Pupil premium strategy statement- Updated March 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium three year strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our college.

School overview

Detail	Data
School name	Energy Coast UTC
Number of pupils in school	KS4 266
Proportion (%) of pupil premium eligible pupils	PP 93 students 35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	Jan 26 (Updated March 26)
Date on which it will be reviewed	May 26
Statement authorised by	Cherry Tingle
Pupil premium lead	David McGeehin
Governor / Trustee lead	Andrew Wild*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,220 (£1035 pp)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£95220 (+£4500 Well funding) £99720

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Statement – Energy Coast UTC

At Energy Coast UTC, we are driven by the ambition to transform the life chances of all our students, with a particular focus on those who are disadvantaged. Our intent is not only to close gaps—but to create genuine opportunity and equity. This is especially important given the unique context of coastal Cumbria, where young people may face regional barriers to social mobility, aspiration, and access to high-value careers in STEM.

As a specialist technical college, our vision is to prepare students for the industries shaping the future—engineering, energy, and advanced technologies. For disadvantaged pupils, this can mean breaking cycles of limited opportunity and empowering them to succeed in these high-demand fields. We aim to equip every pupil with the knowledge, skills, and mindset to thrive—locally, nationally, and globally.

Our strategy is underpinned by an evidence-based approach, using research from the Education Endowment Foundation (EEF) and ongoing internal evaluation. We ensure that Pupil Premium funding is used strategically, effectively, and equitably. We are clear-eyed about the barriers that exist, but ambitious in what we believe our students can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Poor Literacy skills-Reading** Reading assessments (e.g. NGRT and STAR Reader) indicate that a significant proportion of students across all year groups are currently reading below their chronological age. These assessments are used as a diagnostic starting point to identify students' reading needs and inform targeted support, rather than as an end judgement of students' capability. Current data (June 2025) shows that 29% of Year 10 students are reading at least 12 months below age-related expectations. This represents an improvement from the beginning of the year, when 56% of students were reading at least 12 months below age-related expectations. While this progress is positive,

the data highlights that a substantial proportion of students still require structured support to accelerate their reading development.

Longitudinal tracking also indicates that for some students the gap between reading age and chronological age can widen during their time at the school. This suggests that current strategies may not yet be consistently effective in ensuring sustained reading improvement. Reading ages therefore serve as an initial indicator to guide intervention, curriculum planning, and classroom practice, ensuring that appropriate support and reading opportunities are embedded across subjects.

Developing students' reading proficiency remains a whole-school priority, as limited reading skills can restrict students' access to the curriculum across all subjects, not just English.

2	**Narrowing the attainment gap across all subjects but in particular mathematics** Internal tracking data from Spring 2025 shows that the attainment gap between disadvantaged pupils (PP) and their peers remains widest in core subjects. In Mathematics, the gap stands at 0.2 levels of progress against baseline — higher than both the college and national averages. Deep-dive analysis reveals that PP students are underrepresented in stretch/intervention sessions and demonstrate lower levels of homework completion. This suggests that access, support, and aspiration factors are contributing to underachievement, alongside potential curriculum delivery issues.
3	**Behaviour and aspirations inc. supporting emotional and mental health related issues** Behavioural incident logs and pupil surveys reveal a marked difference in learning attitudes between PP and non-PP pupils, particularly in Years 9 and 10. PP students are disproportionately represented in behaviour sanctions and pastoral referrals. Focus groups and staff feedback indicate that many of these students face challenges related to low self-regulation, limited aspiration, and underlying emotional or mental health issues. There is a clear need for more structured emotional literacy and aspiration-raising interventions to support engagement and resilience.
4	**Attendance and Punctuality issues** Although overall attendance has improved this academic year (currently at 90.8%, up from 89.7%), persistent absence remains a concern, particularly for disadvantaged pupils. PP students have an attendance rate lower than their peers, and lateness is also more common among this group. Pastoral data highlights recurring issues related to transport, caring responsibilities and medical appointments. In addition to physical absence, there is also evidence of **'desktop truancy'**, where students are present in lessons but are not fully engaging with learning activities. This can include avoiding tasks, delaying the start of work, copying from peers, frequent toilet visits or appearing compliant while not actively participating in learning. These behaviours can further reduce students' effective learning time and contribute to gaps in knowledge and understanding. Without addressing both the root causes of absence and patterns of in-class disengagement, attendance patterns will continue to affect attainment and engagement.

