Pupil premium strategy statement - Medina College

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	695 (1099 inc. KS5)
Proportion (%) of pupil premium eligible pupils	38.3% (262)
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)**	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	August 2026
Statement authorised by	J. Paul
Pupil premium lead	R. Wiseman
Governor / Trustee lead	I. Potter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,099
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£295,099

Part A: Pupil premium strategy plan

Statement of intent

At Medina College, our intention is that all pupils regardless of background or starting point, fulfill their academic potential, feel valued as individuals, and meaningfully included within our school community. We recognise that our disadvantaged pupils may face specific barriers, including weaker literacy, lower attendance, reduced cultural capital, and, for some, limited confidence or engagement. Our Pupil Premium strategy is designed to remove these barriers so that disadvantaged pupils leave us as confident, resilient young people with the qualifications and skills needed for a successful future.

Our strategy is built around three core pillars:

1. **Academic Excellence**
    Ensuring high-quality teaching, targeted interventions, and strong foundations in literacy

2. **Character and Belonging**
    Developing pupils' confidence, relationships, resilience, and sense of identity within the school community

3. **Enrichment and Opportunity**
    Guaranteeing disadvantaged pupils full access to opportunities within the curriculum and broader experiences that strengthen cultural capital and their own ambitions.

High-quality teaching is the most significant lever for improving outcomes for disadvantaged pupils. We therefore have prioritised professional development that strengthens modelling, scaffolding, vocabulary development, retrieval practice, and metacognition; approaches shown to have the strongest impact on closing attainment gaps. This aligns with our teaching principles and whole-school focus on improving curriculum access for all learners.

Our approach will focus on diagnostic assessment, to ensure that support is precisely targeted at gaps in knowledge and understanding. We will implement tools such as Lexonik diagnostics, Accelerated Reading programs, and Sparx Maths analytics to enable us to identify gaps in vocabulary, fluency, misconceptions in Maths, and wider learning behaviours. These insights will then inform structured interventions such as Bedrock, ThirdSpace Learning, and targeted tutoring.

Our implementation is guided by evidence, and a commitment to sustained improvement over the duration of this strategy. We will act early when needs are identified, and work systematically to ensure that what we implement is effective and tailored to the needs of our community.

By 2028, our goals are to:

-   Close literacy gaps so that disadvantaged pupils can access the full curriculum, with the majority reading at or near chronological age

- Strengthen our inclusive teaching strategies so that disadvantaged pupils are supported in every classroom
- Improve attendance to at least 91% for PP pupils, and significantly reduce persistent absence
- Build confidence and a sense of belonging, captured through participation in enrichment programmes, leadership opportunities, and student voice
- Guarantee access to aspirational opportunities, including trips and enrichment clubs for every disadvantaged pupil.

Our Pupil Premium strategy aims to ensure that every disadvantaged pupil at Medina not only achieves well, but sees themselves as a valued member of our community, capable of success in school, further education, and beyond.

Challenges

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

Challenge number	Detail of challenge
1	**Reading ages** A significant proportion of disadvantaged pupils enter Medina with reading ages below chronological age, limiting access to the full curriculum. (KS2 data, CATs, NGRT testing) Many demonstrate gaps in decoding, fluency, comprehension, Tier 2/3 vocabulary, and sustained reading stamina. These weaknesses affect progress across the full curriculum, particularly where extended writing and specialist subject-specific vocabulary is required. Staff feedback indicates that oracy skills are also underdeveloped for some pupils, which in turn reduces their confidence in class discussions, and later, in exam responses.
2	**Attendance & Persistent Absence** Disadvantaged pupils have lower attendance and higher persistent absence than their peers. Figures for the current academic year already show an 8.8% attendance gap between PP and non-PP students, and 46.3% of PP pupils fall below 90% attendance resulting in a considerable loss of curriculum learning. Identified barriers include health concerns, social and/or emotional issues, transport, and low engagement. However addressing the underlying causes of absence in order to work with families to improve attendance and engagement is a key priority of our community.
3	**Attainment** All pupils, and specifically disadvantaged, benefit greatly from consistent, predictable teaching routines and approaches, such as explicit instruction, modelling, scaffolding, and retrieval practice. These methods help to reduce cognitive load, support pupils with weaker prior knowledge, and also ensure that students have a better understanding of expectations regardless of the curriculum area. Last summer's GCSE results showed a -1.7 difference in Attainment 8 outcomes between disadvantaged students and their non-disadvantaged peers. Working towards more consistent pedagogical routines across the school aims to improve the engagement and understanding of those with lower literacy, or weaker prior attainment.
4	**Cultural Capital, Enrichment Opportunities and a Strong Sense of Belonging** We know that some disadvantaged pupils have fewer opportunities outside of school to participate in enrichment activities, leadership roles, or experience a wide range of cultural activities; this can limit aspiration and confidence.

