

# Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Warblington School
Number of pupils in school	823 (257)
Proportion (%) of pupil premium eligible pupils	39.0%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2025/6-2028/9
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mike Hartnell, Headteacher
Pupil premium lead	Michael Godfrey Assistant Headteacher
Governor / Trustee lead	Colin Swettenham, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2025/26	£284,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£284,000

## Part A: Pupil premium strategy plan

### Statement of intent

*Our vision is to be a centre of excellence at the heart of the local community by delivering an exceptional education for every individual through consistently inspirational and challenging teaching; where we show pride in our exemplary standards as together we celebrate reaching everybody's aspirational goals.*

Here at Warblington School, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, fulfil their true potential.

High quality first teaching is most definitely at the heart of our approach. In the intended outcomes detailed below is the intention that disadvantaged pupils' attainment improves with the attainment gap closing in the context of improving attainment for all. We aim to provide an inclusive and inspiring teaching and learning environment for all pupils enabling them to succeed whilst raising lifelong aspirations, preparing them for the next stages of their education and ultimately, the real world.

The aim of our pupil premium strategy is to support our pupils so they can succeed academically, personally, socially and emotionally through careful planning, regular tracking, targeted support and tailored intervention. In order to help our pupils excel, we believe in the personalised approach, where individual needs are listened to and catered for including providing challenge.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes</b> Despite significant improvements in disadvantaged outcomes during 2024-25, disadvantaged pupils are still not reaching the required attainment levels at the end of KS4. Although attainment outcomes show an improving picture, the gap between disadvantage and non-disadvantage remains significant, highlighting the need to ensure disadvantaged pupils make accelerated progress.
2	<b>Attendance</b> We remain fully aware of the critical link between attendance and attainment outcomes. Despite improvements, attendance continues to be a key area for development. Analysis of the 2024/25 data shows that absenteeism is still having a negative impact on disadvantaged pupils' progress.
3	<b>Behaviour (New for 25-26)</b> A large proportion of our students that show poor behaviour choices are disadvantaged. Mostly Pupil Premium and FSM. This includes suspensions and red cards.
4	<b>Reading for Attainment</b> After conducting the New Group Reading Test (NGRT) with years 7 to 10, results show that the average reading age per year group is always higher for non-disadvantaged pupils compared to their disadvantaged peers.
5	<b>Broader vistas</b> Providing pupils with wider experiences beyond the classroom remains a key priority, as these opportunities significantly enhance cultural capital and engagement. While these figures reflect significant progress, the challenge remains to ensure that disadvantaged pupils consistently access the full range of enrichment opportunities. For 2025–26, we will extend our focus beyond trips and visits to include systematic monitoring of PP attendance at clubs, ensuring that engagement in extracurricular activities becomes a sustained and equitable feature of school life.

## 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
Improved attainment among disadvantaged pupils across the curriculum	<p>*To improve on the 2024/25 disadvantaged outcomes of A8 3.29, working towards the National Average of their non-disadvantaged peers.</p> <p>*To close the gap in key attainment measures between disadvantaged and non-disadvantaged cohorts including 4+ Eng and Maths and 5+ Eng and Maths.</p>
Disadvantaged pupils to have improved school attendance and reduce amount of persistent absenteeism.	<p>*Year on year improvement in year group attendance.</p> <p>*Disadvantaged pupils to have attendance in line with their non-disadvantaged peers, achieving at the minimum national average.</p> <p>*Reduce amount of persistent absentees</p>
Improved positive behaviours and reduction of negative behaviours	<p>Consistently high levels of positive behaviour are evident across the school. Behaviour will be improved for all students, with notable progress among pupil premium and other vulnerable groups. There has been a significant reduction in suspensions, internal isolations, and detentions for all students, and the gap between pupil premium and non-pupil premium students continues to narrow year on year. Additionally, the number of positive behaviour points awarded across the school has increased, particularly for pupil premium students.</p>
Improved reading ages for attainment	<p>*Disadvantaged pupils to have reading ages in line with their non-disadvantaged peers.</p> <p>*Improved engagement in STAR intervention sessions with scheduled Tutor and Head of House monitoring.</p> <p>*Positive feedback from student voice on reading material and activities within STAR.</p> <p>*Improved phonics result following interventions</p>

