

PUPIL PREMIUM STRATEGY STATEMENT 2024-2027

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Overview

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

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

School overview

Detail	Data
School name	Ousedale School
Number of pupils in school	2250
Proportion (%) of pupil premium eligible pupils	15.91% (358)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul McFadden – Headteacher
Pupil premium lead	Stuart Phipps – Senior Assistant Headteacher
Governor lead	Marcus Shepherd – E-ACT Education Director

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,062
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£337,062

Cohort Profile Overview

PROFILES Pupil Premium	Y11	Y11	Y11	Y11	Y11	Y10	Y9	Y8	Y7	All
	Leavers	Leavers	Leavers	Leavers	Current	Current	Current	Current	Current	Current
	2022	2023	2024	2025	2026	2027	2028	2029	2030	Tot/Av
Cohort Size	39 (10.9%)	47 (13%)	55 (15%)	49 (13%)	62 (17.2%)	58 (15.9%)	88 (22.9%)	66 (18.4%)	51 (14.1%)	325 (17.8%)
Boys : Girls	26 : 13	23 : 24	30 : 25	23 : 26	34 : 28	27 : 31	46 : 42	32 : 34	28 : 23	167 : 158
Low : Middle : High PA	15 : 15 : 7	18 : 20 : 8	20 : 24 : 9	20 : 15 : 5	17 : 32 : 6	27 : 26 : 2	31 : 43 : 10	26 : 30 : 7	20 : 26 : 5	121 : 157 : 30
SEND E : K	3 : 3	3 : 9	1 : 15	3 : 13	6 : 15	1 : 17	2 : 15	3 : 18	4 : 11	16 : 76
KS2 APS (Reading & Maths)	102.58	101.5	101.8	101.7	101.7	99.27	101.5	100.9	101.0	100.9
CATs Average	100.33	99.24	95.6	94.00	95.07	97.74	96.88	N/A	93.54	95.88

PROFILES Non Pupil Premium	Y11	Y11	Y11	Y11	Y11	Y10	Y9	Y8	Y7	All
	Leavers	Leavers	Leavers	Leavers	Current	Current	Current	Current	Current	Current
	2022	2023	2024	2025	2026	2027	2028	2029	2030	Tot/Av
Cohort Size	320 (89.1%)	312 (89%)	313 (85.1%)	318 (77%)	296 (82.8%)	307 (84.1%)	296 (77.1%)	292 (81.6%)	311 (85.9%)	1504 (82.2%)
Boys : Girls	176 : 144	151 : 161	152 : 161	162 : 156	145 : 153	155 : 152	148 : 148	143 : 149	162 : 149	753 : 751
Low : Middle : High PA	79 : 164 : 12	67 : 159 : 82	64 : 157 : 81	60 : 136 : 95	30 : 194 : 54	53 : 167 : 79	54 : 164 : 72	54 : 165 : 68	43 : 176 : 85	234 : 866 : 358
SEND E : K	6 : 16	3 : 67	7 : 55	5 : 81	3 : 63	8 : 58	5 : 42	6 : 32	3 : 38	25 : 233
KS2 APS (Reading & Maths)	104.27	104.9	105.0	105.3	105.2	104.6	105.0	105.1	105.6	105.1
CATs Average	102.87	103.3	103.3	103.4	102.7	103.5	102.6	N/A	101.1	102.4

Part A: Pupil premium strategy plan

Statement of intent

Our strategy will, in line with the school and trust's vision, ensure that our Disadvantaged pupils will leave Ousedale ready to succeed in life. As effective learners, they will acquire the character, experiences, knowledge skills and qualifications that will enable them to thrive, and lead successful, happy lives. The focus of our pupil premium strategy is to support Disadvantaged pupils so that they make good progress and achieve highly across the curriculum, including those who are already high attainers.

This will be achieved through our ambitious and broad curriculum comprising of 3 elements – **Character**, **Experiences** and **Knowledge Skills**.

The strategy will be guided by the following key principles:

- Ambition
- Knowledge and Skills
 - Key concepts
 - Core Knowledge
 - Powerful knowledge
- Offering new experiences
- Developing character
- Identifying and addressing context specific need
- Learning is sequential

Our strategy is integral to the wider school developments that will support the continued improvement in attainment of our Disadvantaged pupils whilst sustaining improvements in outcomes of their non-disadvantaged peers.