		In addition, disadvantaged pupils are less likely to engage in the school community, whether through activities and events, or feel a sense of belonging. Opportunities to build confidence, identity, and raise aspirations is a key priority in order to improve outcomes for our pupils.
5	**Engagement Between School and Families**	
	Families can face practical or social barriers that can make aspects of school life more challenging. These barriers can have a direct impact on pupils' attendance, engagement, and confidence.

Strengthening collaboration with families is essential to ensure that together we can remove barriers to learning and engagement, and support pupils to thrive. | |

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
1. Improved reading comprehension by the end of Key Stage 3	NGRT Reading comprehension tests indicate that 90% of disadvantaged pupils read at or near chronological age (within six months) by the end of Key Stage 3.

Tier 2 and Tier 3 vocabulary is tracked, with disadvantaged pupils making expected or better progress on Bedrock pathways |
| 2. Improved attendance and reduced persistent absenteeism | PP attendance improves to ≥91% by the end of the strategy in 2027/28, with incremental improvement demonstrated year-on-year.

Persistent absence for disadvantaged pupils reduces from 46.3% to ≤28% over the strategy period.

The gap in attendance between disadvantaged and non-disadvantaged pupils reduces by at least 1% per year, reaching ≤5% by 2028.

There is evidence of strengthened collaboration between families and the school, demonstrated by engagement with the Family Liaison Officer, and increased family engagement in Attendance Support Plans. |
| 3. All Pupils Experience Consistent Teaching Routines and Methods | Medina's teaching framework using consistent approaches to explicit instruction, modelling, scaffolding, retrieval etc., is evident in learning walks and book scrutinies. |

		There is a reduction in the PP attainment gap, with the difference in Attainment 8 reducing to at least -1.0 by 2028, with progress steadily improving across all subjects. Pupils with lower prior attainment demonstrate improved task completion, independence and knowledge retention, measured through retrieval activities and assessment points.
4.	Improved Access to Cultural Capital, Enrichment and School Belonging	At least 65% of disadvantaged pupils each year participate in enrichment activities, trips, or extended learning opportunities. 100% of disadvantaged pupils experience at least one high-value experience, such as a curriculum-linked trip, or leadership activity, during their time at Medina College. Evidence from student voice indicates rising aspiration, improved engagement in school life and sense of belonging
5.	Stronger Collaborative Engagement With Families	At least 80% of disadvantaged families engage with key school events such as parents' evenings, transition events, or awards evenings. There is clear evidence that strengthened family-school partnership working is contributing to improvements in attendance and pupil engagement.

Activity in this academic year

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)

