

Pupil premium strategy statement – Newent Community School and Sixth Form Centre

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	991
Proportion (%) of pupil premium eligible pupils	24%
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)	Jan 2025 to Jan 2028 Jan 2026 Update
Date this statement was published	Jan 2026
Date on which it will be reviewed	Dec 2026
Statement authorised by	B. Dumayne
Pupil premium lead	K. Gordelier
Governor / Trustee lead	G. Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,355
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£258,355

Part A: Pupil premium strategy plan

Statement of intent

Newent Community School and Sixth Form Centre's intention is that all students, irrespective of their background or the challenges they face, make good progress, achieve high attainment across a broad and balanced curriculum, and are equipped with the skills, knowledge, and aspiration to make a success of their adult lives.

Our approach is guided by our HEART values: **Honesty, Excellence, Accountability, Respect, and Teamwork**. These principles underpin everything we do, ensuring that our actions are transparent, our standards are high, and our community works collaboratively to support every learner.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve this goal. We will consider the challenges faced by vulnerable students, such as those who have high levels of ACEs, a social worker, and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they have a pupil premium indicator.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We also recognise that the wellbeing of our students is fundamental to their ability to learn, progress and flourish. Many of the strategies within our Pupil Premium plan are rooted in supporting the mental, emotional and physical health of our disadvantaged learners, acknowledging that unmet wellbeing needs can present significant barriers to engagement and achievement. By prioritising safe relationships, early pastoral intervention, access to specialist support, opportunities for belonging, and a culture in which every student feels known and valued, we aim to build the resilience, stability and confidence that enable our PP students not only to participate fully in school life but to thrive within it.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective, we will adopt a whole-school approach in which all staff take

responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

We will ensure that disadvantaged students:

- **Attainment and progress** are carefully tracked and interventions are targeted to improve outcomes, particularly in English and mathematics.
- **Attendance** is carefully monitored, and interventions are targeted to improve attendance.
- **Reading below age-related expectations (ARE)** is identified and supported to reach ARE.
- **Behaviour concerns** that negatively impact learning are addressed through interventions that promote positive behaviours.
- Are encouraged and supported to be involved in the **extra/co-curricular life of the school**.
- Are provided with the **experience, support, and guidance** that lead to high aspiration and enable them to access successful future destinations.

Through **Honesty**, we communicate openly about challenges and progress. By striving for **Excellence**, we set ambitious goals for every student. With **Accountability**, we take ownership of outcomes and actions. We show **Respect** for every individual's circumstances and potential, and through **Teamwork**, we work together, staff, students, and families, to ensure success for all.

Challenges

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

Challenge number	Detail of challenge
1 Attainment and progress	<p>Our progress and attainment data indicates that our disadvantaged students are not in line with their non-disadvantaged peers or with the national average for disadvantaged students. The difference between our non-disadvantaged and disadvantaged students is referred to as the disadvantaged gap:</p> <p>Our progress 8 data over the last 3 years indicates that our disadvantaged gap has been between -0.49 and -0.25</p>

Our attainment 8 data over the last 3 years indicates that gap has been between -12 and -7.92

	2021/22	2022/23	2023/24
Progress 8 gap	-0.44	-0.49	-0.25
Attainment 8 gap	-12	-11.2	-7.92

2025 Update:

	2021/22	2022/23	2023/24	2024/25
Progress 8 gap	-0.44	-0.49	-0.25	n/a
Attainment 8 gap	-12	-11.2	-7.92	-3

2
Attendance

Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 7.5 and 8.3% lower than for non-disadvantaged students.

The attendance for our disadvantaged students has been between 1.9% and 2.3% below the national figure. The attendance of our disadvantaged students has been 0.3% higher than the South West figure.

	2021/22	2022/23	2023/24
Attendance Whole School (%)	89.1	90	89
Attendance Non-PP (%)	90.4	91.6	90.6
Attendance PP (%)	82.9	83.3	83.1
Attendance gap between disadvantaged and non-disadvantaged (%)	-7.5	-8.3	-7.5
Attendance gap between NCS disadvantaged and National disadvantaged (%)	-2.0	-1.9	-2.3
Attendance gap between NCS disadvantaged and regional disadvantaged (%)	na	0.3	0.3

