

Pupil Premium Strategy statement – Mayflower High School (Nov 2025 Update)

School Overview

Detail	Data
Number of pupils in school (Oct 2025)	1627(Year 7-13) 1325 (Year 7-11)
Proportion (%) of pupil premium eligible pupils (Oct 2025)	10% of whole school 11.5% of Year 7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 2026
Date this statement was published	11/12/23
Date on which it will be reviewed	September 2024 September 2025 July 2026
Statement authorised by	D. Griffin/ D.Lee
Pupil Premium Lead	K Streek
Governor / Trustee lead	Mrs D. Keigwin

Funding overview

Detail	Amount
Total budget for this academic year	£ 162695

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, experience success, happiness and opportunity whilst at Mayflower High School. The focus of our Pupil Premium strategy is to support disadvantaged and other vulnerable students to achieve this goal.

We will carefully consider the challenges faced by our students and ensure that the activities in place are clearly defined and responsive to the particular needs of individuals. There is ongoing analysis and assessment to ensure that priorities are properly diagnosed and the impact of any measures adopted are monitored.

We have taken a tiered approach to our Pupil Premium spending: high quality teaching, targeted academic support and supporting wider strategies. We will use our pupil premium funding in line with the 'menu of approaches' set by the Department for Education.

High Quality Teaching

At Mayflower High School, we aim to have excellent teaching in every classroom, for every child, every day. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for disadvantaged and other vulnerable students. Investing in high quality teaching is our top priority for Pupil Premium spending, and this will benefit all students at our school.

Targeted Academic Support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those students who are not making good progress. We will put in a range of targeted academic support, including structured small-group interventions that link to classroom teaching and the curriculum.

Wider Strategies

Some students also face significant non-academic challenges such as attendance, behaviour, and social and emotional needs. This can have a negative impact on their progress and success. We want to address the wider barriers to learning and support individuals through a range of activities.

Challenges

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

Challenge number	Details of challenge
1	<p>Attendance</p> <p>Attendance data indicates that disadvantaged students have historically had lower attendance than their non-disadvantaged peers, which has significantly impacted their progress and achievement.</p> <p>In 2022/23, disadvantaged pupils recorded an overall attendance rate of 81.5%, with 54.5% identified as persistently absent. This represented the most pressing barrier to pupil premium impact within our three-year strategy.</p> <p>Targeted and sustained actions have led to measurable improvement. By 2024/25, attendance for FSM pupils has risen to 87%, and persistent absence has reduced to 35.4%. While this reflects strong progress, the attendance gap remains a priority area and continues to limit the potential impact of high-quality teaching and intervention.</p> <p>Improving attendance is the single most important lever for accelerating progress and securing stronger outcomes for disadvantaged pupils. Regular attendance ensures consistent access to high-quality teaching, enables full participation in academic intervention, and increases engagement in enrichment and wider school life.</p> <p>For these reasons, attendance remains a central focus of our Pupil Premium strategy and is integral to maximising the effectiveness of all other planned activities.</p>
2	<p>Literacy Skills</p> <p>Assessments show that reading and writing levels for many of our disadvantaged students are lower than those of their peers upon entry to our school, which impacts progress across all subjects.</p> <p>In September 2023, 38% of disadvantaged students were below the expected standard in writing, compared to 15% of their peers. Their reading levels were also lower at Key Stage 2.</p>