Budgeted cost: £ **25,332**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic testing (NGRT, CATs, Lexonik diagnostics)	Diagnostic assessment enables precise identification of gaps in reading, vocabulary, and fluency. The EEF highlights that targeted assessment is essential for effective intervention planning. EEF Diagnostic Assessment	1,3
Strengthening whole-school reading culture; library lessons, reading aloud, structured reading routines	Reading comprehension strategies (+6 months) and oral language interventions (+6 months) have high impact, especially for disadvantaged pupils. Routine reading improves fluency, vocabulary, and comprehension. EEF Reading Comprehension Strategies	1,4
Accelerated Reader A significant proportion of disadvantaged pupils enter Medina College with reading ages below their chronological age.	Independent studies have shown that Accelerated Reader increases reading frequency, improves reading ages, supports comprehension, and also reading stamina. EEF - Accelerated Reader first trial; secondary transition	1,3,4
Bedrock Vocabulary Disadvantaged pupils often have significant vocabulary gaps. Bedrock explicitly teaches Tier 2 and Tier 3 vocabulary and reinforces subject-specific literacy.	The EEF's Improving Literacy guidance identifies structured reading practice and comprehension checking as essential components of improving reading for disadvantaged pupils, and highlights the importance of teaching Tier 2 and 3 vocabulary. Reading comprehension, vocabulary, and other literacy skills are heavily linked with attainment in all subjects. The Oxford Language Report: The Word Gap	1,3,
CPD: Specifically Rosenshine's principles, **metacognition**, and	EEF lists metacognition and self-regulated learning (+7 months) as one of the highest-impact approaches. EEF: Metacognition and self-regulation	3

explicit vocabulary/oracy teaching Our CPD programme focuses on adaptive teaching, scaffolding, metacognition, vocabulary routines, retrieval. It's aim is to improve the consistency of delivery across the curriculum, in order to support, in particular, disadvantaged pupils. An additional focus on explicit instruction, scaffolding and modelling, which research shows is integral to supporting lower ability students, and those with gaps in knowledge.	Rosenshine's Principles of Instruction are referenced by the DfE as effective for improving outcomes of disadvantaged pupils through explicit instruction and guided practice. DfE: How Pupils Learn High-quality teaching is the most powerful lever for improving outcomes of disadvantaged pupils (EEF, 2022). EEF - High-quality teaching EEF - Effective Professional Development	

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

Budgeted cost: £ **162,161**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexonik (Advance & Leap) Lexonik Advance is a unique research-based programme targeted for any student who finds the reading and understanding of polysyllabic words challenging. Lexonik Leap is for students who struggle with the basic reading level that is required to access Lexonik Advance. It is hugely beneficial for any learner who has yet to acquire basic literacy skills, including young students who are just starting to fall behind their peers. NGRT Reading assessments will be used to identify students who have a SAS score of 90 or below; these students will then be enrolled onto the Lexonik intervention programme.	Phonics has a strong positive impact on early reading development (+5 months EEF), particularly for disadvantaged pupils, and is supported by extensive evidence. The EEF also identifies reading comprehension strategies as a high-impact approach (+6 months). Lexonik brings these two evidence-based practices together, combining phonics with comprehension strategies to maximise progress for struggling readers. EEF - Phonics EEF - Reading comprehension strategies	1,3
Small-group literacy intervention Additional support delivered to students who are identified as requiring further support with literacy	EEF research has found that small group tuition (+4 months) is highly effective when linked to assessed gaps in learning. EEF - Small group tuition	1,3
Third Space Learning (Maths Tutoring) Supporting learners in both key stages 3 and 4, using personalised interventions to address gaps in mathematical knowledge. Regular reporting from Third Space Learning allows teachers to monitor progress and adjust	EEF identifies one-to-one tuition (+5 months) and small-group tuition (+4 months) as high impact when targeted using assessment. Third Space Learning reports (2023) show strong gains with disadvantaged pupils when tutoring is aligned to curriculum gaps that have been identified through teacher assessment. EEF - Small group tuition EEF - one-to-one tuition	3