High quality teaching is fundamental to supporting the aims of our strategy that will be supported by accurate and timely diagnostic assessment resulting in targeted interventions. Our approach will be responsive to the needs of the cohort so that emerging challenges are identified and acted upon, ensuring all pupils can access our rich and broad curriculum.

We take pride on knowing our students and therefore provide staff with the opportunity to access Pupil Premium funding to support students in more bespoke ways. Our strategy statement is based on a three-year-plan that is reviewed at regular intervals and at least annually.

Challenges

Challenge Number	Detail of challenge																																																									
1	Attainment and progress at the end of key Stage 4 is lower for our Disadvantaged pupils. (SISRA and Compare School Performance December 2024 (national data)) NB. KS2 2024/25: No Progress measures or prior attainment breakdowns It will not be possible to calculate KS1-KS2 progress measures or produce breakdowns of attainment measures by prior attainment for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures and prior attainment for these years due to Covid-19 disruption. 2024 <table><tr><th>Measure</th><th>Disadvantaged</th><th>Non-Disadvantaged</th></tr><tr><td>Progress 8</td><td>-0.64 (-0.43*)</td><td>0.16*(0.16)</td></tr><tr><td>Attainment 8</td><td>35.3 (34.5)</td><td>48.63*(50)</td></tr><tr><td>Basics %4+</td><td>52.9% (48%*)</td><td>73.7*(72.7%)</td></tr><tr><td>Basics %5+</td><td>25.5% (25.8%)</td><td>50.2*(53.1%)</td></tr><tr><td>EBacc APS</td><td>2.96 (2.99)</td><td>4.14*(4.46)</td></tr><tr><td>Attainment – English</td><td>7.67 (8.33)*</td><td>10.23 (10.56)*</td></tr><tr><td>Attainment - Maths</td><td>7.42 (7.40)*</td><td>9.75 (9.86)*</td></tr><tr><td>Progress 8 – English</td><td>-0.82 (-0.40)*</td><td>0.07(0.15)*</td></tr><tr><td>Progress 8 – Maths</td><td>-0.48 (-0.42)*</td><td>0.18 (0.16)*</td></tr><tr><td>Progress 8 – EBacc</td><td>-0.83 (-0.47)*</td><td>0.12 (0.18)*</td></tr><tr><td>Progress 8 – Open</td><td>-0.86 (-0.47)*</td><td>0.21 (0.18)*</td></tr></table> 2025 <table><tr><th>Measure</th><th>Disadvantaged</th><th>Non-Disadvantaged</th></tr><tr><td>Attainment 8</td><td>36.2 (34.9)</td><td>51.2* (50.3)</td></tr><tr><td>Basics %4+</td><td>47.8% (48.0%^)</td><td>76.9%*(72.7%)</td></tr><tr><td>Basics %5+</td><td>28.3% (25.6%)</td><td>53.1%* (52.8%)</td></tr><tr><td>EBacc APS</td><td>3.00 (3.02)</td><td>4.37* (4.49)</td></tr><tr><td>Attainment – English</td><td>7.78*(8.37^)</td><td>10.44*(10.54^)</td></tr><tr><td>Attainment - Maths</td><td>6.83*(7.36^)</td><td>10.34*(9.83^)</td></tr></table> ^Taken from SISRA Colab Data for FSM as not published on Compare School Performance. A trend analysis of the difference between Disadvantaged and Non-Disadvantaged at school and national level can be found at the end of the report.	Measure	Disadvantaged	Non-Disadvantaged	Progress 8	-0.64 (-0.43*)	0.16*(0.16)	Attainment 8	35.3 (34.5)	48.63*(50)	Basics %4+	52.9% (48%*)	73.7*(72.7%)	Basics %5+	25.5% (25.8%)	50.2*(53.1%)	EBacc APS	2.96 (2.99)	4.14*(4.46)	Attainment – English	7.67 (8.33)*	10.23 (10.56)*	Attainment - Maths	7.42 (7.40)*	9.75 (9.86)*	Progress 8 – English	-0.82 (-0.40)*	0.07(0.15)*	Progress 8 – Maths	-0.48 (-0.42)*	0.18 (0.16)*	Progress 8 – EBacc	-0.83 (-0.47)*	0.12 (0.18)*	Progress 8 – Open	-0.86 (-0.47)*	0.21 (0.18)*	Measure	Disadvantaged	Non-Disadvantaged	Attainment 8	36.2 (34.9)	51.2* (50.3)	Basics %4+	47.8% (48.0%^)	76.9%*(72.7%)	Basics %5+	28.3% (25.6%)	53.1%* (52.8%)	EBacc APS	3.00 (3.02)	4.37* (4.49)	Attainment – English	7.78*(8.37^)	10.44*(10.54^)	Attainment - Maths	6.83*(7.36^)	10.34*(9.83^)
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2	Our Disadvantaged students generally enter the school with weaker literacy and numeracy skills. NGRT Results for our new Year 7 (Cohort 2030) pupils shows: 2024																																																									

