

Pupil premium strategy statement – Royds Hall, A Share Academy

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 in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	851
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2025/26 (Year 3 of 3)
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mrs J Carr
Pupil premium lead	Miss K O'Donnell
Governor / Trustee lead	Mrs Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£403412
Reserves	£35000
Accounting adjustment (1year windfall only as treatment of PP is updated in accounts)	£67190
Total budget for this academic year	£505,602
<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>	

Part A: Pupil premium strategy plan

Statement of intent

- All subjects implement a highly ambitious curriculum to ensure disadvantaged pupils develop the relevant knowledge, skills and cultural capital to be successful in public examination and life beyond Royds Hall.
- The gap in progress measures between disadvantaged and non-disadvantaged pupils is closed.
- Disadvantaged pupils leave Royds Hall fully equipped with life skills, experiences and academic outcomes to enjoy a happy and successful future. They are supported in such a way that the disadvantage they face is addressed and they are supported to achieve their personal best.
- Disadvantaged pupils are supported to improve and/or maintain their mental health/wellbeing and build resilience.
- Attendance gap between disadvantaged and non-disadvantaged pupils is closed.
- Suspensions for disadvantaged pupils are reducing over time.
- Extended learning opportunities are well attended by disadvantaged pupils and the gap between disadvantaged and non-disadvantaged is less than 5%
- Academic outcomes for the class of 2026 are improved so that the % of PP students achieving grades 4+ and 5+ particularly in English and maths are maximised. These outcomes would be life changing for these students. Therefore, reducing the gap between disadvantaged and non-disadvantaged pupils.
- The improvement in student reading ages in KS3 will help pupils access the full curriculum.
- All disadvantaged pupils have a strong sense of belonging to Royds Hall.

Our current pupil premium strategy plan works towards achieving these objectives by;

- a) Teaching priorities
 - Continuing to improve the quality of curriculum implementation.
 - The development of a high-profile Teaching and Learning by utilising Lead Practitioners in whole staff CPD.
 - Middle leaders will continue to have CPD on designing and skilfully implementing a highly ambitious curriculum to ensure pupils know more and remember using our components of learning.
 - All staff will continue to receive training on developing effective use of assessment to identify gaps in knowledge and skills as quickly as possible and amend curriculum plans where necessary to help long term retention.
 - Reading is prioritised to allow pupils to access the full curriculum offer.
 - Development of the Personal Development programme to support students as they strive to be better citizens.
- targeted academic support

- This will include a school led Study+ programme using teachers to help pupils catch up because of gaps in knowledge (with a particular focus on disadvantaged pupils).
 - Identification of and an intervention programme delivered for pupils below age related expectations, with a clear plan to return them to the full curriculum.
- b) wider approaches
- This will include the identification and support of pupils with SEMH needs via the schools' graduated approach. Impact assessment will identify the positive impact of the support provided.
 - Encourage all pupils to sign up for extended learning opportunities including student leadership, scholars and trips.
 - Providing a personalised learning pathway for pupils at risk of permanent exclusion.
 - Support disadvantaged pupils to attend school by the removal of barriers and focus on supporting them to achieve their personal best.
 - Continue to promote positive culture by identifying good character traits and rewarding such behaviours, further improving enjoyment and attendance at school and reducing suspensions.
 - Promote and support pupils in their participation in and enjoyment of extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	NGRT internal testing indicates gaps in literacy and/or low reading ages, particularly with disadvantaged pupils, limits pupils' ability to access the curriculum, which increases behavioural presentations.
2	CPOMS logs and next steps referral forms show there has been an increase in Safeguarding disclosures. Vulnerable pupils with additional needs (Inc. SEMH) are more likely to be affected by adverse life experiences and the cost-of-living crisis.
3	Internal surveys show that raising aspirations of some disadvantaged pupils is needed to improve sense of belonging, self-belief and motivation to succeed.
4	Our pastoral records show that low level disruption and negative behaviour of some disadvantaged pupils illustrate they are struggling to regulate their emotions and follow structured routines. Thus, some disadvantaged pupils are more likely to be given negative consequences including suspensions.
5	Our attendance tracking data shows attendance is lower for disadvantaged students. Students from vulnerable backgrounds are negatively influenced by

