schools, local authorities, and families to improve school attendance, emphasising the need for strong relationships and understanding of individual barriers to attendance.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>For students whose absence has created learning gaps, teachers will provide structured catch-up activities through attendance monitoring and targeted support.</p> <p>This targeted pastoral support is grounded in EEF evidence showing that personalised pastoral intervention can add 4+ months' additional progress by removing practical and emotional barriers that prevent pupils from attending consistently. Parental engagement will be strengthened through direct communication, early-attendance plans, and conversations with families. The EEF highlights parental engagement as an area with +4 months of impact, particularly when it improves home routines and the consistency of morning transitions.</p> <p>In addition, students with anxiety-based school avoidance will receive tailored emotional support through ELSA and counsellor-led sessions. These programmes align with EEF findings that social and emotional learning can produce 4 months' impact, reducing the emotional barriers that keep pupils away from school and supporting smoother reintegration into lessons.</p> <p>To remove non-academic barriers that disproportionately affect disadvantaged students, we will continue to operate our uniform and essential equipment fund. The EEF identifies behaviour-linked interventions including those that address readiness for school and reduce embarrassment or fear of sanction as offering +4 months' benefit, as they support pupils' confidence and reduce lateness</p>	1,2,3,4,5,6

	<p>Motivational systems such as rewards, recognition certificates, and positive communication home will be used as part of our graduated response to attendance. The EEF describes motivation-focused approaches as effective when used to reinforce habits and behaviours that the school explicitly teaches.</p>	
<p>Supporting students' attitudes and behaviour (Pastoral Support)</p>	<p>The Radclyffe School is a Trauma Informed School, and we recognise that disadvantaged pupils may face emotional challenges impacting behaviour and engagement.</p> <p>Guided by Mark Rowland (2021), we prioritise high-quality relationships as the most powerful lever for reducing disadvantage. All staff are trained in trauma-informed strategies to identify triggers, support regulation and create an emotionally safe environment.</p> <p>Rowland, M., 2021. Addressing Educational Disadvantage in Schools and Colleges. John Catt.</p> <p>Each year group is supported by a dedicated Year Manager and Assistant Year Manager who are all non-teaching staff available all day to ensure pupils feel safe, settle well and meet responsibilities confidently. They work with internal teams and external agencies to remove barriers to learning, provide immediate relational support, and strengthen inclusion. Additional support is offered by our Home/School/Community Liaison Officer, Coordinators of CLA and Early Help, ensuring coherent communication and effective early help for families.</p> <p>This approach is complemented by a graduated system of pastoral interventions, aligned with EEF guidance, promoting positive relationships and predictable routines to reduce misbehaviour.</p> <p>Improving behaviour in schools EEF (Education Endowment Foundation)</p> <p>National evidence shows exclusions disproportionately affect SEND and disadvantaged students. In response, our pastoral structures, daily availability of non-teaching year teams, targeted mentoring, restorative approaches, and trauma-informed strategies aim to prevent escalation and sustain inclusion.</p> <p>Permanent exclusions and suspensions in England – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</p>	<p>1,2,3,4,5,6</p>
<p>Student Enrichment Programme</p>	<p>As part of our enrichment programme, students at The Radclyffe School participate in a broad range of activities which are all tracked and monitored.</p> <p>Our enrichment programme helps build self-regulation, resilience, and positive relationships.</p> <p>EEF evidence shows sustained arts participation can add +3 months' progress, improve well-being, attitudes to learning, and sense of belonging.</p> <p>Arts participation EEF</p> <p>Similarly, our PE clubs ranging from team sports, fitness and dance are underpinned by EEF research, which indicates that regular physical activity can contribute to +2 months' progress, as well as important social, emotional, and attendance benefits.</p> <p>Physical activity EEF</p>	<p>2,4,5,6</p>