<p>Broadening vistas – An increased number of PP students attend extra- curricular clubs and other events in the school calendar including ambassador opportunities.</p>	<p>* An increased number of PP students attend extra-curricular, educational visits travelling outside of the local area, attending the theatre, dining at restaurants, attending sports fixtures and represent the school (in an ambassador-role) in 'out-of-hours' events e.g. Parents evening/Open evening etc.</p>
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## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 127,157

Activity 2025/26	Evidence that supports this approach	Challenge number(s) addressed
Head of KS4 appointment made	Providing a KS4 strategy which can be successfully embedded and monitored across the year. This includes P6 revision session timetable, attendance, behaviour, attainment and data tracking.	1,2
Providing CPD and a classroom guide to support all teaching and learning staff.	The OAIP describes reasonable adjustments that can be made through quality first teaching along with provided examples of tailored approaches and strategies in order to meet the needs of all students. <a href="#">Ordinarily Available Inclusive Practice (OAIP)   Tools for schools (local-offer.org)</a>	1, 3

Activity 2025/26	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will support professional development by providing subject CPD and implementation time.</p>	<p><a href="#">SIs</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English;</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	4

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £53,578

Activity 2025/26	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who additional help to comprehend texts and address vocabulary gaps.</p> <p>Following the introduction of our whole school STAR time, small targeted intervention groups will start based on reading age data.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan;</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Purchasing of Accelerated Reader and targeted students with reading ages below their chronological age supported by Study Centre Manager and through weekly reading homework</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4

Activity 2025/26	Evidence that supports this approach	Challenge number(s) addressed
Phonics programme to be set up in the format of little wandle and run by our phonics specialist within school.	Used to support the reading for our students whose reading age is significantly lower than their chronological age  <a href="https://www.littlewandlelettersounds.org.uk/about-us/our-pedagogy/">https://www.littlewandlelettersounds.org.uk/about-us/our-pedagogy/</a>	4
Maths intervention (Small group)	Students who are not progressing well enough are identified quickly and placed into a small-group maths intervention  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4

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

Budgeted cost: £73,000

Activity 2025/26	Evidence that supports this approach	Challenge number(s) addressed
Staff will get CPD training and time to develop and implement new procedures Attendance officer to work alongside Head of Houses to lead tutors to take responsibility to improve attendance. SENDCO to be directly involved in focus group, with the strategy focussing on improving attendance for students with SEND.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.  Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	2, 4

Activity 2025/26	Evidence that supports this approach	Challenge number(s) addressed
Investment in the school library service to help develop our library service including resources to support the whole school curriculum.	Hampshire Services provide access to a wide range of carefully selected resources, training and advisory services to enable schools to maximise the benefits of their own libraries for their pupils. <a href="https://www.hants.gov.uk/services-for-schools-school-library-service">Services for schools - School Library Service   Hampshire County Council (hants.gov.uk)</a>	4
TLR being made available for responsibility of Educational Visits.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report">https://educationendowmentfoundation.org.uk/projects-and-evaluation/evaluation/eef-evaluation-reports-and-research-papers/syntheses-of-eef-evaluations/learning-about-culture-overarching-evaluators-report</a>	5
Purchasing of data analysis platforms including Power Bi in order to track the impact of different interventions and initiatives.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	1,2,3,4,5
Resources to include; Ready to Learn equipment, Revision guides, Music lessons, Extra-curricular trips and visits.	Ensuring all students are resourced adequately ensuring they have all the necessary resources and equipment as well as having access to extra-curricular lessons and trips.	1,3, 4

**Total budgeted cost: £284,000**

## Part B: Review of the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

#### Challenge 1: Outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous two academic years, drawing on national assessment data and our own internal summative and formative assessments.