	social, emotional and mental ill health. This can be linked to childhood experiences and the depth of support structures the family enjoys.
6	Our extra-curricular and extended learning opportunities tracker shows that disadvantaged pupils are less likely to experience learning beyond the curriculum including extracurricular trips and visits, this in turn widens the cultural gap and results in gaps appearing in their foundation knowledge. This contributes to the lack of sense of belonging. Disadvantaged pupils are less likely to engage in after school interventions and struggle to understand the benefits of attending these sessions.

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
Quality-first teaching supports identifying and adapting teaching to gaps in knowledge, this alongside targeted intervention leads to gaps being addressed. This allows pupils to catch up with peers, have a better grasp of the basic skills and be better placed to access the curriculum.	<ul style="list-style-type: none"> • Outcomes for Class 2025 for DA students were 41.5% so outcomes for 2026 are improved A8 \geq 41.5 for disadvantaged pupils. This includes 5 grade 5's including English and maths for DA students from 10.8% in 2025 to 14% in 2026. • Curriculum plans, including Personal Development, are ambitious, well sequenced and provide effective opportunities for practice and retrieval for all pupils. They are live documents, adapted to address gaps/misconceptions in knowledge when necessary. • Quality Assurance (QA) shows that best practice is shared leading to departmental CPD with a focus on a consistency of skilful delivery of the curriculum, which positively impacting outcomes. Teachers confidently identify knowledge gaps and support pupils in plugging them through their adaptive teaching. Student voice will show that 100% of disadvantaged students will demonstrate the ability to work independently on tasks aligned with the Components of learning and learning goals. • Teachers effectively use the components of learning particularly plan 2 to support

	<p>effective implementation of the curriculum.</p> <ul style="list-style-type: none"> • Teachers plan high quality lessons, carefully considering the activities that pupils complete demonstrating they understand the Golden knowledge. • Teachers effectively use ‘retrieve to remember’ to ensure that pupils are knowing more and remembering more over time. • Staff voice will evidence that teachers understand how to effectively deliver the curriculum using expert subject knowledge and explanation, using the science of learning. 100% of staff will be able to identify PP students that they teach and strategies to remove barriers to learning. • Student and staff voice unpicks reasons why attainment gaps remain even when exercise books between non-disadvantaged and disadvantaged are comparable. This leads to appropriate actions by teaching staff. At least 80% of disadvantaged students will report positive experiences across the curriculum, as measured by student voice. • We continue to ensure all DA pupils follow an ambitious, broad and balanced curriculum.
<p>Targeted intervention, including a focus on improved literacy skills for disadvantaged pupils further closes gaps with non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • By July 2026, at least 70% of disadvantaged students (PP students) will improve their SAS in reading by a minimum of 5 points through targeted literacy interventions, including Reading Recovery, as measured by standardised reading assessments (NGRT) conducted throughout the year. • Catch up programmes use the latest research from the EEF on reading strategy to support the development of resources and outcomes for students. • Literacy catch-up continues to demonstrate rapid progress in NGRT standardised scores. In 2025 55% of disadvantaged students in Y7, Y8, and Y9

accessed Reading Recovery and graduated from the intervention programme based on an improvement in SAS score. By the end of July (2026) we would expect at least 56% of disadvantaged students in Y7, Y8, and Y9 accessed Reading Recovery and graduated from the intervention programme based on an improvement in SAS score

