Pupil premium strategy statement – Dereham Neatherd High School

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

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

School overview

Detail	Data
Number of pupils in school	1085
Proportion (%) of pupil premium eligible pupils	25.7% inc SPP (20.54% FSM)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Jaime Mallett, Headteacher
Pupil premium lead	Sandra Manning, Assistant Headteacher
Governor / Trustee lead	Ian Osley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241875
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	£241875

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to remove the barriers to learning and success, affording disadvantaged pupils the same opportunities as their non-disadvantaged peers.

Our intent is to raise the achievement of our disadvantaged pupils so that all make better-than-expected progress and achieve highly across the curriculum. In addition we will ensure that our disadvantaged pupils will have access to high quality personal development opportunities to ensure they develop the skills and confidence needed to be a successful member of society. Central to us meeting this aim is our commitment to our school values of Compassion, Hardwork, Respect, Integrity and Fairness.

As recommended by the EEF Pupil Premium Guidance our strategy follows are tiered approach, this is supported by Enrich Learning Trusts “Vision and Excellence Charter”.

Tier 1 - Key to our strategy is a focus on high-quality teaching and assessment. As stated in the EEF guidance this is proven to have the greatest impact on closing the disadvantage attainment gap. This strategy aims to build upon the work begun in the previous strategy, using well-researched methods to develop teaching and learning with a rigorous approach to ensuring effective implementation, including a commitment to high-quality professional development for teaching staff, frequent quality assurance, and evaluation and a consistent approach to assessment and feedback. Our choices about curriculum, pedagogy and school culture are deliberate in their intent to ensure disadvantage pupils are successful. Our whole school CPD offer to staff includes mentoring and coaching to allow for development of teachers to ensure disadvantaged pupils are being taught by the best possible practitioners, this offer also includes opportunities to complete National Professional Qualifications where appropriate. In addition, due the significant importance of literacy in accessing all aspects of the curriculum as well as social development in society all teaching staff have received and will continue to receive trust as well as school lead literacy CPD, this is to ensure we have a consistent approach, and to ensure all pupils receive the support they need to develop their literacy.

Tier 2 - Alongside our commitment to continual improvement in teaching, learning and assessment, our strategy aims to close the disadvantage gap through effective intervention in literacy and numeracy. At the heart of this is a continued commitment to ensure all pupils reading three years or more below their chronological age receive tailored one to one support through the Thinking Reading program. We also offer peer group reading as well as small group reading interventions delivered by one of our specialist staff, where additional support is still required. We feel that Literacy is a huge importance and therefore we have whole school approach with a focus on teaching of explicit vocabulary as well as fase reading. In order to support progress in Maths any year 7 pupils who have not yet met standard for Maths at Key stage 2 receive one to one support through the Maths Catch-up

programme, our aim is that by the end of year 7 all pupils will have met the KS2 standards for Maths and accessing the Year 7 curriculum offer.

The school continues to offer out of hours academic support for our disadvantaged pupils by providing a homework club before school, at lunchtime and after school. This is made available to all disadvantaged pupils wishing to access it. In agreement with parents, in some instances, this offer will be required of the pupils.

Tier 3 – We also strive to support the wider needs of our disadvantaged pupils, for example:

Supporting with lower attendance. Since the school closures of 2020 we continue to see a disproportionate representation of disadvantaged pupils among persistent and severe absentees, this strategy intends to remove barriers to school attendance for disadvantaged pupils and build positive relationships with disadvantaged pupils and their families. One key development will be the implementation of 'The Bridge' a provision in place to support those pupils with severe absence linked to SEMH.

Supporting with ensuring our disadvantaged pupils have full access and proportionate representation in extra- curricular activities such as trips, clubs, arts and music.

Improving our engagement with the parents of our disadvantaged pupils is also key to our strategy, we aim for our engagement of disadvantaged parents to be no less than that of our non-disadvantaged parents.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment using a wide range of relevant data, and avoiding assumptions about the impact of disadvantage. We will make use of KS2 data, GL assessment data, CAT data along with our own internal assessment data to inform academic interventions required, along with pastoral and attendance data and stakeholder surveys to inform wider strategy interventions.