The latest attainment data demonstrates encouraging progress, particularly for **Pupil Premium (PP) students**, with notable improvements in key performance indicators. While **Attainment 8** for PP students has remained stable at **3.29**, the most significant gains are evident in **English and Maths thresholds**:

- **English and Maths 4+** increased from **35% to 39%**, marking a **4 percentage point improvement**.
- **English and Maths 5+** saw a remarkable rise from **12% to 29%**, representing a **17 percentage point improvement**, which is a substantial achievement.

These improvements highlight the impact of targeted interventions and support strategies, especially in raising higher-level attainment for PP students.

For **non-Pupil Premium students**, Attainment 8 remains strong at **4.4**, with a slight improvement of **+0.10** over the previous year. Although there was a dip in English and Maths 4+ and 5+ percentages, the overall performance continues to reflect a solid foundation.

Importantly, the **gap between PP and non-PP students** is narrowing in critical areas:

- The gap for **English and Maths 5+** reduced significantly from **-0.38 to -0.06**, a positive shift of **0.32**, indicating greater equity in higher attainment.
- Similarly, the gap for **English and Maths 4+** improved by **0.17**, showing progress toward closing disparities.

When compared to the **Hampshire average**, Warblington's performance is competitive:

- **Attainment 8** at **3.2** is broadly in line with the county average of **3.23**.
- **English and Maths 4+** matches Hampshire at **39%**, and **English and Maths 5+** exceeds the county average (**23% vs. 18.3%**), which is a significant strength.

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#### Summary

Overall, the data reflects a positive trajectory, particularly for Pupil Premium students, with strong gains in higher-level attainment and a narrowing of key gaps. These outcomes demonstrate the effectiveness of current strategies and provide a strong platform for continued improvement.

Pupil Premium GCSE results	2022-23	2023-24	2024-25	Improvement
Attainment 8	3.33	3.29	3.29	0
Progress 8 (prov)	-1.1	-0.89		TBC
English and Maths 4+	32%	35%	39%	+4%
English and Maths 5+	11%	12%	29%	+17%

Non-Pupil Premium GCSE results	2022-23	2023-24	2024-25	Improvement
Attainment 8	4.36	4.46	4.4	0
Progress 8 (prov)	-0.64	-0.19		TBC
English and Maths 4+	64%	70%	57%	
English and Maths 5+	49%	50%	35%	

### **Gap between PP and non-PP**

	22-23	23-24	24-25	Improvement
Attainment 8	-1.03	-1.17	-1.11	+ 0.06
Progress 8 (prov)	-0.46	-0.7	TBC	
English and Maths 4+	-32%	-35%	-18%	+17%
English and Maths 5+	-38%	-38%	-6%	+32%

### **In addition it is worth knowing the comparison with the Hampshire average:**

	<b><u>Hampshire</u></b>	<b><u>Warblington</u></b>
A8	3.23	3.2
Eng/Maths 4+ %	39.9	39%
Eng/Maths 5+ %	18.3%	23%

We think it's also important to highlight the FSM6 outcomes in this evaluation document. The attainment data for FSM6 students shows a clear pattern of sustained improvement in key threshold measures, building on the positive trends seen across the wider Pupil Premium cohort. While **Attainment 8** has remained stable at **3.2**, the most significant gains are in **English and Maths**:

- **English and Maths 4+** increased from **36% to 39%**, a further **3 percentage point rise** following last year's strong improvement.
- **English and Maths 5+** continues its upward trajectory, moving from **14% to 23%**, a **9 percentage point increase**, which mirrors the impressive gains seen in the broader PP group (+17%).

Although **Progress 8** has dipped slightly to **-1.05**, the overall improvement of **+0.22** since 2022–23 reflects a positive long-term trend. These results reinforce the success of targeted strategies for FSM6 students, particularly in raising higher-level attainment, and align with the strong progress made by Pupil Premium students overall.

FSM6 GCSE results	2022-2023	2023-2024	2024-25	Improvement
Attainment 8	2.9	3.2	3.2	0
Progress 8 (prov)	-1.32	-0.83		-0.22
English & Maths 4+	24%	36%	39%	+3%
Eng and Maths 5+	5%	14%	23%	+9%

## Challenge 2: Attendance to school and to lesson

We have also drawn on school data and observations to assess wider issues impact disadvantaged pupils' performance including attendance and behaviour. This includes attendance in school and in attending lessons. Attendance continues to be a key drive for the Warblington Community as we understand the importance of students being not only in school but in the classrooms learning.