- **Little Wandle The Code KS3 Phonics Programme** will be implemented for Year 7 and 8 will enable pupils with phonics deficits to confidently and quickly return to and access a full curriculum. 100% of PP students will make progress.
- Whole school use of the reciprocal strategy is embedded across all subject areas and is supported by CPD. 100% of QA will show that this is being implemented well (no grade 3 or below on the PD QA tracker)
- Accelerated reader supports the improvement of fluency and comprehension in Year 7. Student voice will show least 70% of PP students will identify that their enjoyment of reading has improved.
 - Attendance at intervention sessions will demonstrate engagement is high with 96% of PP students attending.
 - Contact will be made home with 100% of PP students termly to ensure that parental engagement is prioritised.
 - Student and staff voice demonstrate positive impact of Study+ (before/after school intervention sessions) and KS3 catch-up sessions.
 - At least 50% of all Study+ groups will be PP.

<p>The SEMH curriculum (Learning Zone) is in place for vulnerable pupils. Identification is highly effective, and the curriculum positively addresses gaps needs.</p>	<ul style="list-style-type: none"> • 100% of Learning Zone disadvantaged students secure positive destinations when they leave in Year 11. • Mental health support and advice is regularly signposted to pupils and staff. Keeping in Mind (64% PP referrals 2025 to at least 66% in 2026) and CAMHS (33% PP referrals in 2025 to at least 35% in 2026) referrals will show an increase due to effective diagnostics in school. • Mental health and wellbeing are at the heart of the curriculum with all teachers being teachers of mental health. Well-being support will go to at least 47% of PP students. • Staff work closely with outside agencies ensuring actions are swift, and strategies have impact. All pp students identified as requiring support will be referred. • All CPOMS entries for PP, SEMH, children who have(ever had) a social worker provide evidence that action is taken to support pupils with SEMH needs. • Wellbeing referrals of PP, SEMH, children who have(ever had) a social worker are identified through self-referral, information from parents, and safeguarding logs. Internal PP, SEMH, children who have (ever had) a social worker referral will show an increase. • The graduated approach is followed and as a result the support provided for pupils is regularly reviewed and adapted to effectively support the pupil.
<p>Cultural Capital and extended learning opportunities are designed to provide rich curriculum experiences for all pupils</p>	<ul style="list-style-type: none"> • Participation of disadvantaged pupils in culturally rich experiences implemented through the curriculum and extra-curricular activities will increase from 47% to at least 55%. • There is a strong PP pupil uptake of the any opportunities provided by school. Arbor will be used to track that opportunities taken up by PP students are line with those who are not. Physical activity by PP students will be at least 47% compared to 30% last year.

	<ul style="list-style-type: none"> • Character and British values will be embedded in the PD curriculum plans. At least 70% of PP student will be able to articulate the importance of these values in student voice. • Careers programme embedded from Year 7 to Year 11, with 100% of pupils prepared for their next stage of education, training or employment. • Rewards trip will be offered to all but focus predominantly on PP to support their cultural capital, increase their sense of celebration and belonging.
<p>Attendance of disadvantaged pupils improves and is broadly in line with non-disadvantaged</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is improving and will increase from 91.36% to 92% or above by the end of the year. Disadvantaged had a social worker pupils' attendance will increase from 73.96% in 2025 to 75% in 2026. Disadvantaged students who have ever had a social worker attendance will increase from 83% in 2025 to 85% in 2026. Attendance of disadvantaged girls will increase from 88.4% in 2025 to 90% in 2026. • Pupils recognise the value of attendance and how it correlates with academic outcomes and positive life experiences. • There will be a 20% increase in positives rewarded for PP students to acknowledge excellent or improved attendance compared to last academic year. • Strong support structures in place improve attendance of pupils at risk of Persistent Absence. The percentage of disadvantaged students who are PA will have reduced from 32.85 % to 30%. • Identifiable barriers to school attendance are removed (alarm clock, uniform etc)
<p>All staff have high expectations of disadvantaged pupils' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom and improve behaviour around school.</p>	<ul style="list-style-type: none"> • Teachers have high expectations for pupils' behaviour; they are applied consistently and fairly. • Student voice show they have positive attitudes and commitment towards their education.