<p>Social, Emotional and Mental Health support</p>	<p>DfE research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn.</p> <p>Supporting Mental Health in Schools and Colleges: case studies (publishing.service.gov.uk)</p> <p>A Senior Leader has completed the Senior Mental Health Lead training to embed consistent provision, supported by Manchester #BeeWell surveys, Smoothwall reports, and Compass+ to monitor wellbeing and inform early intervention.</p> <p>Furthermore, every member of staff acts as an emotionally available adult, with additional support from PLGs, Year Managers, Learning Mentors, and the safeguarding team, alongside in-school counselling and an Early Help Worker who strengthens relationships with families.</p> <p>Our enrichment programme, student leadership teams, student voice, and community projects help build resilience, positive relationships and engagement. These approaches are consistent with EEF recommendations to strengthen culture and help ensure pupils feel safe, supported and ready to learn.</p>	<p>2,4,5,6</p>
<p>Personal Learning Guide (PLG) System</p>	<p>The EEF research on school transitions highlights the importance of routines, strong relationships, and opportunities for regular connection to reduce anxiety and improve readiness for learning.</p> <p>EEF blog: School Transitions – reflecting on culture,... EEF</p> <p>The Radclyffe Schools PLG system provides structured time each morning which directly reflects this evidence, providing students with a consistent daily transition into school where expectations can be reinforced and a sense of belonging strengthened. Each PLG works closely with a small group of students and provides a more personalised and relational start to the day. This mirrors the EEF emphasis on building culture, curriculum familiarity, and connections, ensuring students begin each morning feeling settled, supported and ready to learn.</p>	<p>1,2,3,4,5,6</p>
<p>Learning Mentors</p>	<p>The EEF Evidence Toolkit indicated that mentoring has a positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Our team of Learning Mentors provide support, motivation and guidance to help students overcome barriers to learning ensuring that students can achieve their full potential. The Learning Mentors provide a number of interventions which are generally delivered on a 1.1 basis. These interventions include Emotional Literacy Support (ELSA), Anger</p>	<p>2,4,5,6</p>

	Management, Anxiety and stress management, Self Esteem Support, Social Skills, Lego therapy and Trauma Informed Support. On occasions a student may be issued with a Learning Mentor time-out pass to help manage un-comfortable situations/emotions. This allows students to regulate and process things alongside an adult which is valuable for students who are still developing their regulation skills.	
Breakfast Club, Hardship Fund and Remission of Fees/Resources	<p>Adolphus et al. (2013) has shown that breakfast club initiatives in special and non-special schools improve on-task behaviours.</p> <p>The effects of breakfast on behaviour and academic performance in children and adolescents (whiterose.ac.uk)</p> <p>This approach is also supported by evidence and research from The National School Breakfast Programme and Family Action.</p> <p>Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>The Radclyffe School provide a free Breakfast Club, providing food security and supporting consistent morning routines; EEF research shows breakfast provision has moderate impact, particularly for disadvantaged pupils whose morning structures may be less stable.</p> <p>The school operates a uniform exchange scheme to support families who may find it difficult to meet the cost of school uniform. Financial assistance may also be provided to subsidise educational visits and other curriculum-related activities.</p>	2,4,5,6

Total budgeted cost: £620,27

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria	
Attainment for disadvantaged students to return to being in line with non-disadvantaged students at the end of KS4.	<p>By the end of the current plan:</p> <ul style="list-style-type: none"> • APS for disadvantaged students to be above 44 points; the gap between PP and non-PP to be within 1 point. • 4+EM – 63%+; gap below 2% • 5+ EM – 40%+ gap below 5% 	<p>Over the last two years, disadvantaged students at The Radclyffe School have outperformed national and local disadvantaged averages across all key measures, demonstrating strong impact from pupil premium strategies. The school's disadvantage gap remains far smaller than national data.</p> <p>Key Strengths:</p> <ul style="list-style-type: none"> • PP students perform significantly above both local and national benchmarks in Attainment 8 and Progress 8. • Sustained 4+ and 5+ E&M performance reflects solid teaching and intervention strategy. • Gaps to non-PP remain much narrower than national averages. <p>Areas for Development:</p>

- Improve English outcomes and stretch for high attainers.
- Maintain targeted support at KS4.