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3	We have concerns relating to pupil wellbeing which is ongoing since the pandemic. It is clear from internal data that 28% (20% at last year) of our disadvantaged students have accessed support from our school counsellors and other internal data suggests higher use of pastoral support systems. It is also evident that many pupils and their families are experiencing increasing challenges with SEMH, with the number of students identified with SEMH needs at Ousedale continuing to increase. There has been an increase of 21% compared to last years total SEMH numbers (101 to 127).																																																								
4	A higher proportion of parents of our Disadvantaged pupils at KS4 demonstrate poor parental engagement with the school compared to parents of our non-disadvantaged pupils. 45.5% of pupil premium parents did not book an appointment for parents evening across last academic year. This has increased on the previous academic year from 33.91%																																																								

	PP Did not Book	PP Total	%
Olney	44	112	39.29%
NP	93	206	45.15%
6th Form	26	40	65.00%
All	163	358	45.53%

	PP Did not Book	PP Total	%
Y7	22	63	34.92%
Y8	42	84	50.00%
Y9	21	55	38.18%
Y10	27	59	45.76%
Y11	26	42	61.90%
All	138	303	45.54%

There are also a high number of parents who are not accessing Classcharts which gives live data on attendance and behaviour of pupils.

Year Group	All Count	PP	%
Year 7	15	3	20.0%
Year 8	14	7	50.0%
Year 9	20	14	70.0%
Year 10	11	4	36.4%
Year 11	9	2	22.2%
Year 12	9	2	22.2%
Year 13	20	6	30.0%
All	98	38	38.8%
All Not Accessed		98	

House	All Count	PP	%
Olney	23	12	52.2%
NP	46	18	39.1%
6th FORM	29	8	27.6%
All	98	38	38.8%
All Not Accessed		98	

5	Our Disadvantaged pupils receive a disproportionate amount of <i>Behaviour and Attitude to Learning</i> points. • Last academic year the total was 24% • Pupil Premium account for 28% of all negative behaviour points issued between 3.9.25 – 26.11.25: <table border="1" data-bbox="245 376 1426 981"> <tr> <td>Negative</td><td>28%</td></tr> <tr> <td>Positive</td><td>15%</td></tr> <tr> <td>E1 - Instant Support</td><td>59%</td></tr> <tr> <td>N1 - Low Level Disruption</td><td>26%</td></tr> <tr> <td>N2 - Disruption to Learning / Inappropriate Behaviour</td><td>31%</td></tr> <tr> <td>N3 - Significant Disruption to Learning</td><td>39%</td></tr> <tr> <td>SLT Only - PILC Removal</td><td>52%</td></tr> <tr> <td>Truancy</td><td>39%</td></tr> <tr> <td>Homework</td><td>27%</td></tr> <tr> <td>Incorrect Uniform / No Lanyard</td><td>31%</td></tr> <tr> <td>Lack of Basic Equipment</td><td>27%</td></tr> <tr> <td>Late to Lessons</td><td>26%</td></tr> <tr> <td>Late to School</td><td>32%</td></tr> <tr> <td>Mobile Phone Confiscated</td><td>23%</td></tr> </table>	Negative	28%	Positive	15%	E1 - Instant Support	59%	N1 - Low Level Disruption	26%	N2 - Disruption to Learning / Inappropriate Behaviour	31%	N3 - Significant Disruption to Learning	39%	SLT Only - PILC Removal	52%	Truancy	39%	Homework	27%	Incorrect Uniform / No Lanyard	31%	Lack of Basic Equipment	27%	Late to Lessons	26%	Late to School	32%	Mobile Phone Confiscated	23%
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6	Although the attendance of our Disadvantaged pupils is higher than their national counterparts (91.4% to 88.2%). Their overall attendance is lower than our Non-Disadvantaged at school. Overall, there was a 2.7% in school difference in attendance between the groups for the academic year 2024/25. This is an improvement on the previous academic year of 4.37% difference. The focus for attendance continues to be at KS4.																												

