

# Pupil Premium strategy statement – Kings’ School Winchester

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	1749
Proportion (%) of Pupil Premium eligible pupils	18.07%
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)	2025 – 2028
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Dr James Adams – Headteacher
Pupil Premium lead	Mrs Louise Hutton – Deputy Headteacher
Governor / Trustee lead	Prof David Cohen

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£288,750
Pupil Premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£19,125
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>	£307,875

# Part A: Pupil Premium strategy plan

## Statement of intent

At Kings' School, our aim for disadvantaged pupils is to ensure that every pupil achieves their full potential, both academically and personally. We are committed to closing the attainment gap so that disadvantaged pupils have the same opportunities as their peers to succeed, thrive, and prepare for fulfilling and purposeful lives. The Pupil Premium Strategy is an integral part of our school Mission, Vision and Values to ensure that every pupil has an Inspiring Future, exhibits Exceptional Character and achieves Academic Excellence. When our disadvantaged pupils achieve as well as their non-disadvantaged peers at Kings' we know that we will be an embodiment of that vision.

Our Pupil Premium strategy is carefully designed to achieve this goal through **targeted, evidence-informed interventions, consistently high-quality teaching, and personalised support**. By identifying and addressing the specific barriers each pupil faces, we provide tailored academic and pastoral support to enable disadvantaged pupils to access the full curriculum, achieve excellence, and develop the resilience, character, and confidence to pursue inspiring futures.

To focus our efforts and ensure that we are doing fewer things better, we have identified **four key challenges** that will guide our work. These challenges represent the areas where strategic action can have the greatest impact on closing the attainment gap and improving outcomes for all disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1 – Progress and attainment	<p>The progress and attainment of disadvantaged pupils remains a key strategic priority for the school. Whilst overall outcomes are exceptionally strong – with pupils achieving well above national averages in terminal examinations – the progress of pupils eligible for the Pupil Premium continues to lag behind their non-disadvantaged peers, particularly in English and Mathematics.</p> <p>There has been notable improvement. Between 2024 and 2025, the Attainment 8 score for disadvantaged pupils increased from 36.78 to 40.11, representing almost half a grade of improvement, despite similar prior attainment on entry.</p> <p>However, outcomes for pupils eligible for Free School Meals (FSM) remain an area of concern within the broader disadvantaged group. Our analysis shows that pupils in receipt of FSM typically enter the school with lower attainment than their peers: the average KS2 scaled score for FSM pupils is 101, compared with 107 for non-FSM pupils. This gap is wider than seen nationally and represents a significant barrier to ensuring parity of progress.</p>