### Overall attendance figures (Warblington trends)

Attendance for **Pupil Premium (PP) students** continues to show strong improvement, rising from **84% in 2022–23 to 87.72% in Autumn 1 of 2025–26**. This represents a sustained upward trend over three years and is particularly encouraging given the historical challenges in this area.

	22-23	23-24	24-25	25-26 (Autumn 1)
PP	84%	82.3%	85.2%	87.72%
Non PP	90.1%	91.1%	90.5%	92.28%
Gap	6.1%	8.8%	5.3%	4.56%

This positive trajectory mirrors the success seen in attainment measures for PP students, where gaps have also narrowed and higher-level outcomes have improved. Furthermore, during 2024–25, **two year groups (Year 7 and Year 8)** exceeded the **FFT national average for PP attendance**, with Year 7 at **91% (+1.2% above FFT)** and Year 8 at **87.8% (+0.8% above FFT)**. This demonstrates that targeted strategies are having a measurable impact across both engagement and academic performance.

	Year 7 PP	Year 8 PP
School	91%	87.8%
FFT National PP	89.8%	87.0%
Gap	+1.2%	+0.8%

### Comparison to national

Historically, the attendance gap has also shrunk. The data shows a clear and sustained improvement in closing the attendance gap between the school and the FFT national average. From **-3.1% in 2023–24**, the gap narrowed significantly to **-1.0% in 2024–25**, reflecting strong progress toward national benchmarks. Term-by-term analysis for 2024–25 highlights further gains:

- **Autumn:** Gap at **-1.8%**

- **Spring:** Gap reduced to **-0.8%**
- **Summer:** Gap almost eliminated at **-0.1%**, indicating near parity with national figures.

This positive trend aligns with the improvements seen in overall PP attendance and the narrowing of gaps between PP and non-PP students reported earlier. Together, these outcomes demonstrate the effectiveness of attendance strategies and their impact on equity across the school.

	2022-23	2023-24	2024-25
School	84%	82.3%	85.2
FFT National	85.3%	85.4%	86.2
Gap	-1.3%	-3.1%	-1.0

	Autumn 24-25	Spring 24-25	Summer 24-25
School	85.6%	85%	84.8%
FFT National	87.4%	85.8%	84.9%
Gap	-1.8%	-0.8	-0.1%

### **Types of absences**

Persistent absence among Pupil Premium (PP) students has shown a significant reduction over time, falling from 49.62% in 2022–23 to 43.35% in 2024–25. This represents a 6.27 percentage point improvement, which is a strong indicator of improved engagement. The gap between PP and non-PP students has also narrowed considerably, reducing from 23.34% to 16.2%, reflecting the success of targeted attendance strategies.

In terms of absence types, unauthorised absence for PP students has decreased notably from 9.95% in 2023–24 to 7.38% in 2024–25, a positive shift that suggests better parental engagement and compliance. While authorised absence for PP students has risen slightly to 6.87%, this may indicate more appropriate use of authorised leave rather than unexplained absence, which is preferable to unauthorised absence.

These improvements align with the broader attendance trends highlighted earlier, where gaps have narrowed and overall attendance has increased, reinforcing the impact of consistent interventions and support.

#### Persistent absence

	2022-23	2023-24	2024-25
PP	49.62%	41.95%	43.35%
Non-PP	26.28%	37.39%	27.15%
Gap	23.34%	4.56%	16.2%

	Authorised Absence			Unauthorised absence		
	22-23	23-24	24-25	22-23	23-24	24-25
PP	5.84%	6.19%	6.87%	8.88%	9.95%	7.38%
Non PP	4.91%	6.63%	5.67%	4.35%	4.15%	4.72%
Gap	0.93%	-0.44%	1.2%	4.53%	5.8%	2.66%

### **Red cards (Staying in lesson)**

While attendance is essential, learning can only take place when students remain in the classroom. To monitor this, we have recorded the number of occasions students were removed from lessons (Red Card incidents). The data shows a clear downward trend in the number of times students were removed from class across all groups, indicating improved behaviour and classroom engagement. For **Pupil Premium (PP) students**, red card incidents reduced from **1,096 in the Autumn term to 757 in the Summer term**, a decrease of **31%** over the year. Similarly, **non-PP students** saw a reduction from **961 to 590**, a **39% improvement**.