2023 Results					
Headline Measure	TRS	2023 Nat Ave	Diff to Nat	2023 Local Avg.	Diff to Local Avg.
AveTotal Att 8 (All)	45.88	46.3	-0.42	43	3
Disad	43.41	35	8.41	36	8
Non Disad	47.24	50.3	-3.06	47	0
Ave. P8 (Unad All)	0.03	-0.03	0.1	-0.18	0.21
Disad	-0.13	-0.57	0.4	-0.4	0.3
Non Disad	0.12	0.17	-0.1	0.0	0.1
Headline Measure	% TRS	% Nat. Ave	% Diff to Nat	Local Avg.	Diff to Local
5+ Eng and Maths	40	45	-5	38	2
Disad	34	25	9	24	10
Non Disad	44	52	-8	46	-2
4+ Eng and Maths	65	65	0	61	4
Disad	58	43	15	44	14
Non Disad	68.2	73	-5	70	-2
2024 Results					
Headline Measure	TRS	2024 Nat Ave	Diff to Nat	2024 Local Avg.	Diff to Local Avg.
AveTotal Att 8 (All)	44.19	45.9	-1.71	42.37	2
Disad	40.7	34.6	6.10	34.2	7
Non Disad	46.7	50	-3.30	47	0
Ave. P8 (Unad All)	-0.06	-0.03	-0.03	-0.2	0.1
Disad	-0.34	-0.57	0.23	-0.6	0.3
Non Disad	0.09	0.16	-0.07	0.05	0.0
Headline Measure	% TRS	% Nat. Ave	% Diff to Nat	Local Avg.	Diff to Local
5+ Eng and Maths	43	46	-3	40	3
Disad	36	26	10	24	12
Non Disad	49.2	53	-4	49	0
4+ Eng and Maths	65	65	0	60	5
Disad	58	43	15	44	14
Non Disad	69	73	-4	69	0
2025 Results					
Headline Measure	TRS	2024 Nat Ave	Diff to Nat	2024 Local Avg.	Diff to Local Avg.
AveTotal Att 8 (All)	42.53	45.9	-3.37	44	-1
Disad	40.8	34.6	6.16	34	7
Non Disad	43.65	50	-6.35	47	-3
Ave. P8 (Unad All)	N/A		N/A	N/A	N/A
Disad	N/A		N/A	N/A	N/A
Non Disad	N/A		N/A	N/A	N/A
Headline Measure	% TRS	% Nat. Ave	% Diff to Nat	Local Avg.	Diff to Local
5+ Eng and Maths	38	45	-8	37	1
Disad	32	26	6	24	8
Non Disad	41	53	-12	49	-8
4+ Eng and Maths	59	65	-6	59	0
Disad	53	43	10	44	9
Non Disad	63	73	-10	69	-6

25/26 11 KAT1			
Headline Measure	25/26 11KAT1	2024 Nat Ave	Diff to Nat
AveTotal Att 8 (All)	42.47	45.9	-3.43
Disad	40.07	34.6	5.47
Non Disad	44.56	50	-5.44
Ave. P8 (Unad All)			
Disad			
Non Disad			
Headline Measure	25/26 11KAT1	% Nat. Ave	% Diff to Nat
5+ Eng and Maths	35	45	-11
Disad	32	26	6
Non Disad	37	53	-16
4+ Eng and Maths	60	65	-5
Disad	56	43	13
Non Disad	64	73	-9

Data from:

[Statistics at Ofqual - Ofqual - GOV.UK](#)

[Ofsted | Inspection Data Summary Report](#)

[The Radclyffe School | URN:105738 - GOV.UK](#)

<p>Improved reading comprehension of disadvantaged students.</p>	<ul style="list-style-type: none"> • NGRT tests on Year 7 students in June 2025 to have an average score of 100 for disadvantaged students. • Exact Reading assessment average reading age to be above average chronological age for disadvantaged students. 	<p>Literacy outcomes show clear acceleration for disadvantaged students, with PP pupils making faster progress in reading accuracy than their non-PP peers and closing the gap significantly.</p> <p>More PP students are now reading at or above an 18:11 reading age, indicating that interventions and structured literacy approaches are having impact.</p> <p>Key Strengths:</p> <ul style="list-style-type: none"> • PP students' reading accuracy increased by +24.9 months between 2023–2025, compared to +17.7 months for non-PP peers — closing the attainment gap by 7.2 months. • Across all students, accuracy improved by +20.4 months and speed by +17 months, indicating broad literacy gains schoolwide. • The proportion of PP students reaching the highest measurable reading accuracy increased from 7.1% (2023) to 22.3% (2025) — a +15.2% rise. • This mirrors improvement among non-PP students (+17.6%) and demonstrates more PP students achieving age-exceeding outcomes. • PP students improved reading speed by +16.7 months, almost matching non-PP progress (+17.1 months), keeping the gap broadly stable (–0.4 months). <p>Areas for Development:</p> <ul style="list-style-type: none"> • Despite faster improvement, disadvantaged students' average accuracy age (177.7 months) remains 2.3 months below the mean chronological age, whereas non-PP students are +2.3 months above.
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- Sustained focus is needed to lift the PP average above their age benchmark.
- The small decline (–0.4 months) in speed gap suggests that while decoding and accuracy are improving, fluency and automaticity need further attention.
- In 2025, 14.7% of PP students achieved >18:11 for speed, compared to 12.5% of non-PP — a small positive gap, but absolute numbers remain low.
- Although the Exact data shows accelerated improvement in upper year groups, sustained focus is required at entry level (Year 7) to ensure all disadvantaged students meet or exceed the NGRT target of 100+ and build reading resilience earlier.