classroom delivery where necessary.	[EEF - making a difference with effective tutoring](#)	
Sparx Maths Homework Students are set Sparx Maths homework tasks weekly; tasks are aligned with curriculum sequencing. This also assists with students improving their retrieval skills, and also tracks the engagement of PP learners.	EEF guidance on homework indicates that technology that provides adaptive feedback can improve learning by supporting retrieval practice. Sparx's internal evaluation reports (2023) show that users who consistently access the platform make twice the expected progress; disadvantaged pupils who demonstrate high engagement are able to close the PP attainment gap [EEF - Homework](#)	3
Year 11 Subject Specific Tutoring All year 11 students attainment is tracked across the year group; they attend a subject-specific tutor group which delivers targeted intervention sessions each morning to support progress and target gaps in learning. Students are moved between tutor groups where necessary to mirror their own curriculum learning needs.	The EEF reports targeted small-group tuition (+4 months) as particularly beneficial for pupils who are behind. [EEF - Small group tuition](#) Studies show tutoring aligned with curriculum content and delivered by subject specialists is more effective than generic tutoring. [Ofsted: Review of tutoring in schools](#)	1,3
Mentoring Pastoral staff including Assistant Heads of Year, Family Liaison Officer, and LAC co-ordinator identify PP students who would benefit from additional support, and ensure that they regularly meet to discuss progress. The aim of these meetings is to address motivation, organisation, improve confidence, build strong relationships, and swiftly identify any need for intervention.	The EEF reports that mentoring has variable impact unless structured, frequent, and embedded within a wider pastoral system. [EEF - Mentoring](#) When mentoring focuses on attendance, organisation, and self-belief, it can contribute positively to engagement (EEF behaviour guidance report). [EEF - Improving behaviour in schools](#) Strong staff-pupil relationships are associated with improved attendance and progress (DFE) [DfE Behaviour in Schools, 2022](#)	2,5

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

Budgeted cost: £ **107,606**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor programme The tutor programme across the school regularly focuses on attendance, belonging, and student aspiration. Students are regularly awarded for good and improving attendance, attainment and effort.	The EEF behaviour guidance highlights that consistent routines and supportive classroom relationships improve engagement and attendance. EEF - Improving behaviour in schools	2,4,5
Attendance officer The gap between PP students and non-PP students attendance is currently 8.8%. 46.3% of disadvantaged pupils have attendance at lower than 90%. The Attendance Officer carries out the first day responses, triage, tracking and home contact to assist the safeguarding of pupils and identify reasons for non-attendance.	The DfE's Improving School Attendance guidance identifies early identification, first-day response, and consistent family engagement as the most effective ways to reduce PA. DFE - Working together to improve school attendance The EEF reports that reducing barriers outside the classroom is vital before academic success can be expected. EEF - Supporting school attendance	2,5
Assistant Heads of Year The Assistant Heads of Year offer daily mentoring and pastoral support to all students in their year group, with an additional focus on the wellbeing, engagement, and academic progress of their disadvantaged students.	Pastoral systems that ensure daily, structured interactions are recommended in the EEF Behaviour in Schools guidance. Regular contact and mentoring improves readiness to learn, attendance, and engagement for disadvantaged cohorts. EEF - Improving behaviour in schools	2,3,5
Breakfast club	The EEF finds that breakfast provision improves punctuality, readiness to learn,	2, 5

Breakfast club offers all students free food at the beginning of the day to support punctuality to school, and promote readiness to learn, creating a positive start to the day. The Breakfast club makes morning routines more predictable and reduces anxiety-based lateness.	and wellbeing, especially for disadvantaged pupils. EEF - Magic Breakfast 2.4 pupils in every class in England and Wales will arrive at school hungry at least once a week '...in areas of high deprivation, children are especially likely to arrive at school hungry and to benefit from breakfast-club provision — underlining a link between socioeconomic disadvantage and breakfast need' Kelloggs: A Lost Education - the reality of hunger in the classroom	
Family Liaison Officer Family Liaison Officer (FLO) is employed to support with home visits, attendance meetings and support for parents in addressing students with poor attendance. They work to improve family engagement, and support families with complex needs.	There is a direct correlation between attendance and achievement. According to the EEF, the average impact of the Parental engagement approaches is about +4 months progress. Strong parental engagement is associated with improved behaviour, attendance, and attainment FLO work supports families whose barriers sit outside the classroom (e.g., routine, transport, or anxiety), aligning with EEF Tier 3 strategies. EEF Parental Engagement Report	2,5
Looked After Child (LAC) Co-ordinator This role is to provide personalised support for Looked After Children, including close liaison with external agencies, oversight of Personal Education Plans, co-ordinating attendance and pastoral support. The aim is to remove barriers, support engagement, promote wellbeing, and improve attainment	Looked After Children face significantly higher risk of attendance issues, disrupted learning, and trauma-related barriers. DfE guidance indicates that the role of the designated LAC lead is to ensure that provision is personalised, and external agencies have a named liaison within the school. DfE: Promoting the education of LAC and PLAC children	2, 5