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.

Challenge	Short-Term Outcomes (by end of term)	Medium-Term Outcomes (by end of academic year)
1. Poor Literacy Skills – Reading	- All students complete baseline diagnostic reading assessments (e.g. NGRT) to identify specific gaps in decoding, fluency and comprehension. - Assessment data analysed to create detailed reading profiles for targeted students. - Targeted reading interventions launched for students identified as 12+ months behind, informed by diagnostic assessment outcomes. - Teachers provided with reading data and guidance to adapt classroom practice. - All departments identify and begin implementing at least one subject-specific strategy to support reading in lessons.	- 80% of targeted students demonstrate measurable improvement in reading age (minimum 6+ months progress) and improved reading fluency and comprehension. - Follow-up diagnostic assessments used to evaluate intervention impact and refine support. - Whole-school reading age gap narrows by at least 10% from baseline. - Reading strategies consistently embedded and reviewed in 100% of departments. - Assessment-informed literacy strategies increasingly used to support access to subject-specific texts across the curriculum.
2. Attainment Gap – Especially in Mathematics	- PP student progress monitored half-termly in Maths and core subjects - PP students with below-expected progress identified and given structured intervention - Homework club access increased for PP students	- PP vs non-PP gap in Maths reduces from 0.2 to 0.1 or better - At least 75% of PP students make expected or better progress in Maths - Increased PP engagement in support programmes (tracked via attendance logs)
3. Behaviour, Aspirations, and Social-Emotional Needs	- Behaviour data reviewed fortnightly by pastoral leaders - SEMH support plans in place for identified students - Launch of a pilot aspiration programme (e.g. mentoring, guest speakers)	- 20% reduction in repeat behaviour incidents among targeted PP students - Increased participation in aspiration-building activities - Improvements in PP student responses in pupil voice surveys (attitudes to learning)
4. Attendance and Punctuality	- Weekly attendance monitoring shared with staff - Attendance support plans created for persistently absent students - Parental engagement events held for targeted families	- Whole-school attendance at or above 93%; PP attendance gap reduced to <4% - 20% reduction in persistent absence among PP students - Decrease in repeated late arrivals (tracked via punctuality data)

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *28,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Functional skills (2 sets English/Maths) *£1 000* *Free to children books* *£500* *Form time booster program IDL and Lexia* *£4500* *Free to children revision guides* *£4500*	The Education Endowment Foundation Toolkit identifies reading comprehension strategies as having a high impact on pupil progress (+6 months). These strategies focus on developing learners' understanding of written text by explicitly teaching pupils how to engage with and interpret what they read. Pupils learn a range of techniques which enable them to comprehend meaning, including inferring meaning from context, summarising key ideas, identifying main points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension in order to identify and resolve difficulties. Alongside the explicit teaching of comprehension strategies, the school is prioritising the development of a strong reading culture across the curriculum**,** where reading is viewed as a purposeful and integral part of learning in all subjects. Students will be supported to engage with subject-specific texts so that reading becomes a tool for acquiring knowledge rather than an isolated literacy activity. Teachers will explicitly model how to approach complex texts, highlight key vocabulary, and guide students to read with a clear purpose linked to the learning objectives of the lesson. By embedding reading for purpose within everyday classroom practice, students will have regular opportunities to practise comprehension strategies while accessing increasingly challenging material across subjects. This approach aims to improve both students' confidence and independence as readers**,** enabling them to better understand instructions, analyse information and engage more deeply with the curriculum. Developing a consistent culture of reading across the school will therefore support both literacy development and wider academic achievement.	1,2

