Pupil premium strategy statement
King Edward VI Lordswood School for Girls

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	756
Proportion (%) of pupil premium eligible pupils	30.2%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023-26
Date this statement was published	First published Autumn 2025. Updated Dec. 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Kerry Cooney
Pupil premium lead	Nick Goetschel (Jennifer Hughes)
Governor / Trustee lead	Samantha Calder-Terry

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£251,763
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£251,763
Three core areas of spending	
To support quality first teaching (50% recommended)	£120,318
Targeted academic support (25% recommended)	£76,964

To support wider school approaches (25% recommended)	£54,456

Part A: Pupil premium strategy plan

Statement of intent

King Edward VI Lordswood School for Girls is a caring community, which inspires our students to become respectful, resilient young people who are ready for life beyond school. In order to fulfil these values and ensure that all pupils make strong progress, regardless of their backgrounds or the challenges they face, we work to ensure that all students are supported in overcoming barriers that may limit their learning and hinder their school experience. Not all pupil premium students require the same interventions and therefore, our strategy encompasses a wide range of activities that will cater for the needs of all our disadvantaged students.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined below are also intended to support their needs, regardless of whether they are pupil premium or not.

While we will continue to strive to make Birmingham the best place to be educated in the UK it is important to note the level of deprivation prevalent in the community right now.

*"Birmingham experiences elevated levels of deprivation, with **43%** of the population living in the **10% most deprived localities** in England, and **51%** of children (under 16) living in the 10% most deprived areas. Using the rank of average scores measure, Birmingham is ranked the **7th** most deprived local authority in England. The city is also the most deprived authority in the West Midlands Metropolitan area and is ranked the **third** most deprived English core city."*
https://www.cqc.org.uk/care-services/local-authority-assessment-reports/birmingham-cc

We used the EEF's implementation guidance to develop our strategy. We will continually refer to this guidance when planning, implementing and evaluating our activities.

Since moving to a 3-year plan, we have put a self-evaluation framework in place at the end of each term to ensure that activities are constantly evaluated to justify if funding is best being spent on the strategies outlined. We will continue to adopt a flexible approach to the needs of our pupil premium students and will regularly assess the effectiveness of the strategy, remaining open to changing and amending activities based on robust diagnostic assessment and barriers that may become apparent during the next academic year.

Challenges

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

Challenge number	Details of challenge

1	**Literacy** Assessments, observations and discussions with KS3 students indicate that pupil premium pupils on average have lower levels of reading comprehension than their peers. On entry to year 7, assessments show that fewer students have reading ages in line or above their actual age. For instance, in 2024-2025, our initial reading assessments indicated a 2-month gap between the average reading age of PP students and the average for their non-PP peers. This gap widens as students progress through KS3 and KS4. Since GCSE and other qualifications require high levels of reading comprehension it is important that we look to close the reading gap to ensure equitability.
2	**Attendance** Our attendance data from the last academic year indicates that there is a small difference in the average attendance of pupil premium (3.42%) and non-pupil premium students and our attendance is above national average. However, we know that attendance affects the progress of pupil premium students more than their peers and continue to work with a small cohort of pupil premium students whose attendance is below average. In particular, we closely monitor the attendance of students in receipt of a bus pass funded by the school's pupil premium budget, in order to justify this spending as an effective measure.
3	**Accessibility** We have seen a steep rise in requests from students and their families for financial support over the past year (for example, with bus passes, trips, food technology ingredients and uniforms). We predict this trend to continue as the 'cost of living crisis' continues to impact our most disadvantaged families. As such, the pupil premium budget will require even more careful management in the next few years in order to ensure that spending is prioritised and allocated to students most in need, as well as its effectiveness being measured.
4	**Mental health, wellbeing and behaviour** Observations and discussions with pupils during review/mentor meetings and conversations with parents have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects although we continue to see an increase in panic attacks and 'friendship issues'. Teacher referrals for support to CASS, FTB and Place2Be remain higher than pre-pandemic and pupil premium students continue to make up a disproportionate number of them. The impact on