	2023		2025		DIFFERENCE 23-25	
	ACCURACY	SPEED	ACCURACY	SPEED	ACCURACY	SPEED
AVG CHRON. AGE	144-168 (mean 156)		168-192 (mean 180)			
ALL	160.2	140.1	180.6	157.1	20.4	17
<i>diff to mean age</i>	4.2	-15.9	0.6	-22.9	-3.6	-7
PP	152.8	139	177.7	155.7	24.9	16.7
<i>diff to mean age</i>	-3.2	-17	-2.3	-24.3	0.9	-7.3
NON-PP	164.6	140.8	182.3	157.9	17.7	17.1
<i>diff to mean age</i>	8.6	-15.2	2.3	-22.1	-6.3	-6.9
DIFFERENCE PPv NON	-11.8	-1.8	-4.6	-2.2	7.2	-0.4

>18:11 / 228 MONTHS	2023			
	ACCURACY		SPEED	
	No.	% *	No.	%
ALL (497)	60	12.1	35	7
PP (184)	13	7.1	15	8.2
NON (313)	47	15	20	6.4
DIFF PP VS NON	-34	-7.9	-5	1.8
>18:11 / 228 MONTHS	2025			
	ACCURACY		SPEED	
	No.	%	No.	%
ALL (497)	143	28.8	66	13.3
PP (184)	41	22.3	27	14.7
NON (313)	102	32.6	39	12.5
DIFF PP VS NON	-61	-10.3	-12	2.2
>18:11 / 228 MONTHS	DIFFERENCE			
	ACCURACY		SPEED	
	No.	%	No.	%
ALL (497)	83	16.7	31	6.3
PP (184)	28	15.2	12	6.5
NON (313)	55	17.6	19	6.1
DIFF PP VS NON	-27	-2.4	-7	0.4

For attendance of disadvantaged students to

- Attendance of disadvantaged students to exceed 94%

Metric	2022–23	2023–24	2024–25	National FSM6 (FFT)
FSM6 Attendance	89.0%	89.8%	90.2%	89.5%