To ensure our approaches are effective, we will continue to place the needs of disadvantaged pupils at the heart of planning and decision-making across the school. We will foster a staff culture in which all staff have high expectations of what disadvantaged pupils can achieve, and all take responsibility for their outcomes. All decisions made will consider the impact this may have on our disadvantaged pupils.

We strongly believe the impact of this pupil premium strategy should not be limited to disadvantaged pupils, as many of the approaches and activities detailed are intended to benefit all. Particular consideration will be given to the challenges faced by vulnerable pupils such as young carers, those who have a social worker and pupils with English as an additional language.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1</td><td>Assessments on entry of the current Year 8 indicated lower levels of literacy and numeracy among disadvantaged pupils compared to their non-disadvantaged peers. These all received support in Year 7 through the Thinking Reading Programme or other literacy support, but continue to need support in year 8 through peer group reading, comprehension support as well as support in class. Numeracy support was centred around in-class teaching and support. Over the last four years, GL assessments in both English and maths have shown an average 6-point difference between the standardised age scores of disadvantaged and non-disadvantaged pupils. Whilst NGRT tests for the current year 7, on entry, and KS2 data show a smaller number of the current year 7 cohort have a reading age 3 years or more below their chronological age than the previous cohort, any pupil with a reading age below their age are unable/may struggle to access the curriculum without significant adaptation so support is crucial. We currently have 29 pupils in school who are considered ‘weaker readers’ (their reading age is either 2 (KS3) or 3 (KS4) years below their chronological age, 50% of these pupils are disadvantaged pupils.</td></tr>
<tr><td>2</td><td>Since school closures, attendance has dropped for all pupils with the attendance levels of disadvantaged pupils being below national averages and below that of their non-pupil premium peers.
The table below shows the attendance % for 24/25
<table>
<tr><th>Year group</th><th>Attendance (Disad)</th><th>Attendance (All pupils)</th></tr>
<tr><td>7</td><td>84.8%</td><td>92.1%</td></tr>
<tr><td>8</td><td>86.5%</td><td>92.3%</td></tr>
<tr><td>9</td><td>82.4%</td><td>88.9%</td></tr>
<tr><td>10</td><td>78.7%</td><td>89%</td></tr>
<tr><td>11</td><td>79.1%</td><td>89.4%</td></tr>
</table>
</td></tr>
<tr><td>3</td><td>Homework is cited in parent surveys and pupil surveys (including PASS survey) as an area of concern for disadvantaged pupils, behaviour data from 24/25 shows that 40% of all missed homework incidences were from disadvantaged pupils. Of all homework incidences boys contribute 67% of the entries and of these 34% are disadvantaged boys.</td></tr>
<tr><td>4</td><td>An external audit, carried out in 24/25 suggested that whilst disadvantaged pupils are accessing extra-curricular events they are not yet proportionally represented and a plan was needed to ensure this figure continued to improve.</td></tr>
<tr><td>5</td><td>Behaviour data shows that some of our disadvantaged pupils struggle to engage in learning, with disadvantaged pupils currently making up 40% of behaviour incidents logged the last academic year, despite constituting 20.54% of the school population. Current figures for this academic year match this figure. We have observed an increase in Social, Emotional, and Mental Health needs within the Pupil Premium cohort. This includes mental health concerns and school or lesson avoidance. In addition disadvantaged pupils are also disproportionately represented in safe guarding logs and requiring additional support for their behaviour eg support plans,</td></tr>
</table>

	exit cards, outside agency support and receiving suspensions. In 24/25 71% of suspensions issued were to pupils in receipt of pupil premium funding.
6	Data from the PASS survey indicates that many underachieving disadvantaged pupils **lack confidence** in their academic abilities.
7	**Outcomes** for disadvantaged pupils are lower than those of non-disadvantaged pupils in terms of both attainment and progress. In 2024, there was an average attainment gap of –1.9 in English and -2 in maths, with an overall progress gap of -0.68. Data for the 5-year period from 2019-2023 shows an average attainment gap of -2 in English and -1.6 in maths, with an overall progress gap average of -0.36. Due to a lack of KS2 data for the 2025 cohort we are unable to share attainment and progress data but instead can state that there was a gap of 22% for 4+ in for combined English and Maths and 22% for 5+ also. In all subjects except for triple science and computing, there was a gap between disadvantaged pupils and non at 4+ and 5+. The largest gaps seen in childcare, history and media studies. For English Language we saw a gap of 24.07% at 4+, English Literature 22.98% and for maths 19.85%.
8	Ofsted report in 2025 stated that here was a lack of evidence of clarity & quality **feedback** given to pupils in lessons and after assessment, in addition a lack of evidence of pupils acting on feedback given. Feedback is crucial in developing self-confidence and disproportionately impacts on disadvantaged pupils.