	disadvantaged pupils has been particularly acute as they continue to make up a disproportionate number of suspensions. Our family support worker supports a higher proportion of students who are pupil premium and life events can cause a disruption to learning and higher levels of absence from the classroom.
5	**Parental engagement** It can be difficult for all parents to engage with parents' evenings and curriculum evenings due to the timing of the events. Unfortunately, we have noticed that parental absence is disproportionally higher for PP students.
6	**Cultural capital** Data from summer examinations, observations and discussions with staff and students, show that pupil premium students make less than expected progress more often in subjects where a lot of 'assumed knowledge' is present. For example, in subjects such as Citizenship, Business and History. Linked to this, they have less clarity around career goals and how to achieve them compared to their non-pupil premium peers. It is not that they are less ambitious, but their knowledge of what resources and opportunities are available are limited due to lack of exposure.
7	**Aspirations** Given the gap in GCSE attainment data in 2024-2025, the number and quality of courses, colleges and Sixth Forms open and available as options to PP Year 11 leavers are significantly fewer than for higher-attaining non-PP students. This, subsequently, impacts A-level and other post-16 course outcomes and the likely routes – universities, careers, etc. – available upon completion of college/Sixth Form.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (i.e. 2026) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To close the attainment gap between pupil premium and non-pupil premium students across the curriculum at the end of KS4	• To maintain the above national attainment and progress of pupil premium students • The gap in progress and attainment between pupil premium and non-pupil premium students to close year on year

	• Progress and attainment to increase each year for pupil premium students
To achieve and sustain improved attendance for all students, particularly our pupil premium students	Sustained high attendance demonstrated by: • Reducing the overall unauthorised absence rate for all pupils and a reduced gap between pupil premium attendance and their peers. • Attendance of all pupils is above the national average
To increase parent engagement of pupil premium students	• Through continued monitoring increase the percentage of parents attending parents' evenings, curriculum evenings and coffee mornings • To provide in school IT support for parents so all parents have the means to make and attend parents evening appointments • Increase the number of phone calls home made by teaching staff to support or celebrate students in the classroom
To enable reading ages of pupil premium students to increase at an improved rate compared to non-pupil premium students	• Through continued monitoring of reading results, see that the gap between pupil premium students and non-pupil premium students closes year on year • PP students accessing Library support regularly, and attendance by PP students is above that proportionally of their non-PP counterparts • GL reading data is collected 3 times per year for underperformers to measure impact of intervention strategies
To achieve and sustain improved wellbeing for all students, including those who are pupil premium	• Participation in enrichment and intervention activities for pupil premium students, including trips, clubs and student council is at least as high proportionally as non- pupil premium students • Improved tracking of clubs, trips and enrichment data to identify potential barriers for pupil premium students • Through continued monitoring identify students as early as possible who need support from the behaviour mentor and therefore see a reduction in exclusions and referrals (to FTB and Place2Be) post mentoring for pupil premium students • Increased number of pupil premium students receiving rewards and positive phone calls home
Pupils at Lordswood, including those who are pupil premium, have the opportunity to experience a	• EBacc entry to match or exceed national averages • Use of subject reviews and increased QA to assess the quality of education and monitor Quality-First Teaching (QFT) principles

broad, rich and challenging curriculum	• A list of non-negotiables that should be seen in every lesson e.g. no hands up questioning, seating plans (with rationale), frequency of whole class feedback sheets, time spent on independent activities

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year (2025-2026) to address and, as effectively as possible, tackle the challenges listed above.

1. Teaching (e.g. CPD, recruitment, retention)

Budgeted cost: £120,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching quality: • Embed quality first teaching principles across the school through an effective quality assurance system • Personalised professional development for all staff, early career teachers follow a bespoke programme • Personalised CPD programme based on staff surveys, results of QA and needs identified by middle and senior leadership	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://educationendowmentfoundation.org.uk/using-pupil-premium (UPDATED EEF GUIDANCE, 2025) https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1758866127 https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/Planning-professional-development.pdf?v=1641893326 *Addressing Educational Disadvantage* - Marc Rowland	1, 2, 5, 6, 7
Improving literacy in all subject areas: • To contribute to the accelerated reader programme	The EEF highlights that approaches supporting reading comprehension can (on average) deliver an additional 6 months progress. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effecti	1