	Reducing this attainment gap for those in receipt of FSM is central to the next phase of our improvement work.																																																																																																
2 – Attendance	<p>Post-Covid, attendance to school of disadvantaged pupils remains lower than non-disadvantaged pupils. Again, we focus here on FSM pupils as a specific cohort of disadvantage, as this is where the gap is the widest.</p> <table border="1" data-bbox="408 483 1409 768"> <thead> <tr> <th>Year</th> <th>Non FSM</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>95%</td> <td>89.5%</td> </tr> <tr> <td>8</td> <td>93.9%</td> <td>88.7%</td> </tr> <tr> <td>9</td> <td>92.4%</td> <td>83.2%</td> </tr> <tr> <td>10</td> <td>94.7%</td> <td>85.8%</td> </tr> <tr> <td>11</td> <td>90.8%</td> <td>79.1%</td> </tr> </tbody> </table> <p>As has been the trend in previous years, a disproportionately high number of our persistently absent and severely absent pupils are from disadvantaged families. For the academic year 2024-25</p> <table border="1" data-bbox="408 992 1219 1279"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">PA</th> <th rowspan="2">Total FSM</th> <th rowspan="2">FSM PA</th> </tr> <tr> <th>Not FSM</th> <th>FSM</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>29</td> <td>27</td> <td>56</td> <td>73</td> <td>37.0%</td> </tr> <tr> <td>Year 8</td> <td>33</td> <td>23</td> <td>56</td> <td>77</td> <td>29.9%</td> </tr> <tr> <td>Year 9</td> <td>46</td> <td>28</td> <td>74</td> <td>60</td> <td>46.7%</td> </tr> <tr> <td>Year 10</td> <td>32</td> <td>22</td> <td>54</td> <td>57</td> <td>38.6%</td> </tr> <tr> <td>Year 11</td> <td>38</td> <td>17</td> <td>55</td> <td>52</td> <td>32.7%</td> </tr> </tbody> </table> <table border="1" data-bbox="408 1330 1219 1617"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="3">SA</th> <th rowspan="2">Total FSM</th> <th rowspan="2">FSM SA</th> </tr> <tr> <th>Not FSM</th> <th>FSM</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>1</td> <td></td> <td>1</td> <td>73</td> <td>0.0%</td> </tr> <tr> <td>Year 8</td> <td>2</td> <td>5</td> <td>7</td> <td>77</td> <td>6.5%</td> </tr> <tr> <td>Year 9</td> <td>5</td> <td>5</td> <td>10</td> <td>60</td> <td>8.3%</td> </tr> <tr> <td>Year 10</td> <td>2</td> <td>4</td> <td>6</td> <td>57</td> <td>7.0%</td> </tr> <tr> <td>Year 11</td> <td>5</td> <td>6</td> <td>11</td> <td>52</td> <td>11.5%</td> </tr> </tbody> </table>	Year	Non FSM	FSM	7	95%	89.5%	8	93.9%	88.7%	9	92.4%	83.2%	10	94.7%	85.8%	11	90.8%	79.1%	Year Group	PA			Total FSM	FSM PA	Not FSM	FSM	Total	Year 7	29	27	56	73	37.0%	Year 8	33	23	56	77	29.9%	Year 9	46	28	74	60	46.7%	Year 10	32	22	54	57	38.6%	Year 11	38	17	55	52	32.7%	Year Group	SA			Total FSM	FSM SA	Not FSM	FSM	Total	Year 7	1		1	73	0.0%	Year 8	2	5	7	77	6.5%	Year 9	5	5	10	60	8.3%	Year 10	2	4	6	57	7.0%	Year 11	5	6	11	52	11.5%
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3 – Reading and Language Comprehension	<p>As noted in Challenge 1, disadvantaged pupils, and particularly those eligible for Free School Meals enter the school with lower attainment than their peers, particularly in reading. Lower reading ages make accessing the full curriculum more difficult, and assessment on entry consistently highlights this gap.</p> <p>Analysis of standardised reading scores for the last five cohorts shows that a disproportionately higher percentage of FSM pupils start Year 7 below the expected benchmark (&lt;85) compared with all pupils:</p> <table border="1" data-bbox="408 1973 1409 2016"> <tr> <td style="text-align: center;">Standardised Scores (2025-6)</td> </tr> </table>	Standardised Scores (2025-6)																																																																																															
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	Class of	<85 all pupils	<85 FSM pupils on entry
	2029-30	7%	20%
	2028-9	5%	10%
	2027-8	7%	9%
	2026-7	7%	11%
	2025-6	6%	13%

These figures demonstrate a persistent challenge: FSM pupils are consistently over-represented among those with lower reading attainment on entry, highlighting the need for targeted support to ensure access to the curriculum and subsequent academic progress.