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 – What we want to happen	Success criteria – How we will know it has happened
1. Improved attainment and progress outcomes among our Disadvantaged pupils across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that Disadvantaged pupils achieve: • an average Attainment 8 score of at least National average • at least 45% passing GCSE Basics at grade 5 or above • at least 65% passing GCSE Basics at grade 4 or above • The gap in progress with our disadvantaged pupils and non-disadvantaged pupils nationally diminishes • All students are making progress that is at least in line with their prior attainment • Key focus on HPA attainment due to results last academic year. • The proportion of students in KS3 working at or above progress range to be in line with their non-PP peers. • Students in KS5 are being successful in securing university places, apprenticeships or alternative career starter pathway placements.
2. Literacy and numeracy skills improve for the FSM6 cohort	• To ensure there is no gap between PP and non-PP in their reading proficiency levels. • Reduce the gaps between PP and Non-PP for reading fluency. • Our PP cohort in year 7 are on average above their chronological reading age, however they are on average 11 months behind their non-PP peers. A reduction in this gap is what we strive for. • NGRT tests demonstrate improved fluency skills and SAS scores among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
3. Attendance of our Disadvantaged cohort improves	• Attendance of our Disadvantaged cohort is in line with the national average for all pupils. • The figure for disadvantaged students is in line with their non-disadvantaged peers.
4. Behaviour points, related to learning, awarded to our Disadvantaged	• There is no or negligible difference for; negative behaviour incidents; detention and internal exclusion data; and FTE between PP and non-PP.

students decreases.	
5. Parental engagement increases	• The proportion of parents/carers of our Disadvantaged cohort who sign up to the Edulink/Classcharts platform increases and is in line with non-disadvantaged cohort.
6. To ensure smooth transition of PP students between key stages of school	• PP students are supported between transition from primary school to year 7. • To ensure students have appropriate guidance for options process and transition into KS4/KS5. Through targeted meetings and communication with parents/carers. • Develop use of CIAG strategy to support students in their next steps • Rates of progression (including NEETs) matches the non-disadvantaged cohort. 0 NEET

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: £227,293

Activity and brief description/summary	Evidence that supports this approach	Challenge number(s) addressed
Fully funding additional capacity to the teaching hours in English and Maths so that additional groups can be timetabled	Reducing class size EEF Metacognition and self-regulation EEF	1,2 & 5
Part funding of our SENDCO to lead the SEND team by enhancing the provision for our disadvantaged SEND pupils	EEF – Special Educational Needs in Mainstream Schools Guidance Report	1,2 & 5
CPD dedicated to reading & vocabulary development. Plan for reading (Walkthru) - Focus on teachers selecting texts that engage and support struggling readers from disadvantaged backgrounds. Emphasise approaches for building vocabulary and comprehension skills tailored to pupil premium students	https://tdtrust.org/leading-cpd/why-is-cpd-so-important/ Teaching WalkThrus Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars Oliver Cavigioli - Tom Sherrington UK Effective Professional Development EEF Improving Literacy in Secondary Schools EEF	1,2 & 5
CPD in SEND Training: EEF 5-a-day Strategy Ensuring that scaffolding, flexible grouping, and explicit instruction are contextualised with examples addressing pupil premium students' specific needs.	EEF blog: 'Five-a-day' to improve SEND outcomes EEF https://tdtrust.org/leading-cpd/why-is-cpd-so-important/	All

How cognitive and metacognitive strategies can support SEND & disadvantaged learners.	<u>Effective Professional Development EEF</u>	
CPD in Behaviour Strategies to Support Active Learning Address potential barriers to engagement for disadvantaged students and training for staff on inclusive classroom management strategies.	https://tdtrust.org/leading-cpd/why-is-cpd-so-important/ <u>Improving Behaviour in Schools EEF</u> <u>Effective Professional Development EEF</u>	1, 4 & 6
Part funding Pastoral and Academic Leaders to support students across all year groups.	Behavioural interventions – EEF <u>Strategies for reversing poor school attendance</u>	All
TLR funded for PP/raising standards support team position.	EEF – School improvement Planning Section	All