- Contribute towards the cost of GL reading assessments - Contribute towards the cost of running the library - Contribute towards LEXIA - Contribute towards the cost of the second in department for English with responsibility to oversee literacy across the school	veness-trial?utm_source=/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial&utm_medium=search&utm_campaign=site_search&search_term=reading https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	
Curriculum and cultural capital - Develop curriculum planning, implementation and materials to ensure all students receive high content and practice. Including teaching and assessing academic vocabulary identified - Contribute towards the cost of Subject Association Memberships	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092 *Addressing Educational Disadvantage* - Marc Rowland, 2021	1, 6, 7
Staff recruitment and retention: - Contribute towards the cost of advertising jobs	The NFER highlight the importance of stability in the school environment for PP students. https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	1, 2, 4
To contribute to costs of staff CPD on a range of safeguarding and student wellbeing issues run by TES and Educare, as well as Steplab for coaching to enhance Quality-First Teaching	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills at all ages than their more privileged peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked to poorer mental health and lower academic attainment:	1, 4

| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | |

2. Targeted academic support (e.g. tutoring, one-to-one support, structured intervention)

Budgeted cost: £76,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and 1:1 support: • Staff directed time to be used for subject specific interventions • Contributing towards the cost of academic mentoring. (Releasing members of staff during registration time) • Academic mentoring is offered to students who are underperforming in multiple subjects • Contribute to the cost of 1-1 interventions for students who, for any reason, cannot access school	Guidance from the EEF states that employing a range of strategies to help support students in feeling secure and happy at school leads to better academic attainment. Therefore, ensuring our pupil premium students have the opportunity to set goals and revisit progress on a regular basis is a key strategy the school wishes to maintain: Learning behaviours | EEF (educationendowmentfoundation.org.uk) Mentoring | EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 7
To contribute towards the salary of key staff: • Achievement coordinators • Raising Achievement Coordinator • Attendance officer • Contribute to the cost of Class Charts and Weduc to communicate with parents • Contribute towards directed time for staff to regularly make phone calls home (new)	Guidance from the EEF states that employing a range of strategies to help support students in feeling secure and happy at school leads to better academic attainment. EEF research states that when there are personalised messages sent to parents and there is a direct point of contact in school (normally a non-teacher is best as they are available throughout the school day) it can promote positive parental interactions. Having a team of staff also ensures that behavioural policies are implemented and pupils are supported.	1-7

● Education Welfare Officer visits	*Addressing Educational Disadvantage* - Marc Rowland, 2021 *A Manifesto for Excellence in Schools* – Rob Carpenter, 2018 Parental engagement | EEF (educationendowmentfoundation.org.uk) Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Mentoring | EEF (educationendowmentfoundation.org.uk)	
● Wide range of clubs, interventions and quiet study space sessions are offered (for example, homework club, Lexia)	Some pupils may not have a quiet space for home learning and so it is important for us to consider how home learning can be supported, for example by providing intervention sessions and homework clubs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learningtoolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework	2, 4, 5
To provide structured revision guidance/intervention: ● Contribute towards cost of online platforms (GCSE Pod, MathsWatch, etc.)	Studies involving digital technology typically have a greater impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework	1, 4, 6

3. Wider strategies (e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £54,456

Activity	Evidence that supports this approach	Challenge number(s) addressed

Promote good mental health and well-being: • Contribution towards Place2Be • Ready, Resilient and Respectful core values delivered through tutor time • Changes to the PSHE Curriculum - additional PSHCE during tutor time to improve wellbeing education (PSHCE)	EEF evidence states that when students feel supported in their mental health and wellbeing, outcomes are improved. [Prioritise social and emotional learning to avoid "missed…	EEF (educationendowmentfoundation.org.uk)](#)	2, 4
Subsidies are available for extra-curricular and off-site visits: • Contribute towards the running cost of the forward thinking programme overseen by the University of Birmingham. • Contribute towards the cost of Breakfast club • Contribute towards the cost of trips and music lessons • Contribute towards the cost of KS3 after school social events	The EEF have researched and concluded that enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education: [Life skills and enrichment	EEF (educationendowmentfoundation.org.uk)](#)	2, 3, 4, 5
Contribution to ongoing Weduc and class charts costs. These channels of communication are used to improve parental engagement.	User friendly, inclusive and clear channels of communication are the most successful ways to improve parental engagement. There is strong evidence to suggest that if parents are regularly updated about their child's school experience, they are more likely to engage in a dialogue with school and their child about the importance of education. These ideas are drawn from ideas found in this report: [Working with Parents to Support Children's Learning	EEF (educationendowmentfoundation.org.uk)](#)	2, 4, 5