	<p>By September 2024, 17% of disadvantaged students on entry in Year 7 were below the expected standard in writing, compared to 8% of their peers.</p> <p>NGRT assessments conducted in 2024 showed that 55% of Free School Meal (FSM) students were reading at their chronological age, compared to 69% of other students.</p> <p>The new disadvantaged Year 7 cohort joining our school in September 2025 had a lower average KS2 reading score (105) compared to their peers (108). All students completed NGRT assessments in their first half term, and this data is used to inform literacy interventions.</p>
3	<p>Progress and Achievement</p> <p>The results show that progress and attainment for disadvantaged students across all abilities remain generally lower than their peers. This continues to be a significant challenge and a key focus from Year 7 through to Year 11.</p> <p>In 2025, GCSE achievement for disadvantaged students showed improvement compared to the previous year, although outcomes remain below those of non-PP students.</p> <p>The progress and achievement of all students are tracked and monitored termly using a range of subject-specific data. Timely interventions are implemented and closely monitored, with their impact evaluated to ensure continuous improvement.</p>
4	<p>Motivation and Engagement</p> <p>We have significantly improved the range of extracurricular opportunities over the last two years and are continuing to enhance this further in 2025/6. These activities are so valuable to all students to develop knowledge and skills beyond their experience. Some students may not have access to these opportunities due to a range of factors, including financial cost. We want to ensure that all disadvantaged students have the opportunity and encouragement to be involved in extracurricular activities.</p> <p>In 2023/4 and 2024/5 we have continued to focus upon encouraging students to be fully involved in these activities and opportunities. We have seen a significant improvement in this as shown in the uptake of disadvantaged students to trips like Mersea, Nuclear Races and Duke of Edinburgh.</p>
5	<p>Behaviour</p>

	<p>The data shows that there was a higher level of poor behaviour from disadvantaged students compared to peers in 2022/3. This is due to a range of factors ,including social/ emotional issues, lack of aspirations, engagement and the curriculum.</p> <p>Over the last two years, significant improvements have been made in supporting positive behaviour for learning across the school. These improvements have been carefully tracked and monitored for all student groups, ensuring that progress is sustained and measurable.</p> <p>Behaviour remains a key priority for 2025/26, with a particular focus on supporting students to become more active and independent learners. Additional support continues to be in place for individuals who require it.</p>
--	---

Intended outcomes

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

Intended outcome	Success criteria
<p>1. Attendance To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>By the end of our current plan, sustained improvement and high attendance for all students This will be demonstrated by: The attendance gap between disadvantaged and non-disadvantaged peers to be reduced. The number of students with PA being reduced in all year groups.</p>
<p>2. Literacy Skills Improved reading for all including our disadvantaged students.</p>	<p>Reading tests demonstrate an improvement in reading skills as evidenced through the New Group Reading Tests (NGRTs).</p> <p>Whole cohort target for: 80% of students to be reading at their chronological age or better.</p>

<p>3. Progress and Attainment</p> <p>Improved progress and attainment among all disadvantaged students at the end of KS4 with a focus on Maths and English.</p>	<p>By the end of the current plan, the disadvantaged students will have achieved progress in line with their peers.</p> <p>The gap between disadvantaged and peers to be reduced for Attainment and students achieve in line with their FFT Targets (20).</p> <p>The progress and attainment will be monitored in all year groups termly. Intervention will be put in place to support individuals.</p>
<p>4. Motivation and Engagement</p> <p>To enhance participation and learning in activities beyond the classroom</p>	<p>Increased attendance at extracurricular activities and enrichment opportunities.</p> <p>Increased presence in student leadership groups.</p>
<p>5. Behaviour</p> <p>To improve student behaviour through a range of strategies including training for staff, support for individuals and increasing aspirations for all students.</p> <p>To increase the flexibility of the pathways and curriculum that we provide to enhance the engagement of all students.</p>	<p>Student behaviour is improved in all year groups.</p> <p>This will be demonstrated by a reduction in school sanctions for disadvantaged students. There will also be an increase in rewards /achievement points issued and the gap reduced.</p> <p>Qualitative data and student surveys will show an improvement in behaviour, engagement and attitude.</p>

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: £97617 (60%)