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

Budgeted cost: £99,769

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils with the equipment and uniform they need to be ready to learn and be in line with the rest of the school community.		1, 3 & 4
Involvement with the Action tutoring maths program. This provides selected PP students with one-hour additional online maths tuition in addition to their normal maths curriculum.	<u>One to one tuition EEF</u>	1, 2,& 6
Part funding Learning Mentors to work with and support our Disadvantaged pupils who present significant issues. This includes hold half termly attendance and punctuality surgeries with Disadvantaged identified pupils	Behavioural interventions – EEF <u>Improving Behaviour in Schools EEF</u> <u>Strategies for reversing poor school attendance</u>	1,3,4 & 6

The school's Counsellor supports identified Disadvantaged pupils based on wellbeing referrals from PALs. High priority cases.	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation	1,3,4 & 6
Part funding the school's family liaison officer supports Disadvantaged pupils and families on pastoral aspects such as attendance and behaviour	Behavioural interventions – EEF Strategies for reversing poor school attendance	1,3,4 & 6
Part funding of our PILC manager and providing additional resources for the PILC so that Disadvantaged pupils have access to appropriate provisions.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3 & 4
Invest in numeracy platforms to support the whole school numeracy programme; My Maths, Timetable rockstars and Numeracy Ninjas.	Why is Numeracy Important? - The Effects of Poor Numeracy	1,2 & 5
Invest in the schools ' Reading Spine' through the provision of resources and training that will promote a love of reading and improve literacy skills of our Disadvantaged pupils.	Reading comprehension strategies EEF Improving Literacy in Secondary Schools EEF	1,2 & 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support for school trips so that our Disadvantaged pupils are not culturally disadvantaged.	Using pupil premium to enrich cultural education A New Direction	3,5 & 6
Support Disadvantaged pupils who express an interest in completing the DofE award .	Using pupil premium to enrich cultural education A New Direction Why do the DofE? - The Duke of Edinburgh's Award	3,5 & 6
Support the funding of Peripatetic Music lessons	Arts participation EEF	3 & 5

CPD for staff in Targeted Mental Health and Wellbeing Training: Identifying and supporting pupil premium students facing mental health challenges	For schools · MHFA England	1,3,4,5 & 6
Embed Peer Mentoring to support disadvantage students with numeracy and literacy skills.	Mentoring EEF	1 & 2
Embed staff mentoring to key groups of PP students with a focus on preparing for exams, organisation and wellbeing.		1,3,4 & 6

The school has assigned aspects of the 'menu of approaches' to each of the Assurance Boards: Curriculum (CAB), Teaching and Learning (LAB), Progress (PAB) and Inclusion/Pastoral (IAB).

Tier 1. High Quality Teaching Approach	
Assurance Board	
CAB	• Broad and balanced knowledge rich curriculum • Recruitment and retention • Managing workload • Celebrate success with pupils and staff
LAB	• Developing expertise in knowledge and pedagogy • Responsive Teaching – The Ousedale Standard • Continuous and sustained professional development • Mentoring and coaching • Professional qualifications • Technology and resources to support teaching
PAB	• Purposeful, responsive assessment • Technology and resources to support assessment
IAB	• Effective systems to support pupils and staff • Acknowledge and reward effort and achievement
Tier 2. Targeted Academic Support Approach	
Assurance Board	
CAB	• Tutoring and small group work • Deployment of teaching assistants providing high quality support
LAB	• Targeted interventions to support literacy and numeracy development
PAB	• Targeted interventions to support knowledge and skills development
IAB	• Effective deployment of resources to support pupils
Tier 3. Wider Strategies Approach	
Assurance Board	
CAB	• Extra-curricular • Experiences curriculum • Extended school time
LAB	• Parental engagement
PAB	• Communicating with and supporting parents
IAB	• Improving behaviour • Social, emotional, and behavioural needs • Supporting attendance • Parental engagement • Communicating with and supporting parents • Working with the PP questionnaire and actioning key points, inclusive of equipment, mentoring and wellbeing