4 - Belonging	<p>A lack of belonging is a significant barrier to learning for many disadvantaged pupils. This can manifest as low engagement, poor attendance, limited participation in enrichment activities, and reduced confidence in the classroom. Pupils who do not feel connected to the school community or curriculum are less likely to develop the resilience and motivation needed to succeed academically. Social and emotional factors — including peer relationships, self-worth, and cultural capital — play a critical role in shaping this sense of belonging. Addressing this barrier is essential to improving outcomes and ensuring all pupils feel valued, included, and supported. A sense of belonging is difficult to measure and overlaps with other strands.</p> <p>Attendance (measured above) is one key driver, as is Attitude to Learning. From our pupil surveys, self-reporting of belonging is similar to non-FSM, at around 65%. A significant push to improve FSM pupils' sense of belonging to ensure that it is higher than peers should be targeted.</p>
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## 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
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<p>To ensure all disadvantaged pupils achieve strong progress and attainment at KS4.</p>	<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• Progress 8 gap between disadvantaged (FSM) and non-disadvantaged pupils narrows:</li> <li>• 2025-6 goal: -0.3</li> <li>• 2026-7 goal: -0.0</li> </ul> <p><b>Attainment:</b></p> <ul style="list-style-type: none"> <li>• Disadvantaged (FSM) pupils achieve at least a grade 4 in English and Mathematics.</li> <li>• 2025-6 goal: 55 - 63%</li> <li>• 2026-7 goal: 63 - 85%</li> </ul> <p><b>Identification and Intervention</b></p> <ul style="list-style-type: none"> <li>• Termly monitoring of subject/attendance/behaviour progress ensures timely interventions for pupils below expected progress in each year group.</li> <li>• All disadvantaged KS4 pupils at risk of not achieving a grade 4 will receive targeted interventions, reviewed at least every 6 weeks.</li> </ul>
<p>To increase the overall attendance of disadvantaged pupils</p>	<p>Overall Attendance</p> <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils increases to 92.1% by 2027-28 <ul style="list-style-type: none"> <li>• 2025-26 target – 91.0%</li> <li>• 2026-27 target – 92.1%</li> </ul> </li> </ul> <p>Persistent absence</p> <p>Percentage of persistently absent disadvantaged pupils to improve.</p> <ul style="list-style-type: none"> <li>• 2025-26 target – 33%</li> <li>• 2026-27 target – 30%</li> </ul> <p><b>Identification and Intervention</b></p> <p>Early identification and targeted support (mentoring, pastoral support, attendance plans) are implemented for all pupils at risk of low attendance.</p>
<p>To advance the reading and language capabilities of disadvantaged pupils</p>	<p>Age-Related Reading:</p> <ul style="list-style-type: none"> <li>• By the end of Year 8, the percentage of disadvantaged pupils achieving age-related expectations &gt;85 (ARE) in reading will meet or exceed that of their non-disadvantaged peers.</li> </ul> <p><b>Identification and Intervention</b></p> <ul style="list-style-type: none"> <li>• All pupils starting Year 7 that are below ARE are identified within the first half term of KS3. and receive targeted interventions, reviewed at least every 6 weeks.</li> <li>• All disadvantaged pupils that are significantly below ARE who join the school in-year are identified within half a term of joining and receive targeted interventions reviewed at least every 6 weeks.</li> <li>• Pupils will receive a range of interventions, based upon analysis of need.</li> </ul>
<p>To improve the sense of belonging to school of disadvantaged pupils</p>	<p>For this academic year, belonging will focus on measuring attendance, and attitude to learning for pupils.</p> <ul style="list-style-type: none"> <li>• By the end of this academic year, FSM pupils' sense of belonging will improve from 65% to 70%.</li> <li>• Attendance of FSM pupils will improve as stated above</li> <li>• Attitude to learning for FSM pupils will improve from Mostly to Always</li> <li>• Attendance to co-curricular clubs will improve for FSM pupils.</li> </ul> <p><b>Identification and Intervention</b></p> <p>Half Termly intervention through Year Team Meetings will identify and intervene with pupils where key indicators suggest belonging can improve. As a sense of belonging is a new measure, the school will be using the EEF</p>

	Implementation Planning tool to assess, monitor evaluate and gather further evidence to develop the belonging strategy for 2026-27.
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## Activity in this academic year

This details how we intend to spend our Pupil Premium funding during the current academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £144,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Professional Development (CPD) programmes for all staff, including:</p> <ul style="list-style-type: none"> <li>• Leadership Briefings</li> <li>• Departmental CPD,</li> <li>• Growing Great Teachers Time.</li> </ul>	<p>Research shows that high-quality teaching is the most effective lever for improving pupil outcomes and can narrow the attainment gap between disadvantaged and non-disadvantaged pupils. The Education Endowment Foundation (EEF) Guide to Pupil Premium highlights that focusing on high-quality teaching benefits all pupils, particularly those from socio-economically disadvantaged backgrounds, and is more impactful than many other interventions.</p> <p><a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	1,2,3,4
<p>Training in the Implementation of Core Principles and Common Lesson Structure</p> <ul style="list-style-type: none"> <li>• Core Principles</li> <li>• Common Lesson Structure</li> <li>• Support Structures</li> </ul>	<p>High-quality teaching has a long-term positive impact on pupils' life chances, particularly for those from disadvantaged backgrounds. Implementing evidence-based classroom practices, aligned with the <a href="#">Early career framework - GOV.UK</a> ensures consistency and excellence across all classrooms.</p> <p>Individual teacher development is further supported through structured coaching, including Growing Great Teachers (GGT) time, coaching cycles, and Teacher Development Plans. This approach ensures that all staff are equipped to deliver high-quality, consistent teaching that maximizes progress for every pupil.</p>	1,2,3,4
<p><b>Whole School Reading Programme</b></p>	<p>The EEF's "Reading Aloud with Your Class" blog highlights that reading aloud from challenging texts can significantly bolster children's spoken language comprehension, a crucial component of overall</p>	1,2,3,4