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Developing high quality teaching, assessment and a broad and balanced curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve student attainment, particularly for socio-economically disadvantaged students. Our school will focus on delivering excellent teaching in every class.</p> <p>Building consistency across the school in relation to teaching and learning, in line with our Teaching and Learning Framework (greeting, retrieval, sharing criteria, questioning, adaptive teaching, and independent practice). This will be achieved through the consistent application of strategies across the curriculum, with learning routines such as Silent 6 and Final 5 becoming embedded to check for understanding.</p> <p>Diversification of pathways for CPD to support teaching and learning. This includes pathways focused on reviewing assessment practice across the school, alongside teaching and learning, as well as specific coaching pathways designed to develop a culture of coaching, continuous improvement, and professional development.</p> <p>Middle leadership investment to ensure that Middle Leaders are equipped to assess the delivery of the curriculum, quality assure their areas, and ensure that the curriculum remains ambitious through regular review, departmental self-evaluation, and departmental improvement plans.</p> <p>Continued drive on approaches to adaptive teaching in line with EEF recommended strategies.</p> <p>EEF - Effective professional development</p> <p>EEF - 5 a day</p>	<p>2,3,4 & 5</p>
<p>Professional Development to support the</p>	<p>Supporting continuous professional development is crucial to improving teaching practice. Throughout 2025/26, we aim to provide staff with greater</p>	

<p>implementation of approaches</p>	<p>autonomy, empowering them to take ownership of their own professional development – <i>“not because we are not good enough, but because we can be even better.”</i></p> <p>This approach will offer bespoke pathways for teaching and learning, which can be guided and focused on areas such as assessment, pedagogy, teaching literacy, middle leadership development, and curriculum and assessment.</p> <p>EEF - Balanced Professional Development</p>	
<p>Mentoring and coaching for teachers</p>	<p>Begin designing and implementing an instructional coaching model to ensure excellence in all classrooms. The appointment of an Instructional Coaching Lead will support the effective training of coaches across the school, driving improvements in teaching and learning through consistent, ongoing feedback focused on the highest-leverage action steps. The ambition is to have a fully trained team of coaches able to begin professional coaching in the latter half of 2025/26.</p> <p>EEF - Instructional Coaching</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Improving disciplinary literacy is key to enhancing progress and engagement for all students. With a Reading and Literacy Lead in place, literacy will form a core element of continuous professional development pathways. An overarching literacy strategy will feed into curriculum leaders, ensuring that all stakeholders play a role in the effective implementation of literacy teaching. This includes embedding tier 2 and tier 3 vocabulary within the curriculum with explicit teaching, as well as engaging in challenging texts within all curriculum areas.</p> <p>In addition, Sparks Reader, alongside NGRT and YARC testing, will inform literacy interventions. A trained Literacy Specialist will use this information to support students in improving their literacy levels to at least their chronological reading age.</p> <p>EEF Report - Literacy</p>	<p>2, 3</p>

	DfE - Sporting Struggling Readers Oxford Language Report	
<p>Technology and other resources that support high quality teaching for example, software to support diagnostic assessment</p> <p>CATS - Year 7 and new entrants Introduce Reading Tests</p>	<p>Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction. These include CATs, YARC and others to identify SEN needs.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>About CAT4 - GL Support</p> <p>Using Digital Technology to Improve Learning EEF</p>	2,3
Supporting the Recruitment and retention of teaching staff	<p>Staff will be motivated and supported in their role through the delivery of effective professional development and managing workload to maintain high standards of teaching and learning Supporting staff to complete NPQs.</p> <p>Effective Professional Development EEF</p>	3

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

Budgeted cost: £32529(20%)

Activity	Evidence that supports this approach	Challenge number (s) addressed
Targeted interventions to support language development, literacy and numeracy.	<p>Small group support for students which is matched to specific needs.</p> <p>Literacy Interventions.</p>	2,3

	<p>English and Maths support for identified students in KS3. GCSE English and Maths focused interventions in place.</p> <p>Selecting interventions EEF</p>	
<p>Targeted Intervention and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Disadvantaged students with SEND have the greatest need for excellent teaching and support. This will cover a wide range of strategies identified on the Student's passport, including Curriculum Support or a special learning programme for an individual.</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	2,3,5
<p>Teaching Assistant deployment and interventions</p>	<p>Teaching Assistants will be strategically deployed to ensure that priority students are supported. Priority for support in core subjects in addition to Teaching Assistants' support, identified students in the lead up to PPEs and examinations through 1:1 and small group sessions before and after school to focus on key areas of the syllabus or misconceptions.</p> <p>Deployment of Teaching Assistants EEF</p> <p>Teaching Assistant Interventions EEF</p>	2,3,5
<p>One to One and small group tuition</p>	<p>Intensive individual and small group tuition will be implemented to support identified individuals. This will be linked to their learning in normal lessons. The impact of the tuition will be monitored each term.</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p>	2,3,1,5
<p>Peer Tutoring</p>	<p>Paired reading will be further developed this year to support students in KS3.</p>	2,3