	<ul style="list-style-type: none"> Disadvantaged pupils at risk of permanent exclusion receive a bespoke high-quality education. The suspension rate for disadvantaged reduces from 62.85% to 55%. Suspensions trigger the graduated approach. Barriers are identified and appropriate interventions are provided. Clear plan, do, review approach supports the student to achieve their personal best. Where difference in the number of B3 sanctions for disadvantaged verses non-disadvantaged exist, the causes are investigated, barriers are removed, and support is provided. B3 exit room sanctions for disadvantaged students will decrease from 61% to less than 50% of the total B3 exit rooms. The number of suspensions decreases for disadvantaged pupils. Last year 62.85% % of students excluded were disadvantaged. This will decrease to less than 55% by the end of the year.
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Activity in this academic year this point onwards

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention.	<p>Quality First Teaching has the biggest impact in a pupils' progress. EEF Covid 19 Support Guide for schools' states 'Access to high quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils from socio-economically disadvantaged backgrounds'.</p> <p>Improved outcomes in core subjects, in particular English, leads to less barriers to other subjects, in turn allowing these outcomes to improve also.</p>	1,2,3,4, 5 and 6

	<p>Quality First Teaching has the biggest impact in a pupils' progress. EEF Covid 19 Support Guide for schools states 'Great teaching is the most important lever schools have to improve outcomes for their pupils'.</p> <p>EEF guide to supporting school planning states, strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils'.</p>	1,2,3,4 5 and 6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of KS3 Catch Up Programme inc. Deployment of Learning Mentors & HLTAs to deliver KS3 Catch Up sessions. Introduction of study + programme in Year 11.	EEF Covid 19 Support Guide for schools' states 'There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective'.	1, 3, 4 and 5
Scholars Club cohorts	Groups of high prior attaining pupils are led by a PHD student who delivers a structured programme of tutorials, trips to competitive universities. Pupils produce an assignment which is marked and moderated using university grades.	1,3, 4, 5 and 6
Physical resources e.g. calculators, revision guides, laptops and dongles	<p>Some disadvantaged pupils historically have had a lack of equipment, books at home and revision material. This will remove a barrier, add a tangible positive to being part of the catch-up programme and ensure they are no longer disadvantaged in this specific area.</p> <p>Attendance and incentives such as finance support for trips and visits will be provided for disadvantaged pupils.</p>	3, 5 and 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalisation of learning for a small number of pupils in KS4 to increase attendance and prepare for post-16 pathways.</p>	<p>EEF guide to supporting school planning states ‘Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils. Supporting pupils’ social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning’. The Learning Zone is the final stage of our graduated approach to SEMH. It is the final intervention in the new approach to meeting the needs of our learners and avoid permanent exclusion.</p> <p>Pupils are identified through previous involvement with external Alternative Provision during KS3, monitoring behaviour points, exit rooms and on-calls, internal isolations, and fixed term exclusions.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Deployment of Wellbeing staff to increase attendance and improve student’s resilience with challenges with social, emotional and mental health.</p>	<p>Pupils are identified through monitoring behaviour points, exit rooms and on-calls, internal isolations, and suspensions. In addition, staff conduct observations and offer a wellbeing clinic for staff to seek support on the best strategies to utilise.</p> <p>The graduated approach gives a clear pathway for pupils and provides a structured support process at all levels, varying from lesson drop ins, to weekly 15-minute lessons, and then to higher level weekly intervention programmes.</p> <p>Traditionally, pupils with a high number of on-calls, isolations and suspensions typically possess unmet SEMH challenges. Support is in place to address the needs of these pupils.</p>	<p>2, 3, 4 and 5</p>
<p>Deployment of Teaching Assistants to support KS3 pupils with needs that have not been prior to transition to Year 7.</p>	<p>The graduated approach gives a clear pathway for pupils and provides a structure support process at all levels.</p>	<p>3, 4 and 5</p>