Subsidies are available for uniform, travel and a range of other material needs: ● Forward Thinking Programme ● Bus Passes ● Uniform Vouchers ● Sports and/or other specialist equipment ● Locker rental	The DFE states that assistance with travel to school can be a simple yet effective way of supporting students whose parents cannot afford to fund travel: Pupil premium: overview - GOV.UK (www.gov.uk) Aspiration interventions	EEF (educationendowmentfoundation.org.uk)	2, 3
Contingency funding for issues that may arise during the year	Based on our experiences and those of similar schools to ours, we have identified the need to set a small amount of funding aside to enable us to implement activities that have not been identified. This is supported by the DFE who suggest this is good practice: Pupil premium: overview - GOV.UK (www.gov.uk)	1-7

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have, as ever, analysed the performance of our school's disadvantaged pupils during the 2024-25 academic year using Key Stage 4 performance data as well as our own internal assessments. See below for specific attainment data.

For 2025, the average points score (APS) at GCSE for our pupil premium students was **4.32** (SISRA), compared with **5.98** for non-disadvantaged students. Whilst there was no official Progress 8 data, the estimated Progress 8 score (SISRA) for PP students – 0.19 – was notably lower than that of non-PP students (0.70). However, relative to the estimated national picture (via FFT), pupil premium students at Lordswood still performed better than was typical, with the overall, national estimated progress figure for PP students at -0.57. Indeed, the Attainment 8 figure for pupil premium students at our school – **44.30** – was significantly higher than the national estimate for PP students (34), although, again, notably lower than the Attainment 8 figure for non-disadvantaged students at our school (**56.20 vs. 44.30**). Whilst the gap between pupil premium and non-pupil premium students remains, we are proud of the fact that, in comparison to other schools, our pupil premium students continue to achieve higher than national attainment levels.

Reading assessment data (via our GL assessments) indicates that literacy among pupil premium students remains a priority: whilst students continue to make progress in terms of their reading age relative to their biological age, there remains a gap – on average, of 2 months – between the average reading age of pupil premium students in Years 7, 8 and 9 relative to their non-disadvantaged peers.

Our internal rewards and sanctions system demonstrate that, whilst classroom pupil behaviour was an area of strength, pupil premium students continue to make up a disproportionate number of the students receiving negative behaviour alerts. In addition, a disproportionate number of pupil premium students spent time in Reset last year relative to their non-pupil premium peers. In 2025-2026, form tutors and the pastoral team will play an important role in the monitoring of pupil premium students, rewarding positive behaviour and noticing patterns in negative behaviour in order to pre-empt and address any possible rise in alerts on ClassCharts.

Pleasingly, a high number of our pupil premium students continue to get involved in a range of extra-curricular activities and opportunities for enrichment across the school, including the school production, the student magazine (LOUDSPEAKER) and various other lunchtime and after-school clubs. Whilst the number of pupil premium students enjoying and taking advantage of such enrichment is high, it is still lower, proportionally, than the involvement levels of non-pupil premium students. As teachers, we must encourage our pupil premium students to seek out extra-curricular involvement, as such encouragement may not come from parents/carers.

Parental engagement, as the supporting data below will highlight, among pupil premium students continues to be a concern and remains a priority for the 2025-2026 academic year. In the section below, we have reviewed our strategy and analysed the data supporting each of our priorities and challenges, in order to inform our strategy moving forward and assess how best to use our budget in this academic year.