- KS3 Paired Reading	Peer tutoring EEF	
Extended school time Homework Club	<p>The after school 'Homework Club' takes place in the library after school on two days a week.</p> <p>The students are offered support and have access to computers to complete their homework.</p> <p>Homework EEF</p>	3 +4

Wider Strategies (for example, related to attendance, behaviour and well-being)

Budgeted cost: £32,539 (20%)

Activity	Evidence that supports this approach	Challenge number (s) addressed
Supporting attendance	<p>A range of approaches will be put in place to improve school attendance including targeted intervention, effective monitoring, and strengthened student support systems.</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK</p>	1,3
Breakfast Club	<p>We are also planning to introduce a Breakfast Club for Key Stage 3 during this academic year. This initiative will further support our Pupil Premium students by providing them with a positive and settled start to the day, ensuring they are ready to learn and fully engaged in lessons.</p> <p>New EEF podcast: breakfast club provision in schools</p>	1,4

Behaviour Support Interventions	<p>Students with specific behavioural needs are supported with a range of approaches, including external agencies. These include The Bridge, Behaviour and Learning Mentors, Evolve and CSS.</p> <p>Behaviour interventions EEF</p>	3,5
Social and emotional learning (SEL) Interventions	<p>Students are supported with particular needs to enhance their learning, engagement and outcomes later in life.</p> <p>for example, Social skills groups, Lunchtime clubs, and counselling.</p> <p>Social and emotional learning EEF</p>	1,3,4,5
Mentoring	<p>Identified students (including all Year 11 PP students) to be linked with a mentor who may be an older peer or a member of staff. In general, the mentoring will aim to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentoring EEF</p>	1,3,4 5
Support for extracurricular activities, including sports, outdoor activities, arts and culture. Support towards Educational Visits and Resources	<p>Extra-curricular activities are an important part of learning. Students will be encouraged to participate, and financial support will be offered if needed. This will include support with DoE, LAMDA, Trips such as History, Pantomime and Mersea Residential.</p> <p>Students will be offered funding towards subject resources such as revision guides and art Materials.</p> <p>Arts participation EEF</p> <p>Extracurricular activities to develop life skills - findings and lessons for practice</p>	3,4
Communicating with and supporting parents.	<p>Parental engagement and support are crucial for improving students' academic outcomes and attendance.</p>	1,2,3,4,5

	<p>We are aiming to organise more parent forums so that parents can feedback their ideas more.</p> <p>Parents' evenings are online to increase participation rates, and we also have a wide range of opportunities for parents to meet teachers, including at the Induction evening, Meet the teacher in Year 7, KS4 options evening and the GCSE Focus events.</p> <p>Parental engagement EEF</p> <p>Working with Parents to Support Children's Learning EEF</p>	
--	---	--

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2024/5

Attendance

In 2024/5 we have continued to focus on improving the attendance of all students in our school and have seen improvements since the previous year; however, the gap continues to be significant between disadvantaged students.

	Mayflower 2022/3	Mayflower 2023/4	Mayflower 2024/5	National 2024/5
7-11 School attendance	86.9	91.7	93.6	91.4
All PP	81.5	84.9	87	86.9
Percentage of PA	44.7	29	16.3	23.2
Percentage of PP who are PA	54.5	46	35	
Percentage of non-PP who are PA	46.4	21.8	17.4	(Data not available)

Attendance of our disadvantaged students has improved a further 2.1% from 2023/4 to 2024/5 (this is marginally above the overall attendance improvement % points and in line with National). PA has improved over the same period by 11%. Over the last two years of this strategy there has been significant improvement in the overall attendance and PA rate for the disadvantaged students.