<p>A range of books are read with pupils in tutor time across Key Stage 3</p>	<p>reading comprehension. This aligns with the 'Simple View of Reading' by Gough and Tunmer, which posits that reading comprehension results from the interaction between word reading and spoken language comprehension. Further research by Cain and Oakhill (2012) underscores that vocabulary knowledge and verbal reasoning are pivotal predictors of reading comprehension, particularly in upper primary years. Additionally, the EEF's "Improving Literacy in Key Stage 2" guidance report emphasizes the importance of developing reading comprehension strategies, especially for pupils facing literacy challenges.</p>	
<p>Developing use of classroom support:</p> <ul style="list-style-type: none"> <li>SEND Officers in Year Groups to support with adaptive teaching in classrooms</li> <li>LSA training &amp; development in core principles</li> </ul>	<p>There is significant crossover of FSM and SEND classification. Our TAs are skilled in adaptive practices in the classroom and in small group intervention.</p> <p>EEF research shows that TAs have the greatest impact when delivering structured, evidence-based interventions, scaffolding learning, and promoting pupil independence.</p> <p><a href="#">Deployment of Teaching Assistants   EEF</a></p>	1,2,3,4
<p>Early Identification and Intervention</p> <ul style="list-style-type: none"> <li>Power BI dashboards provide middle and senior leaders with real-time, large-scale data analysis to monitor pupil behaviour, attendance, progress and attainment.</li> <li>The Pitstop Process offers half-termly insights into all pupils in each year group, enabling the identification, monitoring, and evaluation of progress.</li> <li>Teachers use class trackers to track and monitor disadvantaged pupils</li> </ul>	<p>Tracking and monitoring of pupils in receipt of the Pupil Premium is an important strand of our whole strategy. We have developed this year the processes that are embedded into the whole school to ensure that every member of staff takes ownership of the disadvantaged pupils in their cohort.</p> <p>"Gaining a thorough knowledge of your disadvantaged pupils' level of attainment and progress is the first step in developing an effective Pupil Premium strategy." (EEF, 2025)</p>	1,2,3,4
<p>Extending the School Day for Year 11 pupils</p> <ul style="list-style-type: none"> <li>Supervised study</li> <li>Bespoke interventions</li> </ul>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes which have higher impacts on average' <a href="#">Extending school time   EEF</a></p>	1,2,3,4
<p>Curriculum Development</p> <ul style="list-style-type: none"> <li>Knowledge Organisers for each pupil outline the core knowledge that</li> </ul>	<p>Evidence from Cognitive Science suggests that explicitly outlining key knowledge and using regular retrieval practice helps pupils commit information to</p>	1,3

<p>all pupils need to know and learn at KS3</p>	<p>long-term memory, supporting both recall and understanding.</p> <p>Supporting disadvantaged pupils: Knowledge Organisers provide all pupils, particularly those from disadvantaged backgrounds, with clear guidance on essential knowledge, helping to reduce gaps caused by differences in prior knowledge or access to resources.</p> <p><a href="#">Cognitive science approaches in the classroom   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £86,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of in-school <b>targeted academic tuition</b> for KS4 learners.</p> <ul style="list-style-type: none"> <li>• Reduced Options</li> <li>• Period 6 tutor</li> <li>• Small Group specialist intervention</li> </ul>	<p>Small group tuition has an average impact of four additional months progress over the course of a year. <a href="#">Small group tuition   EEF</a></p> <p>On average, one-to-one tuition is very effective at improving pupil outcomes... particularly for "pupils that are identified as having low prior attainment or are struggling in particular areas"</p> <p><a href="#">One to one tuition   EEF</a></p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes which have higher impacts on average' <a href="#">Extending school time   EEF</a></p>	<p>1,2,3,4</p>
<p>Use of in-school <b>targeted reading intervention</b> for KS3 learners</p> <ul style="list-style-type: none"> <li>• Careful identification of need through NGRT</li> <li>• Range of interventions from phonics interventions through to bespoke 1-1 and small group work.</li> </ul>	<ul style="list-style-type: none"> <li>• According to the EEF Teaching &amp; Learning Toolkit: "Reading comprehension strategies ... have an average impact of <b>+7 months' additional progress</b> over a year compared to pupils who did not receive them." <a href="#">EEF+1</a></li> <li>• The toolkit states these strategies are "high impact for very low cost" and can be used with whole classes or in small group/1-1 settings. <a href="#">EEF+1</a></li> <li>• Importantly, the guidance emphasises that for disadvantaged pupils — who often arrive with weaker reading skills or less rich reading backgrounds — "careful diagnosis" of the reading difficulty (e.g., decoding, vocabulary, comprehension) is vital.</li> </ul>	<p>1,2,3,4</p>

