# Pupil Premium Strategy Review 2025–26

**1. Academic Outcomes Overview**

| Measure | 2023 | 2024 | 2025 | 2026 (47 PP) |
|---|---|---|---|---|
| Attainment 8 (A8) | 24.00 | 31.64 | 29.20 | 28.54 |
| Progress 8 (P8) | -1.65 | -1.04 | — | -0.81 (SPI SISRA) |
| P8 Gap | -0.62 | -0.27 | — | — |
| Eng & Maths 4+ | 18.0% | 40.0% | 30.0% | 31.9% |
| Eng & Maths 5+ | 8.0% | 24.0% | 9.0% | 8.5% |

## Trends & Analysis

**Progress 8 trajectory:** Progress 8 has steadily improved from -1.65 in 2023 to -0.81 in 2026, demonstrating consistent progress in reducing overall underachievement for PP cohort pupils.
**Basics pass rates (Grade 4+ & 5+):** The percentage of PP students securing grade 4+ in English and Maths peaked in 2024 (40.0%) and has plateaued near 31.9% in 2026. Grade 5+ Basics remains low at 8.5%, indicating a critical target area for PP students.

## Action Points

- **Targeted Grade 5+ Interventions:** Implement structured subject-level mentoring and tutoring for borderline Grade 4/5 PP students in English and Maths.
- **Curriculum Alignment & Tracking:** Maintain robust SISRA analytics to identify PP progress deficits early in Year 10 and Year 11.
- CPD focuses on the performance of Pupil Premium students and support they require to access learning and achieve.
- Pupil Premium data forms part of the Line Management meetings with subject leads, with actions and challenges as appropriate.

**2. Attendance & Persistent Absence Analysis**

## Overall Attendance Summary

| Academic Year | PP % | Non-PP % | All % | Gap % |
|---|---|---|---|---|
| 2023–24 | 79.60% | 88.80% | 85.70% | 9.20% |
| 2024–25 | 81.58% | 93.23% | 87.06% | 11.65% |
| 2025–26 | 82.47% | 93.03% | 88.44% | 10.56% |

## Persistent Absence Summary (>10% Absence)

| Academic Year | PP % | Non-PP % | All % | Gap % |
|---|---|---|---|---|
| 2023–24 | 54.20% | 30.20% | 38.30% | 24.00% |
| 2024–25 | 50.00% | 18.84% | 36.23% | 31.16% |
| 2025–26 | 48.30% | 18.31% | 31.66% | 29.99% |

### Trends & Analysis

**Attendance growth:** PP attendance has incrementally improved from 79.6% (23/24) to 82.47% (25/26), narrowing the gap slightly to 10.56%.

**Persistent Absence reduction:** PP Persistent Absence dropped from 54.2% to 48.3% over three years. However, nearly half of all PP pupils remain persistently absent, maintaining a ~30% gap compared to non-PP peers.

## Action Points

Pupil Premium behaviour and attendance data forms part of regular reports to governors.
Robust ADPR meetings are in place for all Pupil Premium students.
Pupil Premium and behaviour and attendance is scrutinised regularly at SLT meetings.
Engage early help strategies and multi-agency networks (e.g., Mental Health Support Teams, Educational Psychologists) to address root causes of dysregulation.
Monitor and track PP student attendance at homework clubs, revision sessions, and academic intervention programs.

**3. Outcomes vs. School Attendance Benchmark**

| Attendance Tier | Count | Avg Grade Score | 5+ Basics | One not Other | 4+ Basics | One not Other |
|---|---|---|---|---|---|---|
| On or above 88% | 21 | 3.60 | 3 | 10 | 11 | 8 |
| Below 88% | 26 | 1.92 | 1 | 2 | 3 | 1 |

## Trends & Analysis

**Attendance as an outcome driver:** Students with attendance ≥88% achieve an average grade score of 3.60 compared to just 1.92 for those <88% (a 1.68 grade drop per subject).
**Basics achievement gap:** 52.4% (11/21) of PP students with ≥88% attendance secured 4+ Basics, compared to only 11.5% (3/26) of students with <88% attendance.

## Action Points

- **88% Benchmark Campaign:** Communicate the clear link between 88%+ attendance and GCSE performance directly to PP families and students in Year 10 and 11.
- **Single-Subject Catch-Up Mentoring:** For pupils in the "One not other" category (10 pupils at 5+ Basics and 8 at 4+ Basics), provide focused subject intervention in English or Maths to turn single-subject passes into full Basics passes.

**4. Revision Sessions Attendance**

| Revision Period / Program | Non-Disadvantaged % | Disadvantaged (PP) % |
|---|---|---|
| Term 4 Revision: At least 1 session | 75% | 60% |
| Term 4 Revision: 5+ sessions | 43% | 28% |
| Easter Revision Sessions | 51% | 32% |

## Trends & Analysis

**Engagement gap:** Disadvantaged students attend revision sessions at significantly lower rates across all categories (15% gap for 1+ Term 4 session, 15% gap for 5+ sessions, and 19% gap for Easter revision).

## Action Points

- **Targeted Revision Incentives & Transport Support:** Address practical barriers (e.g., transport, food/snacks, equipment) and provide personalised invitations to PP pupils for Easter and after-school revision.
- **In-School Revision Integration:** Integrate key revision strategies directly into regular timetable periods to ensure absent/non-attending PP pupils still receive intervention.

- Monitor and track PP student attendance at homework clubs, revision sessions, and academic intervention programs.
- Maintain regular direct communication with parents of PP students when homework or engagement falls below standards.Implement strategies to remove barriers to homework resources.