	TAs have a direct instructional role to add value to the work of the teacher.	
Strategies to support WBB DA	Strategies to remove barriers and improve aspirations.	3
Extended Learning opportunities	Provide a rich array of clubs, trips and leadership opportunities to allow all pupils to find their interests, passions and support career aspirations and self-belief.	6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Quality-first teaching supports identifying and adapting teaching to gaps in knowledge, this alongside targeted intervention leads to gaps being addressed. This allows pupils to catch up with peers, have a better grasp of the basic skills and be better placed to access the curriculum.</p>		2025	2024
	PP	62 pupils	80 pupils
	Attainment 8	41.5	37.05
	4 Matrix P8	0.41	-0.24
	4 + English	74.2%	65%
	4 + Maths	58.1%	56.25%
	5 + English	64.5%	46.25%
	5 + Maths	37.1%	31.25%
	EBacc	11.23	10.14
	APS	3.56	3.21
	<ul style="list-style-type: none"> Student outcomes for PP students have increased from 2023-2024, A8 is 41.5, an increase of 4.45. 9.2% more students achieve a good pass in English, with 18.25% more gaining a strong pass. 1.85% more students achieve a good pass in Maths, with 5.85% more gaining a strong pass. KS4 Curriculum plans are broad, ambitious and well sequenced, supporting students retrieve Golden Knowledge at timely intervals throughout the Key Stage. Outcomes in English, Religious Studies and Sociology show the retrieval practice is effectively embedded. QA illustrates skilful delivery of the KS4 curriculum in English, Maths, Sociology, Religious Studies and Art/Photography. Student outcomes are reflected in this, in English, where students achieved highly supporting in positive destinations post 16. All students feel they have a deeper understanding of the knowledge and are fully prepared for examinations due to the planned activities which offer opportunities to practice from memory. This practise is embedded, students are asked to revise and recall at regular intervals, work independently with quality feedback given on how to improve further. Retrieve to Remember has been a priority, both in terms of CPD and QA throughout the year. Common language has been delivered to both staff and students to ensure a consistent approach in all subject areas. As a result of CPD staff have a secure understanding of Retrieval practice, alongside their myths and mutations, trialling a variety of R2R strategies in their lessons. Staff voice illustrates a raised confidence in implementing the retrieval strategies to ensure students can recall the golden knowledge successfully. All staff annotated their seating plans, strategically placing PP students within their classrooms. This has resulted in targeted questioning, especially during retrieval tasks, to support students in their knowledge and understanding. QA and outcomes for PP students have shown this to be a positive strategy employed by all. 43% of PP students studied a full suite of EBacc subjects. Their EBacc APS was 2.63, 15% of which achieved a standard pass (4+) in these subjects and 10% achieved a strong pass (5+) across the EBacc subjects. 		
Targeted intervention, including a focus	<ul style="list-style-type: none"> Of those PP students who received reading interventions: 27 PP students graduated from the intervention programme, receiving a score of 100 or more. 		