<p><b>In-school bespoke intervention</b></p> <p>We believe that for the majority of pupils, the education provided in the Kings' setting will give the most favourable outcomes. Therefore, we use alternative pathways and interventions to support disadvantaged pupils who are struggling to access mainstream education.</p>	<p>Small group tuition has an average impact of 4 months additional progress.</p> <p><a href="#">Small group tuition   EEF</a></p> <p>"Wherever possible, the LA believes that suitable provision to meet need should be 'in-house'... The LA encourages schools to, wherever possible, use alternative provision within a blend of offer which includes continued contact with education in the home school setting.' (ISS Alternative Provision Guidance)</p>	<p>1,2</p>
<p>Mentoring support to provide Meta-cognitive support at KS4 through Elevate</p> <p>Improve the relationship that pupils have with school and improve readiness to undertake post 16 training.</p>	<p>The EEF states that "making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others." <a href="#">EEF+1</a></p> <p>Research from UCL Institute of Education found that pupils with a sense of belonging in school tend to be happier, more confident, and perform better academically.</p>	<p>1,2,4</p>

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

Budgeted cost: £57,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year Officers in every Year group. Monitoring attendance through regular Attendance Strategy Meetings.</p> <p>Tracking and monitoring pupil attendance and provide individualised support for those pupils whose attendance is below the school or national averages.</p> <p>Early intervention strategies for those pupils who are falling below 90% attendance, including welfare and EBSA support through SEND Officers.</p>	<p>"Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils". EEF Attendance Context</p> <p>"Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place. DfE working Together to Improve School Attendance</p>	<p>1,2,3,4</p>

<p>A broad and varied <b>Enrichment Programme</b> is offered to pupils to compliment learning taking place in lessons. This includes:</p> <ul style="list-style-type: none"> <li>• Financial support for trips and visits</li> <li>• Co-curricular activities</li> <li>• Duke of Edinburgh participation</li> <li>• House competitions</li> <li>• Musical tuition</li> </ul>	<p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils have access to a rich and stimulating arts education” (EEF Arts Participation)</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.”</p>	<p>1,2,3,4</p>
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Total budgeted cost: £288,750

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils **Outcomes for Disadvantaged Pupils**

,During the 2024–25 academic year, our Pupil Premium strategy continued to focus on improving outcomes for disadvantaged pupils through a tiered approach: universal (Tier 1), targeted (Tier 2), and bespoke (Tier 3) interventions. While progress was made in several areas, challenges remain that will inform our strategic priorities for 2025–26.

#### **Academic Outcomes**

Progress measures remain challenging to interpret with precision due to the absence of Key Stage 2 baseline data. However, internal progress tracking (based on Progress 8 via SISRA) indicates a positive overall school score of approximately **+0.43**, up from **+0.30** in the previous year — a clear sign of continued whole-school improvement.

External validation (IDSR) shows that significant improvement is being made with the disadvantaged cohort. Academically, the gap is narrowing; there is a positive Languages gap; English, Maths, Science, Humanities and Ebacc are all gaps that are narrowing. For pupils in receipt of the Pupil Premium, progress has improved from **-0.66 to -0.48**, and an Attainment 8 improvement from 36.78 to 40.11, reflecting a meaningful uplift. This suggests that targeted support and inclusive teaching strategies are beginning to have a tangible impact. While this progress is encouraging, outcomes for disadvantaged pupils remain below expectations, reinforcing the need to embed and refine **Tier 1 universal strategies**, alongside more intensive **Tier 2 and Tier 3 interventions**.

#### **Curriculum and Teaching**

All teaching appointments in 2024–25 were subject specialists, contributing to improved classroom delivery. Faculty structures and leadership accountability have been embedded, supporting more rigorous monitoring of disadvantaged pupil progress. Knowledge Organisers were updated and implemented across KS3, providing clearer curriculum access for all pupils.