return to pre-COVID levels	<ul style="list-style-type: none"> The gap between disadvantaged and non-disadvantaged to be 1.4% or lower. 	<table border="1"> <tr> <td>Non-FSM6 Attendance</td> <td>91.5%</td> <td>91.9%</td> <td>92.7%</td> <td>93.0%</td> </tr> <tr> <td>Attendance Gap</td> <td>2.5%</td> <td>2.1%</td> <td>2.5%</td> <td>3.5–4%</td> </tr> <tr> <td>Persistent Absence (FSM6)</td> <td>30%</td> <td>29.9%</td> <td>25.9%</td> <td>28–30%</td> </tr> <tr> <td>Whole-School Attendance</td> <td>91.2%</td> <td>91.4%</td> <td>91.6%</td> <td>91.5%</td> </tr> </table>	Non-FSM6 Attendance	91.5%	91.9%	92.7%	93.0%	Attendance Gap	2.5%	2.1%	2.5%	3.5–4%	Persistent Absence (FSM6)	30%	29.9%	25.9%	28–30%	Whole-School Attendance	91.2%	91.4%	91.6%	91.5%
Non-FSM6 Attendance	91.5%	91.9%	92.7%	93.0%																		
Attendance Gap	2.5%	2.1%	2.5%	3.5–4%																		
Persistent Absence (FSM6)	30%	29.9%	25.9%	28–30%																		
Whole-School Attendance	91.2%	91.4%	91.6%	91.5%																		
		<p>Key Strengths:</p> <ul style="list-style-type: none"> FSM6 attendance above national for the second consecutive year. Gap narrower than national averages and moving toward school's 1.4% goal. Persistent absence reduced faster than local/national rates. Strongest improvement seen in Years 10 and 11 due to targeted support. <p>Areas for Development:</p> <ul style="list-style-type: none"> Sustain FSM6 improvement trajectory to reach 94% target. Maintain momentum through graduated response to attendance. Continue to reduce PA to below 20%. 																				
Improved behaviour and attitudes of disadvantaged students.	<ul style="list-style-type: none"> Reduced numbers of disadvantaged students receiving more than one Focus Room placement. Reduction in the number of incidents requiring SLMT call out for disadvantaged students. 	<p>Behaviour outcomes for disadvantaged students at The Radclyffe School show a clear positive trend. The number of repeat Focus Room placements has decreased year-on-year, and early 2025–26 data shows a marked reduction in PP exits compared with the same period last year.</p> <p>Key Strengths:</p> <ul style="list-style-type: none"> The number of disadvantaged students receiving more than one placement fell from 239 (2023–24) to 228 (2024–25). Term 1 data for 2025–26 shows 150 PP exits, down from 316 in the same period last year. A 53% improvement. Fewer repeat offenders and lower exit rates point to improved pupil engagement. <p>Areas for Development:</p> <ul style="list-style-type: none"> Sustain improvement across the full year to avoid spikes like HT4 and HT6 in 2024–25. 228 PP students with multiple placements remains a significant cohort. These students require enhanced mentoring, restorative work, and parental engagement. Further analysis of exit types and triggers will help distinguish behaviour logs. 																				

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Improved levels of wellbeing amongst disadvantaged students.	<ul style="list-style-type: none"> Levels of wellbeing amongst disadvantaged students to be at similar levels to those of non-disadvantaged 	<p>(Based on 2024 data; 2025 data pending.)</p> <p>The 2024 #BeeWell findings indicate that wellbeing levels among disadvantaged (PP) students are broadly comparable to their non-disadvantaged peers, with several areas where PP students outperform or report more positive experiences.</p> <p>Key strengths:</p>																																																																																																																																																																																																																		

	<p>students as measure on the #BeeWell project.</p>	<p>Sense of belonging: PP students reported feeling a strong sense of belonging (“quite a bit”), comparable or slightly higher than non-PP peers.</p> <p>Relationships and support: PP students reported better relationships with staff, friends, and social support networks, and lower levels of bullying.</p> <p>Engagement and enrichment: PP students were more involved in creative and enrichment activities (drawing, painting, volunteering).</p> <p>Physical wellbeing: A higher proportion of PP students described their physical health as “excellent.”</p> <p>Mental wellbeing: PP students reported better connections with others around their mental health.</p> <p>Future readiness: PP students felt more prepared for life after education and more confident about job prospects than their non-PP peers.</p> <p>Careers education: PP students rated the impact of careers education (CEIAG) more positively (60.3%) than non-PP students.</p> <p>Areas for Development: Both PP and non-PP groups were below average nationally in several wellbeing domains, such as happiness with environment and society, and relationships with parents/carers. Internet and social factors show mixed results — while PP students spend less time on social media, both groups reported below-average satisfaction compared to benchmarks.</p>
<p>To ensure that all students are able to access the remote curriculum or to extend their learning outside the school day.</p>	<ul style="list-style-type: none"> Disadvantaged students to be accessing remote learning at similar levels to those of non-disadvantaged students. 	<p>Over the three-year strategy, the school successfully improved digital access for disadvantaged students by providing 332 laptops for PP students, complete with safeguarding software and access to key learning platforms. The initiative’s universal, needs-based approach avoided stigma and extended support to multiple students within households. This significantly enhanced opportunities for remote and independent learning, promoting equity and continuity.</p> <p>While the scheme was efficient and well-targeted, challenges included inconsistent internet access, occasional device repairs, and limited analytics to measure engagement. Going forward, the school will focus on improving parental digital literacy and strengthening systems for monitoring online participation and impact.</p>

Externally provided programmes

Programme	Provider