Belonging initiatives Student voice committees and student ambassador roles aim to strengthen belonging, confidence and engagement with the school community. These activities provide structured opportunities for disadvantaged pupils to contribute to school life, develop leadership skills, and build positive relationships.	Research shows that a strong sense of belonging improves attendance, engagement, wellbeing and academic outcomes. National Children's Bureau: Understanding and enhancing school belonging EEF guidance indicates that providing structured student voice and ambassador roles supports pupils' confidence, participation and connection to the school community. EEF Implementation Guidance - pupil involvement	4
Removing Barriers to Curriculum and Enrichment Access Financial support in order to provide essential curriculum materials, uniform support, music tuition, etc., ensures disadvantaged pupils can access the full curriculum and take part in wider learning experiences.	Removing material barriers increases belonging and engagement *EEF - behaviour in schools* Financial support broadens enrichment opportunities for disadvantaged pupils EEF wider strategies guidance 'There is a strong relationship between socioeconomic disadvantage and low educational attainment' EEF: The relationship between socio-economic disadvantage and the attainment gap	4, 5
Increasing Participation in Extracurricular and Enrichment Opportunities Targeted support to increase the number of disadvantaged pupils who participate in clubs, trips, leadership activities and enrichment experiences. Strategies include financial assistance where this is a barrier,	Research shows that participation in enrichment activities improves confidence, wellbeing, aspiration and school engagement. The EEF guidance on wider strategies highlights extending experiences beyond the classroom as effective in supporting the outcomes of disadvantaged pupils. EEF wider strategies guidance EEF - Arts participation Ofsted Framework: Enrichment Access	4

tracking of participation and engagement in order to identify those who have yet to take any opportunities, and proactive invitations and encouragement to disadvantaged pupils to engage with opportunities across the year	14	

Total budgeted cost: £ 295,099

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The current 2022-2025 plan is now coming to a close; the data below outlines the performance of the 2025 Year 11 cohort, considering disadvantaged against non-disadvantaged, and also considering outcomes and attendance across the past three years.

Results from the Summer 2025 GCSE Exam Season:
Disadvantaged against non-disadvantaged:

Medina College – Disadvantaged

Key Performance Indicators	Disadvantaged	Not Disadvantaged	Difference
Attainment 8	2.41	4.11	1.70
9-7 EM	0 (0%)	8 (10%)	8 (10%)
9-5 EM	7 (15.2%)	31 (38.8%)	24 (23.6%)
9-4 EM	12 (26.1%)	46 (57.5%)	34 (31.4%)
5 Strong passes including EM	3 (6.5%)	30 (37.5%)	27 (31%)
5 Standard passes including EM	9 (19.6%)	45 (56.3%)	36 (36.7%)

Overall Headline figures for the 2025 student cohort

Medina College – Headlines

Key Performance Indicators	FFT50 (CATs)	Results 2025	Assessment 5 Predictions 2025	Results 2024 (140 students)
Attainment 8	4.07	3.49	3.24	3.41
9-7 EM	11 (8.7%)	8 (6.3%)	5 (4%)	4 (2.9%)
9-5 EM	45 (35.7%)	38 (30.2%)	35 (27.8%)	37 (26.4%)
9-4 EM	79 (62.7%)	58 (46.0%)	61 (48.4%)	62 (44.3%)
5 Strong passes including EM	45 (35.7%)	33 (26.2%)	33 (26.2%)	29 (20.7%)
5 Standard passes including EM	79 (62.7%)	54 (42.9%)	49 (38.9%)	52 (37.1%)

Three year trend:

KS4 attainment for disadvantaged pupils 2025

Attainment 8 (Overall)