#### **Attendance**

Attendance improved over the academic year. At the start of the year, FSM attendance was 1% below National average so work done to improve that was a strength. By the end of the academic year, overall school attendance was 0.8% above the national average and FSM pupil attendance was 0.1% below the national average, representing an improvement, but also recognising a gap that needs to be closed. Year Officers and SEND Officers played a key role in identifying and supporting pupils with complex barriers to attendance in conjunction with some acute SEND.

#### **Reading and Literacy**

Reading interventions, including NGRT testing and Literacy Gold, were implemented to address gaps in reading age. While some progress was noted, the proportion of disadvantaged pupils entering Year 7 below ARE remains significant. The SEND Team will continue to refine intervention strategies and support Access Arrangements.

#### **Co-Curricular Engagement**

Disparities in co-curricular participation between disadvantaged and non-disadvantaged pupils persist, particularly at KS4. The introduction of Heads of House into Year Teams has begun to address this, with

targeted invitations and monitoring. Period 6 sessions in Year 11 helped close the gap in the latter part of the year.

### **Pastoral and Wellbeing Support**

Elevate mentoring programmes at KS3 and KS4 provided structured support for wellbeing, attendance, and academic progress. Parental engagement initiatives, including Meet the Tutor evenings and topic-specific workshops, were well received and will be expanded in 2025–26.

### **Conclusion**

While progress has been made in improving outcomes for pupils in receipt of the Pupil Premium, and whole-school outcomes have notably improved, disadvantaged pupils continue to face significant barriers. The strategy for 2025–26 will build on the successes of Tier 1 interventions while intensifying efforts in Tier 2 and Tier 3 to ensure equity of opportunity and outcome.

## **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
Swimming	KLS – Kerrie Lacey Swimming
Reading diagnostic testing	NGRT testing for Reading
Reading Intervention	Literacy Gold
Sport Intervention	J Humby
Wellbeing support for pupils	School Pastors
Supporting identified pupils in Yr 7 with transition	Winchester Youth Options

## **Service Pupil Premium funding (optional)**

<i>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</i>
<p>Provision of Welfare Support – available to Service Pupils throughout the year – to be increased for Service pupils if any parents or carers are deployed into active service in a theatre of war. The Welfare Support team works to build good relationships with all pupils, including those whose parents or carers are in the Services. This means ongoing support for those who need it but also enables students to have built a relationship of trust with the staff on the Welfare team, should their parent(s) be deployed on active service and they need additional support during that time.</p> <p>We also recognise that some Service Pupils may experience gaps in knowledge as a result of changing schools and curriculum transitions linked to military postings. To support this, we will offer targeted small-group tuition to Service Pupils where academic need is identified, with a focus on securing core knowledge and confidence in English and/or Mathematics. This aims to ensure smooth curriculum</p>

continuity, reduce the impact of mobility, and support these pupils to make progress in line with their peers.

## Further information (optional)

Our Careers Education Advice and Guidance provision for disadvantaged pupils includes the core Careers Programme, Pupil Entitlement and any additional personalised interventions deemed beneficial to the individual. We prioritise activity that enables equality, social mobility, raised aspirations and support for young people to achieve their full potential. The CEAIG programme is also now working closely with Elevate at KS3, which will target raising aspirations and promoting inspiring futures for our pupils from Year 7 onwards, through pupil voice work and visiting speakers. One of the challenges faced by our disadvantaged pupils is equity of access to, and confidence in, IT facilities within families. We have therefore surveyed all our pupils' families to ask about their IT access, and we have provided pupils with access to a laptop where there is none available at home. By the end of our current plan in 2026/2027, all pupils will have good access to necessary technology for completion of independent work, including our disadvantaged pupils. Improved parental access to technology will enable 100% uptake at parents' and carers' evenings and all parents, carers and pupils will have the knowledge to ensure 'online safety'. We have consistently offered our Free School Meal pupils the ability to take home the ingredients for a lunch if there is a planned closure or half day at school. In addition, we provide a Transition Pack for our disadvantaged pupils moving into Year 7 which contains the necessary equipment for school, including a pencil case, reading book and calculator as well as an alarm clock. As part of the Transition process, we offer pupils who are in receipt of PPG funding at the end of Year 6, a free place on the Transition Summer Schools offered to all pupils due to start in the September