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
GCSE outcomes show that Neatherd is successful in reducing the disadvantage gap.	The progress of disadvantaged pupils is consistently well above national averages, with the average Progress 8 score being at least 0 and ideally 0.25. The gap between the progress and attainment of disadvantaged and non-disadvantaged pupils is consistently well below the national average. This figure is not available for the 2025 cohort and will not apply for 2026 cohort however, our aim will be to reduce the gap between En/Ma combined 4+ and 5+ from 29% to 25%, in the 2026 cohort and see a narrowing of the gap at 4+ in all subjects areas. Then in 2027 a further reduction in the gap closer to 20%. In previous years (prior to the pandemic) the gap has been as low as 19%.
Disadvantaged pupils make expected or higher than expected progress throughout their time at Neatherd.	GL assessments and Progress Tests show disadvantaged pupils making rapid progress at least in line with, the levels of progress achieved by their non-disadvantaged peers. Internal assessment measures will be developed to allow for internal subject level monitoring of progress for KS3 pupils (inc. disadvantaged pupils) and therefore targeted support put in place sooner.
By the end of year 9, there is no gap between the literacy levels of disadvantaged pupils and their non-disadvantaged peers. Every pupil in the school has a reading age that is within 2 years of their chronological age.	GL assessments demonstrate improved literacy among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. GL assessments indicate that, where pupils arrive with lower-than-expected levels of literacy, significant improvement is made to close this gap during Year 7. NGRT tests show that all pupils have a reading age within 2 years of their chronological age.
Disadvantaged pupils at Neatherd have good attendance.	The attendance of disadvantaged pupils meets the national average for disadvantaged pupils. Any review of pupil premium provision finds that the attendance strategy and the support provided to disadvantaged pupils and their families are exemplary. Behaviour and attendance data shows that, when disadvantaged pupils are in school, they attend all lessons on time. PASS data and surveys indicate that pupils and parents recognise and value good attendance.
Disadvantaged pupils access and engage with a wide range of extra-curricular and enrichment activities tailored to their needs.	Attendance records at school clubs and societies indicate strong levels of engagement from disadvantaged pupils, that are proportionate. Attendance of disadvantaged pupils on educational trips is also high. Any review recognises that extra-curricular provision is shaped around the needs of disadvantaged pupils, with pupils facilitated and encouraged to access the full range of trips, clubs, and societies open to their peers.
Excellent levels of engagement with learning from all pupils, including those who are disadvantaged.	Learning reviews and other observations show sustained and consistent use of Neatherd Nine teaching and learning strategies to engage pupils in their learning. The Trust reviews/lesson observations do not raise any concerns about the engagement of pupil premium pupils in learning. Rewards data shows disadvantaged pupils are engaging with their learning and are being rewarded for that engagement to the same degree as non-disadvantaged pupils.