Although the gap between PP and non-PP fluctuated slightly (from **135 in Autumn to 167 in Summer**), the overall reduction in incidents for both groups is a strong indicator that behaviour strategies are having a positive impact. This improvement complements the gains seen in attendance and attainment data, reinforcing the effectiveness of a consistent, whole-school approach to behaviour and engagement.

	Autumn term	Spring term	Summer term
PP	1096	871	757
NON pp	961	748	590
Gap	135	123	167

### **Case studies**

#### Case study of (RW)

Attendance has shown a significant improvement following targeted interventions. In autumn 1 2024, attendance was just **20.73%**, and whole-year attendance last year stood at **51.8%**. After a series of supportive measures—including an attendance meeting with Pastoral staff to explore barriers (none identified), a further meeting with the Head of House where an attendance contract was drawn up, and increased contact home with regular check-ins—his current attendance has risen to **87.8%**. This marked improvement highlights the positive impact of consistent monitoring, clear expectations, and strengthened communication between school, home, and student.

#### Case study of (RR)

Attendance has improved significantly following targeted support. Last year, whole-year attendance was **65.8%**, with attendance for autumn 1 at **87.8%**. Initially, attendance was steady, but after Christmas there was a decline linked to anxiety, resulting in missed lessons. Interventions included Pastoral support, ad hoc meetings with home, a change of tutor, and a reduced timetable to ease the transition. These measures helped stabilise attendance, and the student has now returned to full-time lessons with current attendance rising to **85.37%**. This demonstrates the positive impact of tailored support and gradual reintegration to allow for a whole year of positive attendance.

## **Challenge 3: Active engagement and Quality of Teaching and learning:**

We know that research points to the biggest driver for making a positive difference with students is quality first teaching. Throughout the year, lessons have been observed and drop ins have regularly taken place in order to track the quality of delivery. We continue to focus our T&L strategy in line

with Great Teaching Toolkit (GTT). Our GTT lead has worked extremely hard to embed the GTT into all lessons. As a result of this there have been significant improvements in Teaching and Learning.

In Autumn 24, the average number of Pinks in Strand one of the GTT was 7% whilst the % of Greens was on average 67%. This progressed to 3% of Pinks in the Summer term and 77% of Greens! This follows on from a range different CPD interventions being delivered to staff.

In Strand 2 of the GTT toolkit, the number of Pinks dropped from 5% to 2% whilst in Strand 3, the number of Pinks decreased again from 8% to 3%. The amount of Ambers had risen from 28% to 34%. Additionally, in Strand 4 the amount of green increased from 48% to 59%, and the Pinks decreasing from 7% to 2%. These statistics show that overtime, the toolkit is being embedded into lessons.

		Autumn	Summer
Strand 1	Green	67%	77%
	Amber	20%	15%
	Pink	7%	3%
	Unseen	13%	10%
Strand 2	Green	70%	63%
	Amber	24%	34%
	Pink	5%	2%
	Unseen	2%	4%
Strand 3	Green	62%	62%
	Amber	28%	34%
	Pink	8%	3%
	Unseen	2%	2%
Strand 4	Green	48%	59%
	Amber	31%	30%
	Pink	7%	2%
	Unseen	17%	2%

Additionally, 3.1 of the GTT is maximising productivity. This was a key priority of the Pupil premium strategy and in Autumn, 22% of lessons were Pink for this specific sub-strand. In the Summer term, this was reduced to 2%. This shows that lesson time is maximised. Furthermore, we have been working really hard on active AFL techniques. This has gone from 33% Green to 68% green!