A wide range of strategies were put in place during the year to improve attendance and reduce the PA rates for all students. These have included support for parents/carers, support for individuals, assistance with transport costs and mentoring. Staff were also supported in their role to promote attendance, including the role of the form tutor, subject teacher and support staff.. The attendance data is tracked weekly, and intervention is put in place prior to any disadvantaged student becoming PA.

Next Steps:

Our attendance data shows that there has been a big improvement in attendance over the last two years for all students. There is still a gap that we want to narrow further and sustain the improvements

made in the last two years. Attendance continues to be a high priority in 2025/6 as it is the key factor for progress and achievement for all students . There will be targeted intervention for all disadvantaged students, effective monitoring, and strengthened student support systems.

1. Literacy Skills

In 2024/25, we appointed a full-time librarian and Reading Lead to work alongside the Literacy Coordinator to implement reading tests and data-driven small-group interventions. This combined the use of NGRTs with more forensic YARC and phonics testing. In the previous academic year, the reach was limited, and we have since been building systems and processes to expand this into 2025/26. From Autumn 2024 to Summer 2025, there was a 60% improvement in students' reading ages for those who attended bespoke intervention sessions.

Next Steps:

In 2025/26, to further improve reading skills for all students, we are planning to implement library lessons for all Year 11 students and expand the intervention programme to increase its reach across the school. We will implement progress testing for students undertaking interventions to monitor the ongoing impact of literacy support. Literacy will be embedded more deeply into the curriculum through continued professional development and whole-school focus areas linked to the Quality of Education. The library will also be refurbished, with the removal of computers to create a space that serves as a focal point for a wider love of books and reading. In addition, student librarians will become literacy ambassadors across the school and beyond.

2. Progress and Achievement

In 2024/5 We have analysed the performance of our school's disadvantaged pupils in all year groups, drawing on national assessment data and our own internal summative and formative assessments.

All students are set FFT20 aspirational target grades, and we monitor the percentage of pupils on or above their target grades across their subjects in all year groups.

The progress of all students, including disadvantaged students, was tracked termly in years 7-11 using a range of assessments.

GCSE Outcomes 2025:

	Mayflower High PP 2024 (22) students)	Mayflower High PP 2025 (22)	Mayflower High	Local Authority	National
Attainment 8	29.6	28.4	47.4	44.9	45.9
Ebacc Entry (%)	21.7 (5)	40.9(11)	68.8	38.8	40.5
Ebacc APS	2.63	2.54	4.43	3.96	4.08
Attainment in English and Maths (% 5+)	17.4 (4)	18.2% (5)	46.5%	42.8	45.2
Attainment in English and Maths (% 4+)	30% (7)	41% (11)	73%		67.1

(Data from School Performance Data Oct 2025)

The GCSE outcomes for many of our disadvantaged students in 2025 showed improvement compared to the previous year. The attainment in English and Maths (%4+) has increased by 11% However, there remains a gap that we are committed to narrowing further in 2025/6.. Many of these students faced significant challenges and barriers, which were fully supported by the school. A wide range of interventions were put in place to support individuals, including across the subjects, Danbury Revision weekend, support with anxiety and mentoring. These factors inevitably had an impact on their achievements, and addressing them remains a key priority moving forward.

Next Steps

In 2025/6, we will continue to prioritise improving the progress and achievement of all disadvantaged pupils to enhance outcomes in 2026 and beyond. A range of strategies are in place within subjects to

support achievement, including the focus on high quality teaching and assessment. Attendance is the main factor from our data that impacts progress, and we will continue to make this a high priority for all Pupil Premium students. For the pupils in year 11, there will be extra support for their GCSE exams, including revision week, revision resources, intervention and QLA. Student progress meetings will be held termly to review the progress of all disadvantaged students against their FFT targets, and interventions will be implemented where needed. There will be a focus on all students, including the most able, EAL and those with additional needs.

3. Motivation and Engagement

A wide range of activities, including the Nuclear Races (Years 7 & 10), Mersea, Royal Observatory, and Geography Field work. We also funded resources across subjects, including revision guides, Food Technology and Maths equipment, to ensure that students could have access to the required items to support their learning. We have been pleased to see an uptake in the number of disadvantaged students taking part in D of E compared to the previous years and we want to continue to increase the participation in extracurricular activities.