Supporting data

Intended outcome	Review
To close the attainment gap between pupil premium and non-pupil premium students across the curriculum at the end of KS4	• To maintain the above national attainment and progress of pupil premium students • The gap in progress and attainment between pupil premium and non-pupil premium students to close year on year • Progress and attainment to increase each year for pupil premium students **Summary 2025 GCSE exam data (via SISRA):** **National picture: progress data not yet calculated for Summer 2025, but 2023-2024 – PP: -0.57; non-PP: 0.16.** Whilst the gap, in terms of both attainment and progress, has widened compared to 2024, the school continues to perform exceptionally well placed in a national context. The data above is taken from SISRA, and will be updated later in the Autumn Term when government data is published. It is important to note that whilst our PP data has dipped, this is part of a bigger national picture, with PP attainment and progress falling nationally, possibly due to the COVID disruption faced by many students during KS3 learning.

Summer 2025 GCSE exam data (via SISRA):

	APS (Attainment)	SPI (Progress)
PP students	4.36	0.07
Non-PP students	5.98	0.77
Gap?	-1.62	-0.70

Summer 2024 GCSE exam data (via SISRA):

	APS (Attainment)	SPI (Progress)
PP students	4.32	0.39
Non-PP students	5.50	0.65
Gap?	-1.18	-0.26

Headline measure	Group	2024 national average (~2025 national FFT)	2025 (Sisra)	2024	2023*	2022**
Progress 8	All	-0.03	0.70↑	0.78	0.94	0.7
	PP	-0.57	0.19↑	0.59	0.78	0.32
	SEN	N/A	-0.17	0.50	NA	-0.13
Attainment 8	All	47	56.20↑	53.64	55.81	56.25
	PP	34	44.30↑	45.89	51.13	48.29
	SEN	Not released	40.97	41.47	45.15	38.38

	To achieve and sustain improved attendance for all students, particularly our pupil premium students

Sustained high attendance demonstrated by:
- A reduced gap between pupil premium attendance and their peers.

	FSM %	Non-FSM %	GAP	PP	Non-PP %	GAP
Year 7	93.78	94.48	-0.7	93.49	94.58	-1.09
Year 8	92.31	94.51	-2.2	92.72	94.32	-1.6
Year 9	92.39	92.73	-0.34	90.46	93.50	-3.04
Year 10	86.44	93.88	-7.44	87.11	93.12	-6.01
Year 11	81.36	84.61	-3.25	81.41	84.72	-3.31
Year 12	89.85	92.49	-2.64	90.01	92.25	-2.24
Year 13	85.84	87.79	-1.95	84.21	88.97	-4.76
TOTAL	89.30	92.10	-2.80	88.88	92.30	-3.42

The Lordswood attendance data remains above the national average, both in terms of disadvantaged and non-disadvantaged students (need to share updated FFT data here). For context, 2024-2025 national average attendance for PP students = 85.4%, versus 88.88% for PP students at LSG.

There are several PP students in each year group for whom the school used PP funding to provide bus passes. Below are their attendance figures from last year:

Student A (Y9)	93.40%
Student B (Y9)	97.36%
Student C (Y9)	90.88%
Student D (Y9)	93.07%
Student E (Y8)	89.11%
Student F (Y8)	60.98%
Student G (Y7)	93.11%
Student H (Y11)	95.08%
Student I (Y11)	98.36%
Student J (Y11)	95.74%
Student K (Y11)	90.49%
Student L (Y11)	66.56%
Student M (Y11)	74.43%
Student N (Y10)	88.78%
Student O (Y10)	83.83%
Student P (Y10)	97.69%
Student Q (Y10)	96.04%
Student R (Y10)	87.46%
Student S (Y10)	90.76%
Student T (Y10)	95.38%

	The average attendance of these students (88.93%) is actually HIGHER than the overall average for PP students in 2024-2025, suggesting the impact of the bus passes offered on the attendance of these disadvantaged students. In addition, if removing **Student F** and **Student L** from the data (other factors affecting their attendance such as behaviour, managed move, wellbeing, historical poor attendance, etc.) then the average attendance for PP students for whom our school provided a bus pass rises dramatically to 91.72%, which is considerably higher than the national and school averages for PP students.
To increase parent engagement of pupil premium students	● Through continued monitoring increase the percentage of parents attending parents' evenings, curriculum evenings and coffee mornings