## Challenge 4: Reading ages and phonics

At Warblington, we know and understand the importance of students being able to read and comprehend texts. Throughout the year, our literacy lead has worked hard to progress our reading interventions on and to develop them further. Year 8 were tested at the end of 2024 (which could explain their higher starting point). They have only been tested once as they were on the CODE programme and didn't use NGRT – this doesn't show their progress yet as they're due to be retested. Year 9 have made the most progress since 2023 but these had a lot of Intervention on entry to Year 7. We have used 1-2-1 reading, Lexia and new tutor reads to help support reading. Year 10 have made significant progress from their original starting point (10.8 - data not shown) and are now sitting, as a full cohort, on 13.8. Our focus over the past 2 years on this year group (1-2-1, new tutor reads etc) has really helped them.

The data below shows the following highlights:

	Gap:
2023 (Year 8s)	1.0 Years
2024 (Year 9s)	0.7 Years
2025 (Year 10s)	0.6 Years

	Gap:
2023 (Year 7s)	1.3 Years
2024 (Year 8s)	0.8 Years
2025 (Year 9s)	0.6 Years

	Gap:
2023 (Year 9s)	0.11 Years
2024 (Year 10s)	0.6 Years
2025 (Year 11s)	0.6 Years

2023	Year 7	Year 8	Year 9	Year 10	Year 11
COHORT	11.6	12.3	12.9	13.4	14.1
Non-Dis	12.3	12.9	13.8	13.9	14.3
DIS	11.0	11.9	12.9	13.0	13.9
Gap	1.3	1.0	0.11	0.9	0.6

2024	Year 7	Year 8	Year 9	Year 10	Year 11
COHORT	12.5	12.10	13.1	13.10	14.3
Non-Dis	12.7	13.1	13.4	13.11	14.5
DIS	12.4	12.5	12.9	13.5	14.2
Gap	0.3	0.8	0.7	0.6	0.3
Improve		16	10	13	11

2025	Year 7	Year 8	Year 9	Year 10	Year 11
COHORT		12.5	13.6	13.8	13.10
Non-Dis		12.7	13.8	13.6	13.11
DIS		12.4	13.2	12.10	13.5
Gap		0.3	0.6	0.8	0.6
Improve		0	8	7	0

## Challenge 5: Promoting equality of opportunity so all pupils can thrive together

The 2024–25 data reflects an exceptional year of growth and inclusion, showcasing a remarkable expansion in student engagement across events and trips.

The figures for the 2024–25 academic year highlight a transformative leap in enrichment opportunities and participation. The **number of events and trips surged to 127**, representing a **165% increase** compared to the previous year. This dramatic rise not only reflects the school's commitment to broadening experiences beyond the classroom but also signals a thriving culture of opportunity and ambition.

Participation levels have more than doubled, with **3,407 students involved**, marking a **107% increase** from the previous year. This is a powerful indicator of how well these opportunities are being embraced across the student body. Even more impressively, the data shows a significant shift in inclusivity: **Pupil Premium (PP) participation rose to 1,002**, a **332% increase**, with PP students now making up **29% of all participants**, up from just 14% the year before. This demonstrates a clear and intentional effort to remove barriers and ensure equity in access to enrichment.

The inclusion of **Free School Meals (FSM) students**, now accounting for **27% of total participants**, further reinforces the school's success in reaching those who may have previously been

underrepresented. Although FSM data wasn't captured in earlier years, its presence in the 2024–25 totals reflects a growing awareness and responsiveness to the needs of disadvantaged pupils.

In summary, the 2024–25 data is a testament to the school's strategic focus on **expanding opportunity, driving engagement, and embedding inclusivity**. The scale of growth across all metrics is not just impressive—it's transformational. These outcomes reflect a school culture that is thriving, ambitious, and deeply committed to ensuring every student has access to meaningful, enriching experiences.

	22-23	23-24	24-25 Total	% Increase compared to last year
Number of events/trips	26	48	127	165%
Number of participants	762	1647	3407	107%
Number of PP	33	232	1002	332%
% of PP	4%	14%	29%	107%
Number of FSM6			934	
% of FSM6			27%	

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	