Legend: School (FSM6), School (Not FSM6), National (Not FSM6)
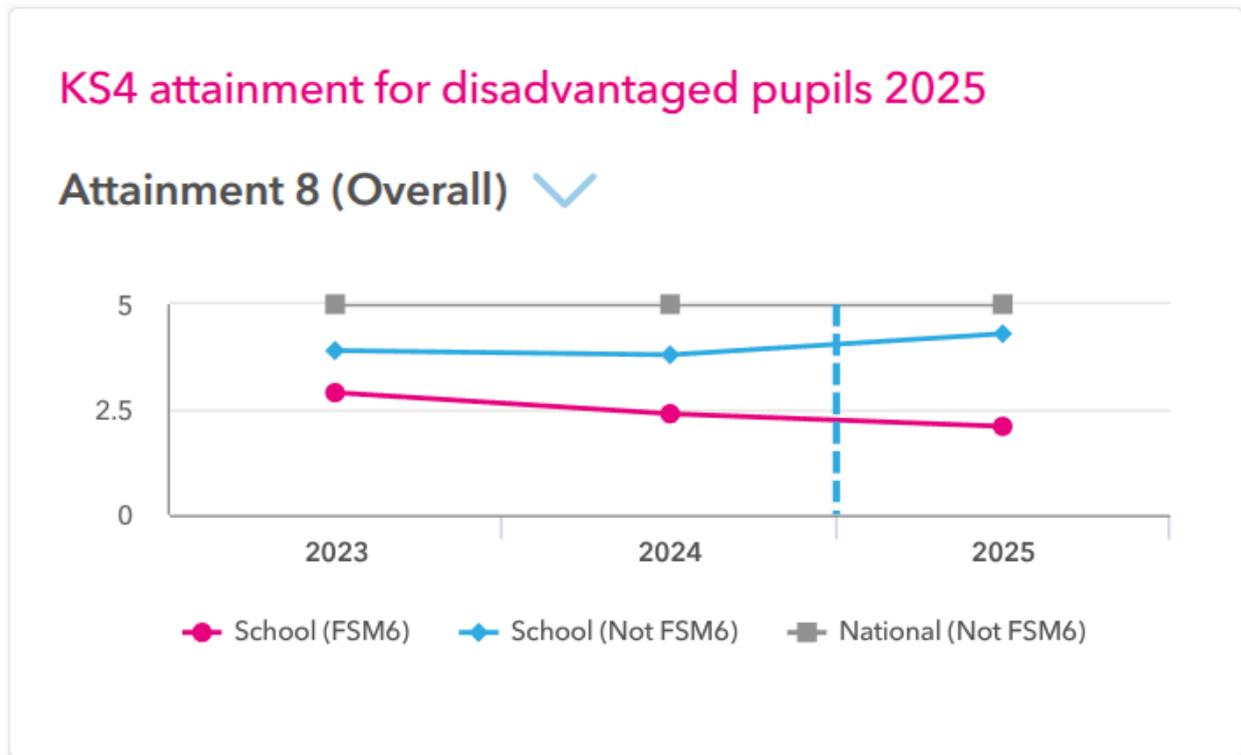
Three year trend using Contextual Value Added data, considering both prior attainment and the wider context of the student cohort.

| Measure | Attainment 8 ▼ |

Pupil groups		2023			2024			2025		
		Pupils	Actual	Diff.	Pupils	Actual	Diff.	Pupils	Actual	Diff.
Gender	Male	85	3.5	-0.36	92	3.1	-0.48	71	3.5	+0.05
	Female	72	3.6	-0.75	50	3.9	+0.05	55	3.5	-0.39
FSM6	Not FSM6	101	3.9	-0.70	101	3.8	-0.30	82	4.3	+0.17
	FSM6	56	2.9	-0.24	41	2.4	-0.28	44	2.1	-0.71

Attendance comparison - academic year 2024/25

FSM6	FSM6	287	School	75.6%	79.4%
			FFT National	86.2%	89.8%
			Difference	-10.6% ●	-10.4% ●
	Not FSM6	501	School	90.0%	91.1%
			FFT National	93.3%	95.2%
			Difference	-3.3% ●	-4.1% ●