	2025 Update:																																			
	<table border="1"> <thead> <tr> <th></th> <th>2021/22</th> <th>2022/23</th> <th>2023/24</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td>Attendance Whole School (%)</td> <td>89.1</td> <td>90</td> <td>89</td> <td>90.1</td> </tr> <tr> <td>Attendance Non-PP (%)</td> <td>90.4</td> <td>91.6</td> <td>90.6</td> <td>92</td> </tr> <tr> <td>Attendance PP (%)</td> <td>82.9</td> <td>83.3</td> <td>83.1</td> <td>83.6</td> </tr> <tr> <td>Attendance gap between disadvantaged and non-disadvantaged (%)</td> <td>-7.5</td> <td>-8.3</td> <td>-7.5</td> <td>-8.4</td> </tr> <tr> <td>Attendance gap between NCS disadvantaged and National disadvantaged (%)</td> <td>-2.0</td> <td>-1.9</td> <td>-2.3</td> <td>-2.7</td> </tr> <tr> <td>Attendance gap between NCS disadvantaged and regional disadvantaged (%)</td> <td>na</td> <td>0.3</td> <td>0.3</td> <td>0</td> </tr> </tbody> </table>		2021/22	2022/23	2023/24	2024/25	Attendance Whole School (%)	89.1	90	89	90.1	Attendance Non-PP (%)	90.4	91.6	90.6	92	Attendance PP (%)	82.9	83.3	83.1	83.6	Attendance gap between disadvantaged and non-disadvantaged (%)	-7.5	-8.3	-7.5	-8.4	Attendance gap between NCS disadvantaged and National disadvantaged (%)	-2.0	-1.9	-2.3	-2.7	Attendance gap between NCS disadvantaged and regional disadvantaged (%)	na	0.3	0.3	0
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3 Reading comprehension	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 44 -53% of our disadvantaged students arrive below age-related expectations compared to 25-31% of their peers. This gap persists during students' time at our school and has the potential to widen without literacy intervention.</p>																																			

	2023-2024*	2024-2025*
Total below Chronological Reading Ages	85/227 (37%)	63/210 (30%)
Disadvantaged below Chronological Reading Ages	35/66 (53%)	25/57 (44%)
Non-disadvantaged below Chronological Reading Ages	50/161 (31%)	38/153 (25%)
Below Chronological Reading Age Gap	22%	19%

*Current data has only focused on Y7 Reading Ages. Moving forward, these year groups will be tracked as they progress through the school.

2025 Update:

	Autumn 25-26	Spring 25-26	Summer 25-26
Whole cohort (Y7-10) Below Chronological Reading Age %	38.74% (17.75% cat 2 20.99% cat 3)		
Whole cohort excl PP (Y7-10) Below Chronological Reading Age %	35.43% (17.53% cat 2 17.9% cat 3)		
PP (Y7-10) Reading Age Below Chronological %	49.4% (18.45% cat 2 30.95% cat 3)		
Reading Age Gap %	-13.97%		
Whole cohort excl PP (Y7-10) Mean SAS Score	103.7		
PP (Y7-10) Mean SAS Score	98.5		
Mean SAS Gap	-5.2		

4
Positive behaviours

The overall current PP percentage whole school is 23% of students. The percentage of students being sent to Reflection currently has been between 25% and 11% higher than this figure.

PP students continue to receive fewer House Points than their non-PP peers, however, this is a declining trend and the gap is closing.

Over the past 3 years disadvantaged students have achieved between 12-18% fewer House points than non-disadvantaged students.

The numbers in the table are the percentage of Reflection days issued to PP students.

During the last 3 years PP students have been disproportionately represented in our suspension data. For the past two academic years, 79% of all suspensions have been for PP students.

		2021/22	2022/23	2023/24	
	House point gap (%)	17.6	15.8	12.3	
	Reflection rate (%)	N/A	48	34	
	Suspension rate (%)	41	79	70	
	2025 Update:				
		2021/22	2022/23	2023/24	2024/25
	Reflection rate (%)	N/A	48	34	27
	Suspension rate (%)	41	79	70	47
5 Extra/Co-curricular participation	Over the past 3 years our internal audits suggest that disadvantaged students have been involved in between 4-14% less extra/co-curricular activities than all students.				
	Extra/Co-curricular activity engagement (%)	2021/22	2022/23	2023/24	
	Gap	-4	-14	-9	
	2025 Update:				
	Extra/Co-curricular activity engagement (%)	2021/22	2022/23	2023/24	2024/25
	Gap	-4	-14	-9	-9
6 Destinations & Aspiration	Over the past 3 years the percentage of students not in education or training is listed below				
		2021/22	2022/23	2023/24	
	Students not remaining in education or training (%)	2.78	3.87	7.86	
	2025 Update:				
		2021/22	2022/23	2023/24	2024/25
	Students not remaining in education or training (%)	2.78	3.87	7.86	6.63