<p>on improved literacy skills for disadvantaged pupils further closes gaps with non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 70% of Y7 PP students improved their scores by at least 5 points • 66% of Y8 PP students improved their scores by at least 5 points • 35% of Y9 PP students improved their scores by at least 5 points • 40% of Y10 PP students improved their scores by at least 5 points • 93% of PP students agreed on student voice that they had made progress and that interventions were supporting them to become more confident readers. • All interventions planned use the latest research from the EEF and remain fully compliant with the DFE Guidance for Reading and EEF recommendations which has ensured that intervention groups are no more than 4 or 6, as per the guidance. Students who are disadvantaged are prioritised when considering groups and these are split evenly across the cohort. • 100% of disadvantaged students made progress through the Little Wandle scheme, with 94% of them completing the programme during Year 7. The impact of this is that students can now confidently decode words and can apply strategies learned into other contexts (curriculum). Students are now able to move onto the next level of interventions (bespoke literacy interventions with a HLTA) • Parental engagement is prioritised continually with 100% of PP students contacted in Term 2 and 3 to share information about next steps and current SAS. • Attendance of PP students to intervention continued to average at 76%. PP students were prioritised when contact home was made to support with this. • Study+ interventions ensured that at least 50% of students were PP. Student and staff voice indicated that the new structure allowed staff to track students more easily and for students to access targeted
<p>The SEMH curriculum (Learning Zone) is in place for vulnerable pupils. Identification is highly effective, and the curriculum positively addresses gaps needs.</p>	<ul style="list-style-type: none"> • KS4 destination data for 2024 leavers shows that 100% of Learning Zone disadvantaged students secured positive post-16 destinations. • Students continued to be signposted regularly to mental health support, initially through the schools SEMH offer. 66 internal referrals were made for SEMH support, with 42/66 referrals for PP/Disadvantaged students. Further signposting through KKIM has resulted in 22 referrals, with 14/22 for PP/Disadvantaged students. 4/12 students have access or are accessing support from CaMHs this academic year. • Weekly wellbeing emails are shared with staff. Links to support are also shared through the weekly staff bulletin. There is a wellbeing continuum of support for teachers. Teachers also access the SEMH provision within school often for advice or regarding supporting students. In addition, weekly key updates on students receiving SEMH support are circulated to staff to support in lessons. • 131 external referrals have been made in academic year 2024-25 to external agencies (an increase for the same period of 2023-24 which was 129). 100/131 were for PP/disadvantaged students. 100% of these referrals have been actioned, with external support/advice given to contribute to support plans within school.

- 133 Next Steps referrals have been made in academic year 2024-25 internally. 74% of these referrals were for disadvantaged pupils. This was an increase from 41% in academic year 2023-24. 65% of the referrals made in academic year 2024-25 were for students with SEMH needs.
- 131 external referrals have been made in academic year 2024-25 to external agencies (an increase for the same period of 2023-24 which was 129). 100/131 were for PP/disadvantaged students. 100% of these referrals have been actioned, with external support/advice given to contribute to support plans
- There is a clear and robust SEMH graduated approach for students. The graduated approach has been shared with all staff in CPD (January 2025), which referral and key student updates shared weekly as result of this process. Further information on students accessing SEMH support internally and externally is shared weekly. This is reviewed each academic year to ensure our identification process ensures students aren't missed, that next steps are appropriate, and any provisions or support strategies put in place are effective at supporting pupils. Next steps for 2025-26 is the CPD and upskilling of teaching staff to train and coach teachers to be more effective "teachers of SEND".
- CPOMS entries are strong for all students, including those with SEMH and demonstrate that clear and timely action is taken.

Cultural Capital and extended learning opportunities are designed to provide rich curriculum experiences for all pupils

Extra-curricular participation data:

Participation Data:		
Metric	NDA	DA
Attended at least one club	59.59%	54.43%
Attended 5+ sessions	41.10%	36.46%

Extracurricular data shows a solid baseline of engagement, with room to grow—particularly in sustained attendance and among disadvantaged students.

- DA Student voice indicates a high level of appreciation for the current extra-curricular offer, with specific highlights including Popular Clubs: PE, Drama, LGBTQ+ group, and library access. Year 7 DA Preferences: Board Game Club is especially valued due to its Year 7-only format.
- Participation: 68% of students surveyed reported attending at least one club this year.
- Positive Experiences: Students consistently felt welcomed and included when attending clubs.
- The number of trips and places available to students on school trips has significantly increased.

Half term	No of students	No of DA students
4	385	148

5	144	45
6	531	248

- 95% of students in year 10 secured work experience and those that didn't were on unauthorised holidays. 92% of DA students secured places and employers gave feedback that they demonstrated outstanding character traits.
- DA attendance to Alton Towers end of year rewards trip showed significantly high attendance of DA students in Year 9 and year 7 of 47% however DA attendance in Year 8 and 10 were lower with an average of 30%.