Other Strategy Implementation

Action	Tier	Assurance Board
Assist staff with the deployment of QLA reports and associated next step therapy tasks.	1	PAB
Use SISRA to support the identification of Disadvantaged pupils who are not at expected points during the school's assessment cycle.	1	PAB
Continue to develop the schools data analysis systems so that all leaders can identify underperformance of key groups.	1	PAB
Develop Assessment Point Reports so that the PP section reflects the school's KPIs and leads to better identification of need and support	1	PAB
Target Disadvantaged pupils to attend the additional after school 'Session 6' lessons	2	PAB
Develop a reward programme that acknowledges engagement with 'Session 6' lessons	2	PAB
Facilitate homework club for Disadvantaged pupils through staffing, resources and incentives.	3	PAB/IAB
Ensure that all Disadvantaged pupils receive a personalised CEIAGs programme that includes employer visits, Careers Fairs and interviews.	3	PAB
Monitoring parental engagement at Parents' Evenings with follow up calls from PALs when non-attendance	3	PAB/IAB

Total Budgeted Cost: £337,062

Part B: Review of outcomes in the previous academic year

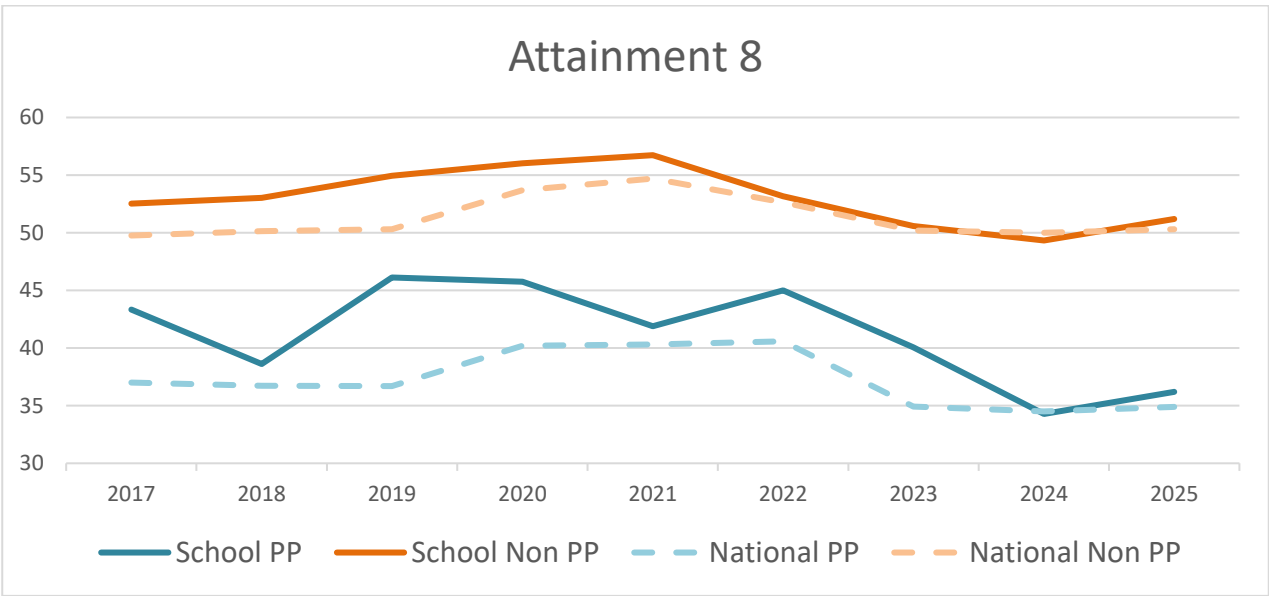
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on Disadvantaged pupils over previous years including the 2020 to 2021 academic year.

Academic Outcomes

Attainment 8

Attainment 8	2017	2018	2019	2020	2021	2022	2023	2024	2025
School PP	43.34	38.60	46.12	45.76	41.88	45.00	40.07	34.28	36.2
School Non PP	52.53	53.03	54.95	56.02	56.73	53.17	50.58	49.33	51.2
National PP	37.00	36.73	36.70	40.20	40.30	40.58	34.91	34.50	34.9
National Non PP	49.76	50.14	50.30	53.70	54.70	52.65	50.20	50.00	50.3