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>Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in English and Maths.</p>	<p>KS4 performance measures in 2026/27 demonstrate that Attainment 8 gap reduces to be in line with national data.</p> <p>The Attainment 8 mathematics gap reduces to at least in line with national data.</p> <p>The Attainment 8 English Literature gap reduces to at least in line with national data.</p> <p>The Attainment 8 English Language gap reduces to at least in line with national data.</p> <p>By 2028 we aim for KS4 performance measures to be above national levels.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all students being in line with national and regional data • the overall absence rate for disadvantage students being in line with national and better than regional data <p>By 2028 we aim for disadvantaged student's attendance to be in line with their peers.</p>
<p>Closing the reading age gap in all students, particularly those from disadvantaged backgrounds to ensure students are at age related expectation.</p>	<p>By 2025/6 the reading age gap between PP and Non-PP students will be <10%.</p> <p>The percentage of PP students with reading ages in line with or higher than their chronological age will be in line with non-PP students by 2028.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>

To improve positive behaviours for all students particularly our disadvantaged students	<p>By 2025/26:</p> <p>The House point gap to be reduced by 5%</p> <p>The Reflection data for PP students to be reduced by 5%.</p> <p>The suspension data for PP students to be reduced by 5%.</p> <p>We aim for disadvantaged students to be in line with their peers by 2028</p>
To increase participation in the co-curricular and extra-curricular life of the school for our disadvantaged students	To reduce the extra/co-curricular activity engagement gap to bring disadvantaged students in line with their non-disadvantaged peers by 2028.
To raise aspirations for all students, particularly those from disadvantaged backgrounds, in terms of future destinations	To reduce the number of students not in education or training. To ensure that disadvantaged students are in line with their non-disadvantaged peers by 2028.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £155,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Y11 Progress Leader and	Providing students with increased opportunities for feedback to improve learning:	1, 2,4,6

<p>team of highly skilled Y11 tutors including Head of English, Maths and Science</p> <p>Tutor academic mentoring Y7 – Y11 roll out</p> <p>Bespoke Y11 tutorial programme including mentoring conversations with tutees</p>	<p>Teacher Feedback to Improve Student Learning EEF</p> <p>Mentoring conversations can support students to raise attainment:</p> <p>Mentoring EEF</p> <p>Support with study habits is beneficial as students move towards the exams season:</p> <p>https://educationendowmentfoundation.org.uk/news/e-ef-guest-blog-building-study-habits-and-revision-routines</p>	
<p>Expansion of the SEND team to include a Deputy SENDCO with KS3 responsibility to support transition of My Plan</p> <p>Increase in SEND team to include administration assistants</p>	<p>SEND transition days and parent coffee mornings will alleviate concerns and encourage joint working with families.</p> <p>https://www.annafreud.org/resources/schools-and-colleges/moving-up-the-transition-to-secondary-school/</p>	<p>1,2,3,4,5,6</p>
<p>Employment of Pastoral Support Officers to engage with students and their families to support</p>	<p>A specialist team who have a deep understanding of the behaviour of students and their influences, who work alongside families and staff to promote good behaviour and the impact of this on achievement.</p> <p>Supporting and teaching learning behaviours, behaviours linked to high attendance and tailoring individual approaches to meet the needs of our</p>	<p>2,4</p>

behaviour and attendance	<p>disadvantaged students, both student premium and those with high levels of ACEs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
Development of CPD programme alongside, climate walks, focused learning walks, green weeks and developmental dives.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Learning Walks</p> <p>Work Scrutiny</p> <p>Staff Voice</p> <p>Pupil Voice</p> <p>Professional Studies</p> <p>Whole School CPD Teacher Library</p> <p>Whole School CPD sessions</p> <p>External Courses (Exam Training, NPQ's, Masters Modules etc.)</p> <p>Department Reviews</p> <p>Green Weeks</p>	1,2,3,4
Appointment of a new (Sept 2025) Literacy Leader to implement and coordinate a whole school literacy development plan to improve literacy in all areas of the curriculum.	<ul style="list-style-type: none"> • Y7-Y10 Reading Age Testing with communication of results to parents. • Reading Age data to be distributed to staff in an easily accessible manner, including the addition of RA data on SEND profiles. • Students categorised via need into Universal, Targeted or Specific support (decided by RA results and flexible throughout the year). • Liase with SEN Department to ensure appropriate interventions taking place. • Whole staff CPD: T&L Strategies for Literacy, quality assurance and monitoring. • Tutorial Reading Programme (three mornings a week) including introductory CPD, regular quality monitoring and rewards. • Visibility of reading to be increased via social media, events, assemblies, Newent News etc. 	3,1,6