Parents of disadvantaged pupils are engaging with the school and school events	Data from parents evenings will show an increasing engagement of parents in attending these, along with other parent engagement events.
Option choices and career choices by disadvantaged pupils are appropriate in ensuring success can be had	No disadvantaged pupils will be NEET after Year 11. All disadvantaged pupils will have had a careers/options meeting prior to deciding on option choices for GCSE courses. All disadvantaged pupils will have had a careers meeting prior to applications to college/6th form/apprenticeships. Applications to colleges/sixth form for A-Level courses will be proportionate for disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teaching staff in the form of whole school CPD (school lead), Trust CPD, personal professional development including coaching/mentoring as well as departmental curriculum development meetings.	High quality teaching and learning is proven to be the most effective strategy for improving the attainment of all pupils, and particularly those who are disadvantaged. Education Endowment Foundation | EEF High-quality teaching | EEF Effective Professional Development | EEF	1,5,6,7,8
Continued use and development of a rigorous whole-school reading/literacy strategy. Just Reading approach built into the English curriculum. Replaced with a novel study unit for KS3. Re-introduction of 'Library lessons' to support engagement in reading. Continued use of the Thinking Reading intervention to provide effective, personalised intervention for struggling readers. Whole school CPD focussing on Literacy – including Explicit Vocabulary and Fase reading	Reading and vocabulary acquisition have proven links with academic success. National Literacy Trust| Literacy report 2012 EEF_KS3_KS4_LITERACY_GUIDANCE.pdf Surveys suggest that the amount of time pupils spent reading declined over the periods of school closure and that this decline was most significant among disadvantaged pupils. National Literacy Trust| Literacy report 2021 All lessons will combine reading aloud, teacher lead reading, and high-quality, structured discussion. EEF| Improving Literacy in Secondary Schools Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Evidence of Thinking Reading impact: School Psychology Service Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects Oxford University Press - Word Gap - Oxford Language Report	1,6,7
Continued use of Neatherd Nine in all lessons to support pupil progress, with a particular emphasis on how this supports disadvantaged pupils.	Diagnostic_Assessment_Tool.pdf	1,6,7,8

Use of MathsWatch for all Maths classes, for homework as well as assessment and feedback Use of Seneca to support KS4 homework in English, DT, Science and PE.	Teaching mathematics at key stage 3 - GOV.UK Education Endowment Foundation | EEF Using Digital Technology to Improve Learning | EEF	1,3,6,7,8

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one mentoring meetings with Disadvantaged Year 11 pupils to support with revision materials, equipment and study skills.	Mentoring | EEF Metacognition and self-regulation | EEF (specifically recommendation 6)	5,6,7
One to one intervention using Thinking Reading to target reading gaps and Catch-Up Numeracy to target mathematics gaps. Small group comprehension support for weaker readers Peer group reading activities for weaker readers	Targeting specific needs of low attaining pupils one to one. One to one tuition | EEF Catch Up Numeracy programme Catch Up Numeracy | EEF Thinking Reading Reading comprehension strategies | EEF Teaching mathematics at key stage 3 - GOV.UK	1,6,7
Targeted academic intervention via Yr11 form time.	Extending school time | EEF Increasing learning time within the school day. Programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits.	1,6,7
Targeted small group intervention for underachieving GCSE pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | EEF	1,6,7
Homework club – supported by staff	Extending school time | EEF Increasing learning time within the school day. Programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits.	3,6,7
Small group pre-teaching of MacBeth (or other text) in Year 9 to allow access in Year 10	Small group tuition | EEF	1,6,7
Most able form group – providing access to university lectures and courses.	Aspiration interventions | EEF	4,6,7

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

Budgeted cost: £66,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
The funding of a full-time attendance officer to work alongside the attendance manager in order to facilitate attendance focused mentoring, home visits for vulnerable pupils on day two of absence, and proactive attendance interventions.	Research published by the DFE indicates the higher a pupil's level of absence, the lower their attainment. DFE| Absence and attainment DFE guidance highlights the importance of supportive relationships and early intervention. DFE| Improving school attendance Research on the effectiveness of mentoring EEF guidance on mentoring Working together to improve school attendance - GOV.UK	2,7
Introduction of 'The Bridge' provision. A space for those struggling to access school due to SEMH. This provision is overseen by a trained/in-training counsellor	DFE guidance for counselling in school DFE counselling in schools Research published by the DFE indicates the higher a pupil's level of absence, the lower their attainment. DFE| Absence and attainment DFE guidance highlights the importance of supportive relationships and early intervention. DFE| Improving school attendance Research on the effectiveness of mentoring EEF guidance on mentoring Working together to improve school attendance - GOV.UK	2,5,6,7
Part funding of a full-time in-school mental health practitioner to support the mental health of vulnerable pupils.	DFE guidance for counselling in school DFE counselling in schools	2,5,6,7
Provision of homework support after school for pupils from all year groups but particularly targeted at disadvantaged pupils in years 10 and 11 where homework completion is a concern.	Homework has a positive impact. Disadvantaged pupils may not all have a quiet space in which to complete homework, so it is important that schools offer homework support. EEF| Homework	3,5,6,7
Parental engagement strategy which includes regular parental engagement events as well as parents evenings Funding of a pupil premium key worker to support pupils and families with resources, uniform, trips, accessing parents' evenings etc	Parental engagement has a positive impact. It is important to consider how to engage with all parents to avoid widening attainment gaps. EEF| Parental Engagement	2,5,6,7