Intervention Name	Date	Total attended	PP attended	Non-PP attended	PP% of year group	% of attended who were PP
Year 7 Curriculum Evening	9th Oct. 24	49	5	44	28%	10%
Year 7 Settling In Evening	23rd Oct. 24	67	11	56	28%	16%
Year 11 Curriculum Evening	23rd Oct. 24	20	0	20	34%	0%
Year 8 Curriculum Evening	6th Nov. 24	44	10	34	30%	23%
Year 11 Parents Evening	15th Jan. 25	82	0	82	34%	0%
Year 9 Options/Curriculum Eve.	29th Jan. 25	130	29	101	28%	22%
Year 9 Parents Evening	5th Feb. 25	83	11	72	28%	13%
Year 8 Parents Evening	26th Mar. 25	93	20	73	30%	22%
Year 10 Curriculum Evening.	9th Apr. 25	47	8	39	32%	17%
Year 10 Parents Evening	14th May 25	68	16	52	32%	24%
Year 7 Parents Evening	2nd Jul. 25	93	20	73	28%	22%

As the data shows, in all instances, we can see the difficulty outlined in Challenge Number 5 (Parental Engagement) – the table above shows, in the final two columns, a) the PERCENTAGE of students in each year group who are PP, and b) the PERCENTAGE of parents attending each event who are parents of PP students.

As evidenced by the figures, the proportion of parents of disadvantaged students attending parents'/curriculum evenings was IN ALL CASES lower than the proportion of PP students in that particular year group, proving that parents of non-disadvantaged students are much more likely to attend important events. This emphasises the ongoing need to monitor parental engagement for PP students.

The CLOSEST we saw to the real percentage of PP students being represented proportionally at any parents'/curriculum evening was the Year 9 Curriculum/Options Evening (Jan. 2025). 28% of students in Y9 were PP, and 22% of parents attending the event were parents of PP students.

To enable reading ages of pupil premium students to increase at an improved rate compared to non-pupil premium students	- Through continued monitoring of reading results, see that the gap between pupil premium students and non-pupil premium students closes year on year - PP students accessing Library support regularly, and attendance by PP students is above that proportionally of their non-PP counterparts - GL reading data is collected twice per year for underperformers to measure impact of intervention strategies Year 7 GL Average Reading Ages – PP: 13y5m; non-PP: 13y7m Year 8 GL Average Reading Ages – PP: 13y8m; non-PP: 13y11m Year 9 GL Average Reading Ages – PP: 13y10m; non-PP: 14y2m Despite the initial plan being for students to be assessed 3 times throughout the academic year, this was revised to twice, so as to allow for the priority to be intervention rather than additional testing. The PP vs. non-PP gap across all KS3 year groups is not vast, but nevertheless evident – 2 months in Year 7, 3 months in Year 8 and 4 months in Year 9. Each of these figures suggests a widening gap, thus something that needs to be addressed throughout Years 10 and 11. GCSE teachers will therefore need to adapt teaching (glossary, pre-teaching vocabulary, etc.) in order to address this deficit.
To achieve and sustain improved wellbeing for all students, including those who are pupil premium	- Participation in enrichment and intervention activities for pupil premium students, including trips, clubs and student council is at least as high proportionally as non-pupil premium students. - Improved tracking of clubs, trips and enrichment data to identify potential barriers for pupil premium students. - Through continued monitoring identify students as early as possible who need support from the behaviour mentor and therefore see a reduction in exclusions/referrals (to FTB and Place2Be) post mentoring for pupil premium students. - Increased number of pupil premium students receiving rewards and positive phone calls home. Pastoral staff working closely with identified PP students:

MMc (5 of 9 students = PP)	AUf (5 of 6 students = PP)
● Student 1 (y10) - PP	● Student 10 (y7) - PP
● Student 2 (y10)	● Student 11 (y8) - PP
● Student 3 (y9) - PP	● Student 12 (y10) - PP
● Student 4 (y7) - PP	● Student 13 (y10) - PP
● Student 5 (y8) - PP	● Student 14 (y8)
● Student 6 (y8)	● Student 15 (y7) – PP
● Student 7 (y7)	
● Student 8 (y8)	
● Student 9 (y8) - PP	

LBe (4 of 7 students = PP)
- Student 16 (y9)
- Student 17 (y10) - PP
- Student 18 (y10) - PP
- Student 19 (y9) - PP
- Student 20 (y10) - PP
- Student 21 (y10)
- Student 22 (y7)

As the information above demonstrates, of the 22 students being mentored closely and supported by our specialist pastoral team, 14 of them are disadvantaged students. In other words, **64%** of the students receiving specialist pastoral support from MMc, AUf and LBe are <u>pupil premium</u> students.

ClassCharts reward data 2024-2025	
Non-PP student POSITIVE points	94,207
PP student POSITIVE points	32,810
Non-PP student NEGATIVE points	5119
PP student NEGATIVE points	3007

Proportion of PP reward/behaviour data 2024-2025	
Total POSITIVE points awarded	127,017
% of total POSITIVES to PP	25.8%
Total NEGATIVE points awarded	8126
% of total NEGATIVES to PP	37%

Despite the fact that 30.2% of the school's students are identified as being eligible for pupil premium, **just 25.8% of positive points** on ClassCharts were awarded to PP students.

Conversely, **37% of all behaviour alerts/negative points** were assigned to PP students, despite PP students only making up 30.2% of the total number of students. Again, this relates to Challenge Number 4 (mental health, wellbeing and behaviour),

as pupil premium students continue to make up a disproportionate number of alerts and detentions.

Reset data

Similarly, data from the pastoral team supports this idea. Of the 38 students in Reset during the 2025 Summer Term, 13 were pupil premium. 6 of these 38 students were pupil premium AND diagnosed as having Special Educational Needs, meaning that 19 of the 38 students (i.e. 50%) in Reset during the Summer Term were pupil premium students.

Extra-curricular involvement

- In the Drama department's magnificent production of 'Matilda' in Summer 2025, of the cast of 87 students (Years 7 to 11), **19 were pupil premium students** – this amounts to **22%** of the total number of cast members

- Of the 8 lower-school (Y7-11) students who regularly contributed articles to the school's LOUDSPEAKER magazine, **2 were pupil premium students (25%)**

- Debate Club 2024-2025: 5 out of 25 students = Pupil Premium (20%)

Extracurricular Clubs attendance

% Attendance	Autumn term* %	Spring term* %	Summer term * %	% attending at least once during year 2024-25**
All students	57.6	39.6	26.5	74.0
PP students	56.8	39.4	24.5	-
SEND students	52.9	40.3	35.2	-

Encouragingly, the percentage of disadvantaged students attending extra-curricular clubs in 2024-2025 was similar/ comparable to overall percentage of students seeking such involvement: **Autumn – 57.6% vs. 56.8% (0.8 gap), Spring – 39.6% vs. 39.4 (0.2 gap)**

Moving forward, a whole-school target must be that form tutors encourage – signpost/steer – the pupil premium students in their form groups towards extra-curricular/enrichment groups. As per the 2019 government report into extra-curricular involvement ('Unequal Playing Field'), the benefits to disadvantaged students of involvement in wider aspects of school life are almost immeasurable.
https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf

Trip attendance

In addition to trips and opportunities provided by programmes like the Forward Thinking programme (University of Birmingham) and Pioneer Centre trip (funded by the Rotary Club) – exclusive to pupil premium students – the following data highlights the percentage of PP and SEND students on trips open to ALL students each term:

Trip attendance data (proportional representation)

%	In School Cohort	Autumn 24	Spring 25	Summer 25
PP	30	36 ↑	29 ↓	27 ↓
SEND	10	10 ↑	12 ↑	15 ↑

It is pleasing that the percentage in the Autumn Term exceeds the overall school proportion; Spring/Summer Terms, lower proportion – this may be due to the fact that, with such trips occurring later in the year, funding options may already have been depleted.