	<ul style="list-style-type: none"> • Development of NCS writing and oracy strategies to complement Reading with HEART. <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Improving Literacy in Secondary Schools EEF</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects:</p> <p>Oxford University Press - Word Gap - Oxford Language Report</p>	
<p>Expansion of the Attendance team including the appointment of a Home School Liaison Officer (HSLO)/Family Support Worker (2026) and an Administration Support Assistant Attendance (ASAA)</p>	<p>High levels of attendance lead to increased progress and wellbeing, as well as improving post 16 outcomes. We aim to secure increased numbers of good and supportive working relationships with families in our large intake area with the appointment of our HSLO/Family support worker. The DfE’s document working together to improve school attendance is based on a support first approach. The appointment of our ASAA will enable our Attendance Welfare Officer to focus on interventions including referrals for support, parenting contracts and AIM.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	2,1
<p>Identification of student premium champions across departments who will lead a PP standing agenda item at all departmental meetings and support the implementation of initiatives</p>	<p>Identification of student premium champions across departments who will lead a PP standing agenda item at all departmental meetings and support the implementation of initiatives to support progress.</p> <p>https://www.gov.uk/government/publications/student-premium</p>	1,4,5

to support progress.		
Appointment of a careers advisor to work alongside students, families and staff to provide students with a wide range of experiences and advice to raise aspiration and secure successful futures.	<p>The use of Compass Plus to ensure that our Careers Advisor is able to ensure delivery and evaluation of a Careers Programme that secures the eight benchmarks of best practice – known as the Gatsby Benchmarks.</p> <p>https://compass.careersandenterprise.co.uk/info</p> <p>Delivery of a range of activities including aspiration raising events such as Year 8 work shadow day, Year 10 WEX week, army day, forensics day, National Careers Week activities.</p> <p>Our L6 qualification Careers Advisor’s L6 qualification will enable her to deliver careers advise as well as coordinating a wide range of events and evaluating/amending our provision.</p> <p>The use of Unifrog will enable our students to build their profile from Y7 – Y13 as well as plan for their futures.</p> <p>https://www.unifrog.org/</p> <p>A wide range of careers trips such as GLOSCOL, Empower Cyber Y9, Herefordshire College will be offered as well as in house careers experiences such as the Gloucester Women's Rugby partnership</p>	6,5,2,1

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>One-to-one and small group tuition for students in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Use of English and Mathematics tutors to support gaps in knowledge.</p> <p>Tutoring will be implemented</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1</p>
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<p>with the help of DfE's guide:</p> <p>Tutoring in education settings - GOV.UK</p>		
<p>Training and appointment of Higher Level Teaching Assistants (HLTA) to deliver numeracy and literacy interventions for students that require additional</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	<p>1,3,4</p>

support.		
Reading Intervention strategies	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and access information across all subjects.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <ul style="list-style-type: none"> • NGRT Reading test for all students Y7 - Y10 • Delivery of Literacy focused tiered T&L strategies by all teaching staff. • Freshstart intervention for those with significant phonics gaps. • Lexia intervention for those with decoding and comprehension gaps. • SPARX Reader roll out to provide adaptive independent reading opportunities and tracking in English lessons and at home. 	3,1
Maths and Science intervention	<p>Use of Educake to support specific needs and gaps in knowledge and understanding in Science.</p> <p>Educake-2025-03-4pp-evidence-impact-digital.pdf</p> <p>Use of Sparks Maths to support specific needs and gaps in knowledge and understanding in Maths.</p> <p>Microsoft Word - Independent Analysis of the Relationship Between Sparx Maths and Maths Outcomes key findings_FINAL.docx</p>	1
ELSA programme led by HTLA to support emotional	<p>Identified students to be supported with the use of social and emotional learning (SEL) interventions to improve their decision-making skills, interaction with others and their self-management of emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4,2

literacy		
Y11 progress meetings to be held by Y11 tutor team and SLT for targeted students.	Enhancing parental engagement has a positive impact on progress: Parental engagement EEF	1,2,6