Continued monitoring and encouragement of attendance at extra-curricular clubs, trips and societies used to ensure equal access for disadvantaged pupils. Implementation of a Neatherd 'map of opportunity' setting out a universal enrichment entitlement.	Research suggests more able disadvantaged pupils are more likely to achieve 3 A levels if they have enrichment alongside a high-quality education. Sutton Trust| Subject to Background Evidence indicates a link between extra-curricular activity and beyond compulsory education. Social Mobility Commission| An Unequal Playing Field Areas such as participation in the arts and in sports are both found by EEF to have a positive impact. EEF| Arts Participation EEF| Physical Activity	4
Careers and option choice support meetings		5,6,7

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE outcomes for disadvantaged pupils in 2025 show an improvement on 2024 cohort figures (from 36% 4+ En/Ma to 47% 4+ En/Ma). The gap however between PP and Non-PP remains large at 29%. Previously we have achieved 4+ 56% in 2023 and 48% in 2022 for disadvantaged pupils. The gap between our disadvantaged pupils and national data for disadvantaged pupils is a gap of 7.8%, so we are considered close to average with a narrowing gap trend. The overall attainment 8 score for disadvantaged pupils last academic year was 33.8 with national figures at 34.9, so we are considered 'close to National' with a narrowing gap trend. It should be notes that the gap between our disadvantaged pupils gaining 5+ in English and Maths combined has been recorded as having a widening gap trend in comparison to National data, whilst we are still considered 'close to average' in our outcomes.

The implementation of Thinking Reading intervention: 2 pupils accessed it in the year 11 cohort. There was only limited scope for this intervention to support the year 11 cohort. Only the weakest of readers received the intervention, but both did indeed graduate, thus reduced the gap in their reading age to less than 3 years.

Data from CAT and GL tests conducted on entry, indicate disadvantaged pupils arrive at Neatherd on average 6 points below their non-disadvantaged peers. GL Progress Tests for English show that while fewer disadvantaged pupils make expected progress in year 7 (compared with their non-disadvantaged peers), this gap closes, in most cohorts, as pupils move through the school with disadvantaged pupils in some cases matching (class of 26) or overtaking (class of 25) their non-disadvantaged peers in terms of progress by the end of year 9. GL progress tests for Maths show little change in SAS scores for either disadvantaged nor non disadvantaged pupils.

The current year 8 cohort have significantly lower literacy levels than previous cohorts on arrival in year 7. New Group Reading Tests (NGRT) indicated 50 pupils (19 pupil premium) had a reading age that is 3 years or more below their chronological age. Of those, 28 (12 pupil premium) had a reading age 5 years or more below their chronological age. This clearly showed the necessity of a continued commitment to effective literacy intervention in order to close the disadvantage gap. Of this 50, 40 have now completed their Thinking Reading Programme or other supported reading intervention and have graduated which means they now have a reading age within 2 years of their peers, 8 remain receiving Thinking Reading one to one support, 2 are no longer attending the school. The current year 7, only 19 pupils (10 pupil premium) have a reading age that is 3 years or more below their chronological age, none with a reading age below 5. They will receive thinking reading access this school year, if the probe testing suggest it is needed.

Attendance of disadvantaged pupils remained lower than that of non-disadvantaged pupils, with very limited progress made in the attendance strategy due to staff absence

and lack of experience of staff. The attendance of the Year 11 cohort of 24/25 was below that of National figures, with a gap of 5%, but Persistent absence was above with a gap of 6%. The attendance strategy was created, and the local authority have supported in the creation of the strategy. Ofsted, whilst they could see attendance was not where it should be, were happy the actions being taken were appropriate. The strategy is still being implemented this school year.