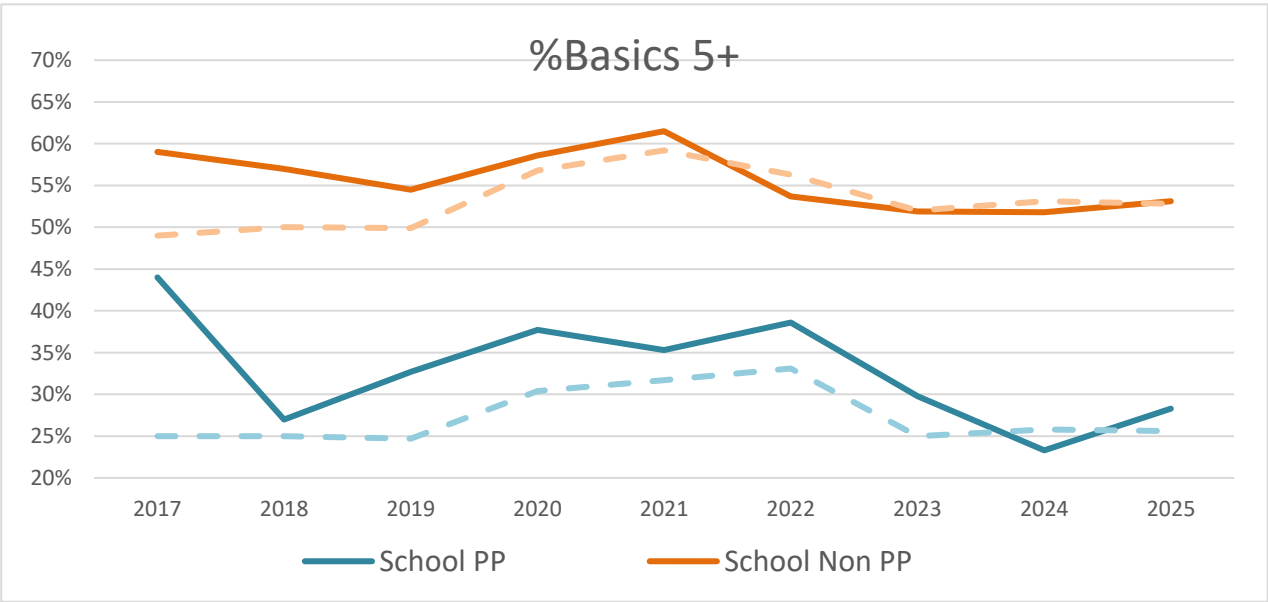


Attainment 8:

Although disadvantaged attainment saw a sharp drop in 2024, the slight recovery in 2025 means it remains broadly in line with the national disadvantaged average. Attainment in the Open element continues to be, on average, half a grade higher than the EBacc element, suggesting stronger performance in non-core subjects. However, the gap between the highest and lowest counting grades—still around 1.4 in EBacc and 1.2 in Open—indicates persistent variation. This reinforces the need to review the curriculum offer for this cohort and consider targeted interventions. In some cases, reducing the qualification suite may be necessary to ensure depth of learning and improved outcomes.

%Basics 5+

%Basics 5+	2017	2018	2019	2020	2021	2022	2023	2024	2025
School PP	44.0	27.0	32.7	37.7	35.3	38.6	29.8	23.3	33.0
School Non PP	59.0	57.0	54.5	58.6	61.5	53.7	51.9	51.8	55.7
National PP	25.0	25.0	24.7	30.4	31.7	33.1	25.0	25.8	27.6
National Non PP	49.0	50.0	49.9	56.8	59.2	56.3	52.0	53.1	53.3