Next Steps:

In 2025/26, we aim to increase the participation rate of disadvantaged students in extracurricular clubs and enrichment activities. To achieve this, we will continue to promote to staff the importance of supporting and encouraging disadvantaged students to take part in activities beyond the classroom. We will provide necessary resources and ensure that any equipment, materials, or other resources required for participation are funded. We are also aiming to expand opportunities by further developing additional cultural and sporting opportunities that are accessible to all students. We are introducing a new system in Autumn 2025 to provide E- Vouchers towards the purchase of ingredients in Food Lessons. This will be reviewed in November involving parent, student and staff feedback.

4. Behaviour

In 2024/5 the behaviour of our disadvantaged students was monitored and tracked throughout the year. Students with positive behaviour points were rewarded and praised for their efforts. Any students with negative behaviour points were supported with a range of individual approaches, including sanctions, support and interventions (including behaviour support and Time Out Boxing Programme).

Staff were engaged in a wide range of CPD opportunities to enhance behaviour for learning, including de-escalation skills and the role of the tutor. Staff have received additional training from the TPP champions relating to PACE and WINE.

Next Steps (2025/26):

In 2025/26, we will continue to sustain and embed Behaviour for Learning by reinforcing consistent classroom expectations and ensuring disadvantaged students receive the support they need through adaptive teaching. Staff will be informed of barriers to learning and will use seating plans and context sheets to guide lesson planning and delivery. Early intervention systems will be strengthened to provide

prompt access to internal mentoring, pastoral support, and wellbeing provisions, with referrals to external agencies made as needed through Level 2 pastoral meetings. We will also celebrate student achievements and progress, reinforcing positive engagement and motivation across all areas of school life.

Externally provided programmes

Programme	Provider
Autism & Self-Esteem	Ingatestone Equine Assisted Learning Centre
Behaviour and Self Esteem	Time Out Boxing

Further information

Our evaluation of the approaches delivered last academic year indicates that our strategies to address wider challenges to learning, such as attendance and behaviour, did make a significant difference. However, there is still work to be done to achieve our planned outcomes by July 2026.

We will use a range of quantitative and qualitative evidence each term throughout 2025/6 to ensure that we have diagnosed the needs of all disadvantaged students for this coming year, and that the strategy continues to focus on the current individuals, including:

- KS2 Data
- CATS
- NGRT - Reading Scores
- Assessment data across all subjects against FFT 20 aspirational targets
- PPE Results for Year 11
- Attendance data
- Feedback from lessons

- Work sampling
- Pupil and teacher feedback
- Behaviour Records
- Achievement and Rewards
- SEN Data
- Communication with parents
- Pastoral and well-being information

Investing in high quality teaching will continue to be our top priority for Pupil Premium spending. This will include professional development for all staff and support for early career teachers

We are also aiming to further develop our support for all disadvantaged students to identify barriers to their learning and find ways to enhance their success, happiness, and opportunities. This will help us, along with a range of data, to diagnose individual needs and develop a personal approach for each disadvantaged student in our school. We want to ensure that all students are met with each term and staff are made aware of how they can be supported.

Looked After Children and Previously Looked After Children will be met with the Designated teacher termly, and interventions will be put in place to support identified individual needs.

Any student who benefits from the Service Pupil Premium (SPP) will be supported pastorally, especially with their transition in Year 7 and beyond.

We would also like to further develop our relationships and communication with families to hear their perspective and understand any additional support we can provide to their children to improve attendance, behaviour, and learning.

In 2025/6, we are planning to embed the monitoring processes for the Pupil Premium strategy through a range of quality assurance approaches, including book reviews, teaching & learning observations, and feedback from stakeholders. This will ensure that the strategy is fully embedded and adapted when appropriate.

We will aim to continually improve our support for disadvantaged students by staying up to date with relevant research and liaising with other local primary and secondary schools to share strategies for enhancing outcomes and opportunities.

We will also continue to work closely with our Pupil Premium Link Governor to evaluate our strategy and the outcomes each term. All data is shared, and any adaptations to the strategy are discussed and monitored.