Attendance of disadvantaged pupils improves and is broadly in line with non-disadvantaged

HT , DA Attendance

HT1 , 92.47
 HT2 , 91.78
 HT3 , 91.93
 HT4 , 89.56
 HT5 , 92.03
 HT6 , 90.05

- DA attendance fell in HT4 but improvements were seen in HT5 and HT6, demonstrating a positive impact of the DA Focus Group and how the end of year reward trip was heavily linked to improving attendance. Overall Da attendance finished on 91.36%. Non DA whole school was 96.05 meaning there was a 4.69% gap. This is above the school's target, highlighting an area of development of 2025/2026.
- DA attendance when compared to National is significantly above, however, the overall gap has grown and therefore, further work is needed to unpick barriers for DA students and families to bring this inline.

DA PA

HT , DA PA
 HT1 , 21.47
 HT2 , 21.26
 HT3 , 24.54
 HT4 , 33.28
 HT5 , 18.68
 HT6 , 28.86

- There was a 44% reduction in DA PA from Ht4 – 5, which was incredibly positive. However, in HT6, DA PA increased to 28.9%

All staff have high expectations of disadvantaged pupils' behaviour and skilfully implement strategies to help eliminate low level disruption in the classroom

Overall Behaviour Headline Data:

Half Term	B1		B2		B3		RFI		Suspension	
	24/25	23/24	24/25	23/24	24/25	23/24	24/25	23/24	24/25	23/24
1	854	859	966	880	970	912	154	134	84	45
2	831	696	983	813	1070	969	172	151	53	50
3	847	435	797	603	797	645	180	141	39	43
4	854	393	761	607	1043	827	191	160	41	36
5	523	393	766	583	751	593	165	136	33	20
6	685	514	877	689	1060	843	226	154	52	42

Overall, negative behaviour types have increased across all areas when compared to last academic year.

Some in year reductions:

- B1s reduced from, Ht1 – HT4
- Reduction in exit rooms HT3 and 5
- Reduction RFIs HT2-3 and HT5 -5
- Reduction in suspensions HT1 –HT5

<p>and improve behaviour around school.</p>	<p>Disadvantaged lesson removal rates</p> <p>HT1 = 0.82% /non-DA = 0.37%</p> <p>HT2 = 1.19%/non-DA = 0.46%</p> <p>HT3 = 1.11%/non-DA = 0.36%</p> <p>HT4 = 1.36%/ non-DA = 0.48%</p> <p>HT5 = 1.26%/ non-DA = 0.36%</p> <p>HT6 = 1.21%/ non-DA = 0.48%</p> <p>All year = 1.15%/non-DA = 0.43%</p> <ul style="list-style-type: none"> Data shows that DA students were disproportionately issued with more exit rooms than Non DA. School were aware of this increase during the academic year and made changes to the way students were supported. Changes to the number of students on formal interventions decreased to increase capacity for more regular check ins – DA students were prioritised. Improvements were evident in HT 5, where DA exit rooms decreased from Ht4. Unfortunately, this decrease was not maintained and exit rooms for DA students rose in HT6. Strat ANT meetings ensured that DA students were prioritised and that support would continue into the new academic year. <p>DA Suspension Rates:</p> <p>Overall DA suspension rates were 62.85. School is aware that this must be reduced in 2025/2026.</p> <p>HT3 = 10.27</p> <p>HT4 = 8.01</p> <p>HT5 =5.76</p> <p>HT6 = 12.52</p> <ul style="list-style-type: none"> DA suspension rates reduced from HT3 – HT5 but rose in HT6. This is in line with the trend across all negative behaviours where increases were seen. There was a positive impact from the SEMH Toolkit Launch, however, further training will be delivered in 2025/2026 on the next phase to ensure that staff are equipped with managing dysregulation more effectively.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Brilliant Tutoring Programme	The Brilliant Club