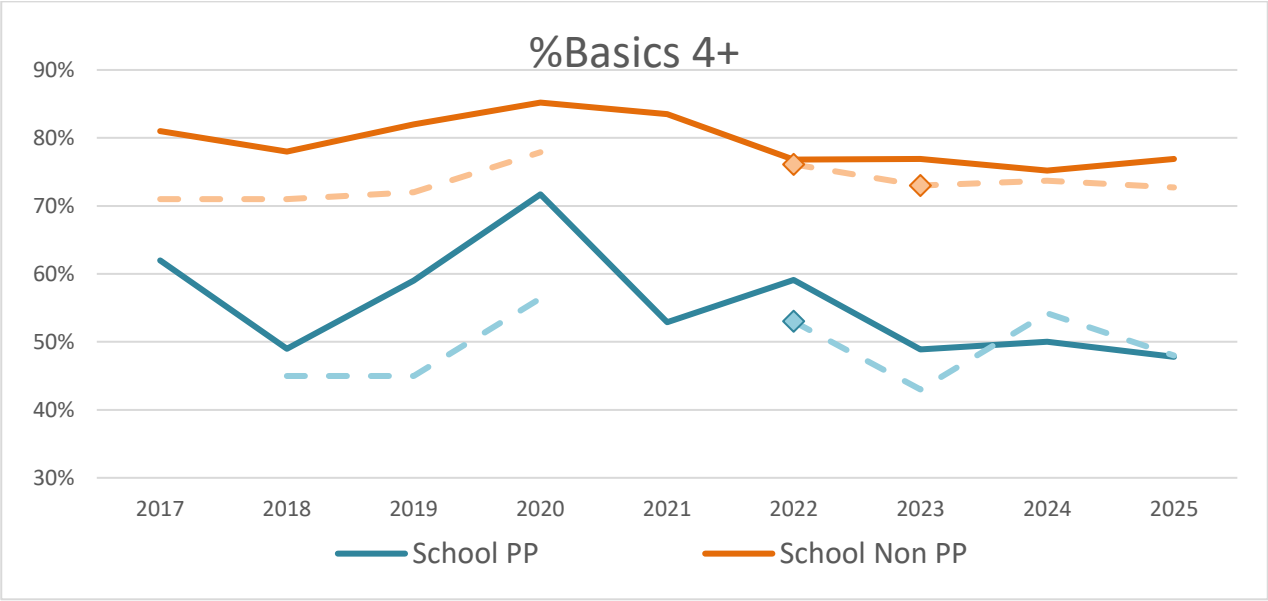


Basics 5+:

Basics 5+ for disadvantaged students rose from 23.3% in 2024 to 33.0% in 2025, recovering from last year's low but still below the 2021 peak (37.7%). This remains slightly above the national PP average (27.6%), assuming stability. Non-PP attainment improved to 55.7%, widening the internal gap to 22.7 points. While the increase is positive, the persistent disparity highlights the need for targeted support to accelerate progress for disadvantaged learners.

%Basics 4+

Basics 4+	2017	2018	2019	2020	2021	2022	2023	2024	2025
School PP	62	49	59	71.7	52.9	59.1	48.9	50.0	47.8
School Non PP	81	78	82	85.2	83.5	76.8	76.9	75.2	76.9
National PP*	N/A	45	45	56.4	N/A	53.0	43.0	54.2	48.0
National Non PP*	71	71	72	77.9	N/A	76.1	73.0	73.7	72.7



Basics 4+:
Basics 4+ for disadvantaged students fell from 50.0% in 2024 to 47.8% in 2025, continuing the downward trend from the 2020 peak (71.7%). Despite this decline, performance remains in line with the national PP average (48.0%). Non-PP attainment at the school is strong at 76.9%, well above the national Non-PP figure (72.7%), but the internal gap has widened to 29.1 points

Pastoral Outcomes

The table below shows the pastoral outcomes for our disadvantaged students.

Suspensions

Measure	2018/19	2019/20	2020/21	2021/22	2022/23	FFT (2022/23)	2023/24	FFT (2023/24)	2024/25	FFT 2024/25
FTE	17.14%	7.7%	6.9%	9.9%	7.8%		5.5%		4.6%	
1 or more FTE	6.2%	6.1%	4.4%	7.1%	7.8%		5.5%		4.6%	
2 or more FTE	0.36%	1.0%	1.5%	2.5%	2.28%		2.61%		2.6%	
PEX	0%	0%	0%	0%	0%		0%		0%	

Suspensions rate has again decreased from previous academic year by 0.9%, continuing the downward trend from 2021.

Attendance

All Pupils

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	1836	94.1%	92.3%	Above	Relative improvement	-
2023/24	1871	92.6%	91.1%	Above	In line	-
2022/23	1841	92.5%	91.0%	Above	Relative improvement	-

PP

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	282	91.4%	88.2%	Above	Relative improvement	-
2023/24	266	86.8%	86.0%	Close to average	Relative decline	-
2022/23	233	88.1%	86.0%	Above	Relative improvement	-

2018/19	225	91.0%	91.8%	Close to average	Not available	-
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Attendance of the cohort has improved significantly on the previous academic year, it still remains below the non-disadvantaged cohort of 94.1% to 91.4%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths tuition	Action Tutoring