In reviewing our current pupil premium strategy, we evaluated why an activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. From this we created a Pupil Premium action plan, this requires most members of the Senior Leadership team to be reviewing their work for disadvantaged pupils and its impact every half term.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

Externally provided programmes

The school did not use the pupil premium grant to fund non-DfE programmes in the previous academic year.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We have a dedicated member of staff who contacts every forces family at the start of the year with a letter and survey and holds an informal meeting with each service child half-termly to maintain good communication and ensure we have an understanding of their needs. She also has regular meetings with the Unit Welfare Officer from the barracks. We have set up lunchtime meetings where service children can develop their friendships and have an informal chat with the Support Development Worker from the barracks. We are part of the Armed Forces Covenant. Our dedicated member of staff is also the role of Armed Forces Champion and attends local events to promote our support for Service Pupil Premium. We have enrolled in NEACO, Network for East Anglian Collaborative Outreach, working with the University of East Anglia to engage SPP to consider higher education and university.

Our dedicated member of staff contributes, when necessary, to staff bulletins regarding SPP welfare around deployment of family members and meets with pupils and the barracks welfare officer so that wrap-around support is provided.
The impact of that spending on service pupil premium eligible pupils
Service pupil premium pupils are well-settled in school with good friendships. They feel supported by having a dedicated member of staff they can talk to, particularly if a parent is deployed. Pupils who have family members being deployed appreciate the support offered by a dedicated member of staff, staff are made aware when this happens to allow for support being offered and adjustments made, thus maintain good relationships between staff and pupils. SPP have engaged well with the NEACO events, and are participating again this academic year.

Further information

Our pupil premium strategy will be further supported by activity that is not being funded by pupil premium. In particular:

- High-quality professional development for Heads of Department
- Improvements to quality assurance through subject leader training, termly progress meetings, rigorous internal subject reviews and Trust-led reviews.
- Continued training for all pupil-facing staff in positive behaviour management and evidence-informed approaches to de-escalating behaviour.
- Development of assessment across the school to ensure consistency of approach as well as emphasis on feedback and response.

Our pupil premium strategy is informed by thorough annual review by the Trust colleagues or external auditors, and supplemented by meetings with Pupil Premium Leads across the trust to allow for sharing of best practice. These meetings, alongside reviews, will support our evaluation of progress made and identification of further areas for development.

The 2025 review of pupil premium provision by JMC Educational Ltd identified the need for teachers and to understand how our curriculum and teaching strategies will disproportionately benefit pupil premium pupils. Curriculum review is a key objective in the Improvement Plan with Subject Leader meetings and line management meetings used to ensure disadvantaged pupils are at the heart of curriculum planning. In addition the report stated engaging with parents is key along with the need to be able to track progress being made by PP throughout Key Stage 3. As a result a Pupil Premium action plan was created along with Pupil Premium/Disadvantaged pupils being a development area on the schools Improvement plan. All senior leadership team members have a responsibility to ensure this action plan, and thus the pupil premium strategy is at the forefront of school development.

Enrich Learning Trust

Pupil Premium: our vision and values

The Enrich Learning Trust is committed to raising the achievement of all disadvantaged pupils and to affording them the same opportunities as their peers.

Our staff, governors and trustees have a relentless drive to remove barriers to learning and success, with an ambition of closing all gaps in attainment, attendance and cultural capital. Our work to provide equality of opportunity is at the heart of our core moral purpose as an inclusive and comprehensive family of schools.

Excellence Charter for Pupil Premium

- We have high expectations of all staff and pupils; we will close the attainment gap by applying the latest research so that our pupils achieve better than expected progress during their time in our schools
- Quality First Teaching of a well-sequenced, broad and knowledge-rich curriculum – supported by high quality professional development for all staff – will be the basis of improved performance for all pupils
- Through our curriculum, and where necessary the judicious use of impactful interventions, we will support all pupils to develop high levels of literacy and numeracy
- We will work with our families and communities to understand each child's needs so that we can provide the personalised support necessary for them to be successful learners
- We will provide outstanding pastoral support to ensure that pupils are safe and happy, enjoy coming to school each day, and can be successful learners
- We will build resilience, confidence and articulacy in all pupils
- We will improve pupils' future life chances by providing a thorough careers programme, raising aspirations, and overcoming barriers relating to geographical isolation
- Our long-term strategy for Pupil Premium across our Trust will ensure that our evidence-based, coordinated approach achieves value for money for the public purse and excellent outcomes for disadvantaged pupils