

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupil premium strategy focused on improving academic attainment, raising attendance and strengthening wellbeing support for disadvantaged pupils. Evidence from the 2024-25 academic year demonstrates positive progress across all three priority areas.

Academic Achievement

The attainment of disadvantaged pupils improved significantly during 2024-25, indicating that targeted intervention, curriculum support and quality-first teaching strategies are having a positive impact.

Disadvantaged pupils' Attainment 8 score increased from **30.6 to 35.1**, representing an improvement of **4.5 points**. This compares favourably with the relatively small increase seen for non-disadvantaged pupils (**47.7 to 48.03**) and demonstrates progress towards narrowing the attainment gap between disadvantaged and non-disadvantaged students. [

Performance in English and mathematics improved substantially:

- Combined English and mathematics at Grade 4+ increased by **19.1 percentage points**.
- Combined English and mathematics at Grade 5+ increased by **15 percentage points**. English outcomes showed particularly strong improvement:
- English Grade 4+ increased by **9.1 percentage points**.
- English Grade 5+ increased by **30.2 percentage points**.

These improvements indicate that literacy interventions, focused curriculum support and strengthened classroom provision have had a positive effect on disadvantaged pupils' outcomes.

Mathematics performance also improved significantly:

- Mathematics Grade 4+ increased by **21.1 percentage points**.
- Mathematics Grade 5+ increased by **17.1 percentage points**.

The scale of improvement suggests that targeted mathematics intervention and increased curriculum support are helping to narrow gaps in progress and attainment.

Broader curriculum outcomes also strengthened:

- Achievement of five standard passes increased by **30.5 percentage points**.
- Achievement of five strong passes increased by **15 percentage points**.

Collectively, these outcomes demonstrate that disadvantaged pupils are making accelerated gains, with evidence that attainment gaps are beginning to narrow and that more pupils are achieving strong outcomes across a wider range of subjects.

Attendance and Engagement

Improving attendance remained a significant priority during 2024-25. Overall school attendance was **90%**, exceeding attendance rates reported nationally for disadvantaged pupils (**84.7%**). Attendance for disadvantaged groups remained a challenge but showed signs of improvement compared with previous years.

Persistent absence reduced from **35.21% in 2023-24 to 30.99% in 2024-25**, a reduction of **4.22 percentage points**. Persistent absence among disadvantaged pupils reduced from **53.93% to 50.52%**, while persistent absence for non-disadvantaged pupils reduced from **27.23% to 22.35%**.

This improvement reflects the impact of enhanced attendance monitoring, strengthened parental engagement, pastoral support and external agency involvement.

Although attendance remains an area for further improvement, the reduction in persistent absence demonstrates that strategies implemented through the pupil premium plan are beginning to address barriers to school attendance.

The small number of severely absent pupils were primarily affected by Emotional Based School Non-Attendance (EBSNA), mental health needs and significant external factors involving social care or police intervention. These pupils received targeted support through attendance interventions, welfare services, counselling, Mental Health Team provision and personalised support programmes.

Wellbeing and Personal Development

Throughout the year the school continued to prioritise pupil wellbeing, particularly for disadvantaged and vulnerable learners. Investment in pastoral capacity, safeguarding, emotional support and early intervention enabled pupils to access help quickly and effectively.

A whole-school approach to wellbeing led to:

- Strengthened pastoral systems.
- Increased targeted intervention programmes.
- Improved safeguarding practices.
- Greater access to emotional wellbeing and mental health support.

The appointment and deployment of two full-time Deputy Designated Safeguarding Leads increased the school's capacity to identify and remove barriers to learning at an earlier stage. Staff worked closely with families and external agencies to provide coordinated support for vulnerable pupils.

Disadvantaged pupils benefited from a range of targeted support, including:

- Emotional mentoring.
- Counselling.
- Enrichment opportunities.

- Financial assistance through initiatives such as pre-loved uniform provision and food hampers.

As a result, pupils reported improved confidence, resilience and engagement in school life. Attendance and participation improved for vulnerable groups, and there was evidence of a reduction in wellbeing-related barriers to learning. Pupils demonstrated an increased sense of belonging and readiness to learn, contributing positively to both personal development and academic achievement.

Overall Evaluation

Evidence from 2024-25 shows that the school's pupil premium strategy has had a positive impact. Disadvantaged pupils achieved notable gains in attainment across English, mathematics and wider curriculum measures, demonstrating that targeted academic support is helping to close gaps in achievement. Persistent absence reduced compared with the previous academic year, while enhanced wellbeing provision strengthened engagement, inclusion and readiness to learn.

Whilst attendance for disadvantaged pupils remains a key area for continued improvement, the overall direction of travel is positive. The school will continue to build on these successes through targeted academic interventions, attendance support, pastoral provision and wider opportunities that enable disadvantaged pupils to thrive academically, socially and emotionally.