Overall Outcomes

Progress against our Pupil Premium priorities has shown several areas demonstrating a positive impact, however outcomes are yet to consistently improve for the whole disadvantaged cohort. Literacy interventions have had a measurable benefit for pupils, and improvements in teaching routines have begun to embed across the school. Attendance for disadvantaged pupils remains a significant barrier, with persistent absence at 46.3% and PP attendance still more than 10% below the national average. Wider strategies such as trauma-informed practice, and pastoral mentoring have contributed to improved engagement for some pupils, however this has not been consistent which has limited the overall impact.

The foundations for stronger engagement with our families, and more effective targeted support are now in place; the next strategy focuses on improving upon what has worked, while addressing identified gaps in consistency and implementation.

Teaching ☒

☐ Good progress ☒ Average progress ☐ Minimal progress

1. Implement and utilise high quality diagnostic assessments to target interventions at KS3.

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2. Develop high quality reading culture during tutor time to model engagement in reading culture
3. Develop opportunities to read aloud and to review books read to encourage and develop a culture of reading in libraries
4. Faculty based CPD approach

Medina's use of diagnostic assessments to target interventions has been used successfully with Year 7; SEND interventions have focussed on NGRT and Lexonik programmes to target pupils and work to improve reading ages. All key stage 3 pupils attend a library lesson once every two weeks, with pupils rotating between reading independently and reading out loud to a peer or supporting adult. Faculty based CPD programmes relating to literacy have taken place in the Communications faculty, however this needs to be broadened to other curriculum areas.

Targeted Academic Support

☐ Good progress ☒ Average progress ☐ Minimal progress

1. Train specialist teachers and tutors to provide small group literacy support.
2. Small group additional tuition

Lexonik Advanced and Leap have been implemented and have demonstrated measurable improvements in reading accuracy for pupils receiving the intervention. This is a positive step towards addressing literacy gaps in key stage 3. A programme of small group intervention sessions is offered to all Year 11 students both after school and during school holidays; a drive in engagement and attendance to these sessions is required.

Wider Strategies

☐ Good progress ☒ Average progress ☐ Minimal progress

1. Implement trauma informed education for teaching staff to support the mental health of pupils, through the recognition of ACEs and the use of PACE and WINE.
2. Develop a Tutor programme with attendance and rewards focus
3. Continue attendance rewards in assemblies
4. Attendance officer identifies issues, and implements actions to support pupils with low attendance
5. Assistant Heads of Year support pastoral and learning needs
6. LAC co-ordinator and Family Liaison Officer work with identified pupils

During last academic year, our wider strategies work made steady progress, with some initiative embedding well and others requiring further implementation next year. Staff across the school engaged with training in trauma-informed practice, which has collectively strengthened our understanding of ACEs and improved approaches to supporting disadvantaged pupils. The use of PACE/WINE strategies in classrooms remains variable and will require regularly revisiting across this academic year.

The tutor programme delivered regular rewards for attendance and attainment; assemblies were used to regularly reinforce attendance expectations. These approaches contributed to improvements for some individuals, however overall PP attendance remained significantly

below national levels, with an FSM6 gap widening from -3.3% to -4.1% when compared with FFT National averages.

The Attendance Officer's work remained essential, and casework with families has helped to secure improvements for a number of persistently absent pupils. However, the high proportion of PP pupils remaining under 90% attendance (46.3%) indicates that this continues to be a significant challenge requiring greater engagement with our families.

Pastoral support from Assistant Heads of Year and the Family Liaison Officer provided important parental contact; the FLO's work with families and the LAC co-ordinator's work with external agencies were particularly valuable.

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
N/A	N/A

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We currently have 12 pupils eligible for the Service Pupil Premium. Although funding is not allocated separately for these pupils, they are fully supported through our whole-school provision for disadvantaged and vulnerable learners.   Their attendance, engagement and progress are monitored routinely, and they continue to receive support through the various strands of our Pupil Premium strategy.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.