# 5. Immersive Reader / Reader Pens Evaluation

Out of 25 Year 11 pupils with Immersive Reader (IR) access arrangements, 11 (44%) were Pupil Premium. Lesson observations in English indicated low/infrequent laptop utilization due to availability issues and lost instructional time when fetching devices.

| Metric / Group | Value / Result |
|---|---|
| Total Students with IR Access Arrangements | 25 |
| Pupil Premium Cohort with IR (1 not entered) | 10 (40%) |
| All IR Students: Avg Grades Below Target | -2.04 grades |
| All IR Students Below Target Grade | 19 / 25 (76%) |
| PP IR Students Below Target Grade | 10 / 10 (100%) |
| PP IR Avg Grades Below Target | -2.50 grades |

## Trends & Analysis

**Significant underperformance:** 100% of Pupil Premium students with Immersive Reader access arrangements finished below their target grade in English Literature, performing an average of -2.50 grades below target.
**Implementation friction:** Reliance on laptops created physical barriers (device availability, lost learning time) that prevented regular usage in class.

## Action Points

- **Transition to Reader Pens:** Replace laptop-based immersive reading software with dedicated Reader Pens to eliminate laptop logistics and increase daily in-class practice.
- **Routine Monitoring of Access Arrangement Usage:** Conduct half-termly audits in English and literacy-heavy subjects to confirm students regularly practice with their designated access arrangements.

**Behaviour & Suspensions Data**

| Group / Metric | Suspensions 24/25 | Suspensions 25/26 | Days Excl. 24/25 | Days Excl. 25/26 | Avg Dur. 24/25 | Avg Dur. 25/26 |
|---|---|---|---|---|---|---|
| Pupil Premium Eligible | 773 | 305 (-60.5%) | 1,109.5 | 718.0 (-35.3%) | 1.44 days | 2.35 days |

## Trends & Analysis

**Suspension decrease:** PP suspensions dropped significantly by 60.5% (from 773 down to 305), and total days excluded fell by 35.3% (1,109.5 to 718.0 days).
**Behavior incident balance:** In 2025/26, PP students represented 28.4% of positive behavior incidents (66,394) and 41.9% of negative behavior incidents (8,866), showing an over-representation in negative incidents despite lower overall suspension counts.

## Action Points

- **Reduce FTEs to match or fall below the national average.**
- **Increase positive behavior points and decrease negative points on Arbor, measured termly.**
- **Ensure positive points meet or exceed those of non-PP peers.**
- **Achieve a significant reduction in both internal exclusions and FTEs.**
- **Maintain high-quality student work across all year groups and subjects.**
- **Ensure reported attitudes to learning (effort indicators) match or surpass non-PP peers.**
    - Pupil Premium behaviour data forms part of Line Management meetings of Pastoral staff, with actions and challenges as appropriate.

- **ADPR Reviews:** Conduct rigorous Assess, Plan, Do, Review cycles systematically across all disadvantaged pupils.
- **Reintegration Protocols:** Execute thorough reintegration procedures following behavioral incidents.
- **Suspension Checklist Verification:** Utilise formal pre-suspension checklists to guarantee exclusion remains an absolute last resort for PP pupils.
- Quality assurance procedures focus on PP and vulnerable students to ensure sky high expectations are being met.
- Engage early help strategies and multi-agency networks (e.g., Mental Health Support Teams, Educational Psychologists) to address root causes of dysregulation.
- Monitor and track PP student attendance at homework clubs, revision sessions, and academic intervention programs.
- Maintain regular direct communication with parents of PP students when homework or engagement falls below standards.Implement strategies to remove barriers to homework resources.

**Enrichment Data overview**

| Enrichment Category / Activity | Total Students | PP Students | % PP |
|---|---|---|---|
| **Residentials (Overall)** | 240 | 54 | 22.5% |
| Bioasis | 20 | 6 | 30.0% |
| London Y7 | 45 | 7 | 15.6% |
| London Y8 | 45 | 13 | 28.9% |
| St Ives | 40 | 6 | 15.0% |
| Venice | 33 | 6 | 18.2% |
| Wimbleball | 24 | 4 | 16.7% |
| St Ives Y10 GCSE Art/Photo | 33 | 12 | 36.4% |
| **Day Trips (Activities Week 2026)** | 290 | 95 | 32.8% |

| Enrichment Category / Activity | Total Students | PP Students | % PP |
|---|---|---|---|
| **Clubs & Extra-Curricular** | — | — | — |
| Musical | 39 | 4 | 10.3% |
| Dance | 34 | 8 | 23.5% |
| DofE Bronze | 30 | 3 | 10.0% |
| DofE Silver | 5 | 0 | 0.0% |
| Pyrland Parliament | 31 | 6 | 19.4% |

## Trends & Analysis

**Participation gap in residentials:** Only 21.2% of PP students attended residential trips compared to 38.6% of non-PP students.
**Low representation in leadership & DofE:** DofE Bronze (10%) and Silver (0%) show very low PP uptake, as does the Musical (10.3%). Higher engagement is seen in Day Trips (32.8%) and subject-specific trips like GCSE Art (36.4%).

## Action Points

- **Enrichment Subsidy & Ring-Fenced Places:** Allocate PP funding to subsidise high-cost residentials and track data for leadership and DofE programme and promote opportunities directly with families.
- **Enrichment Tracking System:** Establish a centralised extra-curricular tracker to proactively target PP students who have zero involvement in school clubs or trips.