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer school for Y6/Y7 students to support transition from primary to secondary school. Newent Experience days for	In addition to experience days and step up days the summer school helps our students to get to know their new surroundings and some of the staff as well as enables them to start building new friendships. https://educationendowmentfoundation.org.uk/news/ee-f-blog-getting-transition-right-part-1-of-2 https://www.ghll.org.uk/pshe-curriculum/pink-curriculum-resources/transition-to-secondary-school-y6-y7/	2,4,5,1

primary feeder schools.		
Subsidised funding for trips and music lessons	Evidence suggests that participation in the extra/cocurricular life of the school boosts cultural capital, feelings of belonging and progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5,2,6
Revision sessions & master classes.	Guided practice prior to independent practice supports learning. By offering a range of revision sessions we increase the opportunity to experience guided practice. https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	1
Funding for access to resources such as materials for design technology and revision guides.	Identification of students who are not involved in	1, 3
EduLink subscription to development of use to support the tracking of extra-curricular opportunity update.	Identification of students who are not involved in the wider life of the school can identify gaps in our offer and help us to ensure that all students are given the support and encouragement to enjoy new experiences and to build their CV's	5,2

Total budgeted cost: £258,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overview and Context

The school's attainment data (2024/25) highlights several encouraging trends alongside areas for continued improvement. While challenges remain, particularly in English attainment and attendance gaps, there are clear indicators of progress in key performance measures, which should be acknowledged and built upon.

Key Strengths and Positive Trends

Attendance Improvement Against National Trends:

Over the last three years, attendance for Pupil Premium (PP) students has shown relative improvement compared to national trends. Although the gap between PP and non-PP students remains significant (8.4% in 2024/25), the school has maintained progress against national benchmarks and attendance for disadvantaged students is in line with the regional FFT data.

Attainment in Core Subjects:

Maths and Science (Grade 4+):

PP students performed above national averages in these subjects, which is a strong achievement and reflects effective targeted interventions.

Gap Reduction:

The Attainment 8 gap narrowed substantially from -12 in 2021/22 to -3 in 2024/25, and the Progress 8 gap improved from -0.49 to -0.25 in 2023/24 (there was no progress 8 data published in 2024/25). This is a significant positive trend and aligns with DfE best practice in closing disadvantage gaps.

Subject-Specific Gap Narrowing:

The A8 gap in English and Maths reduced. In English & Maths the 4+ and 5+ gap is narrowing. In maths the 4+ and the 5+ gap is narrowing. In English the 4+ gap is narrowing and in science the 4+ and 5+ gap is narrowing. This suggests that strategies focused on core subjects are having a positive impact.

Behaviour and Engagement:

The percentage of PP student's reflection rates and suspension rates have decreased year on year (e.g. suspensions down from 79% of all suspensions in 2022/23 to 47% in 2024/25), indicating improved behaviour and pastoral support. Extra/co-curricular engagement gaps remain, but the reduction from -14% to -9% shows progress.

Post-16 Destinations:

The percentage of students not remaining in education or training decreased from 7.86% (2023/24) to 3.31% (2024/25).

Areas for Development

- **English Attainment**

English 5+ remains below national performance, and while gaps have narrowed, this should be a priority area for targeted intervention in the next strategy cycle.

- **Attendance Gap**

Despite relative improvement against national trends, the PP attendance gap (8.4%) is still wider than desirable. Persistent absence among disadvantaged students needs continued focus, with strategies such as family engagement and early intervention.

- **Positive Behaviours**

Although the percentages of total suspensions reducing in 2024/25 to 47% disadvantages students' levels are disproportionately high and need to be reduced. The further development of the Pastoral Support Officer role and inclusion interventions seek to add value in this area.

Amendments have been made to the 3-year strategy for the 2025/26 cycle to include:

- Using targeted academic support for literacy (e.g. Lexia, Freshstart).
- Whole school tutorial reading programme.
- Whole school CPD focussed on adaptive teaching strategies.
- Subject specific resource to identify and improve areas of weakness to include Sparks Maths and Educake for science.
- Embedding a whole school focus on attendance lead by the attendance champion and supported by family liaison roles.
- Expanding enrichment opportunities to close engagement gaps.
- Development of QOE monitoring and feedback.

Summary Statement:

The school has made notable progress in narrowing attainment gaps, particularly in Maths and Science, and improving behaviour outcomes for disadvantaged students. Attendance for PP students has improved relative to national trends, though the gap remains a priority. English attainment requires focused intervention. The reduction in Attainment 8 gap demonstrates that our strategies are having a positive impact, and we will continue to refine approaches in line with DfE guidance to sustain and accelerate progress.

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Externally provided programmes

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

Programme	Provider
Lexia	Cambium Learning Group
Fresh Start (Literacy)	Oxford University Press
NGRT Reading Tests	GL Assessment
Sparx Reader	Sparx Learning
Sparx Maths	Sparx Learning
ELSA	Gloucestershire County Council
Emotion Coaching	Gloucestershire County Council
EAL Assessment Framework	The Bell Foundation

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.