	Implementation of Lexia reader, DEAR time and CPD in extended writing/oracy. Impact will be measured through: termly reading age assessments, Lexia progress data, and improved access to extended writing across subjects.	
Dedicated CPD time every week on a range of specific topics which impact PP students, inc. behaviour, curriculum, attendance, quality first teaching. *£10000*	The Education Endowment Foundation guide to Pupil Premium highlights a tiered approach, with high-quality teaching as the top priority, supported by effective professional development. In line with this guidance, our approach places a strong emphasis on improving the quality of teaching in every classroom so that all students, particularly disadvantaged and vulnerable learners, can access and succeed in the curriculum. A review of staff capacity has identified the need to further strengthen professional development and internal support structures. We recognise that experienced staff play a key role in developing the practice of less experienced colleagues. To support this, a new role within the middle management structure has been identified to lead and coordinate this work, ensuring that expertise is shared effectively across departments and that staff are supported to continually improve classroom practice. Professional development will adopt a more focused and sustained approach, prioritising strategies that directly support the learning needs of vulnerable students. This will include developing teachers' expertise in areas such as scaffolding learning, supporting reading and vocabulary development, improving questioning, and ensuring that all students remain cognitively engaged during lessons. CPD will be structured, evidence-informed and closely linked to classroom practice, enabling teachers to trial, reflect on and refine strategies that improve outcomes for disadvantaged pupils.	1, 2, 3, 4
Appointment of Leader to oversee PP strategy £3000	Successful schools supporting disadvantaged pupils typically demonstrate clear and responsive leadership. Research from the Department for Education report *Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice* highlights that effective schools maintain a strong strategic focus on disadvantaged pupils and ensure that leadership decisions are closely aligned with improving teaching and learning. Similarly, the Education Endowment Foundation *Putting Evidence to Work: A School's Guide to Implementation* emphasises that school leaders play a central role in improving educational practice through high-quality implementation. This includes clearly defining a shared vision for improvement,	All

	setting expectations for effective practice, and supporting staff to embed evidence-informed strategies consistently across the school.	
CPD on modelling/scaffolding to all teachers £500	EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact.	1, 2
CPD & T&L briefings implemented to introduce and embed The Fundamentals in all lessons £500	EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact	1
Implementation of Lexia reader, DEAR time and CPD in extended writing/oracy £1000	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	1
Teaching and Learning Reader raffle £500	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	1
Bedrock mapper £3000	EEF Toolkit-Mastery Learning +5 months Vocabulary acquisition-designed to teach, assess, and reinforce subject-specific (Tier 2 and Tier 3) vocabulary across the curriculum.	1

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

Budgeted cost: £45924

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring £20424	EEF toolkit (+4 months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 11 cohort need support to address gaps in English. Due to Covid we have identified that English and Maths are the key focus areas.	2,3

| Targeted In-School Tutoring – English and Maths

£20000 | EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact DFE

A highly qualified set of specialists to support with identified gaps in knowledge. | 1 |
|---|---|---|
| Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age
£5500 | EEF Toolkit – Reading comprehension - +6 months impact | 1 |

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

Budgeted cost: £ 62,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two additional Pastoral workers appointed to work with vulnerable families and improve parental engagement. £12400

Attendance Officer appointed to work 5 days a week to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality. £12500
Careers and aspirations program £2000 | EEF toolkit (+4 months)

We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:

- approaches and programmes which aim to develop parental skills such as literacy or IT skills;
- general approaches which encourage parents to support their children with, for example reading or homework;
- the involvement of parents in their children's learning activities; and
- more intensive programmes for families in crisis.

Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and | 3, 4 |

Celebrations events (Inc prom) £4000 Subsidise trips £5000 Rewards trips and vouchers £5000 Replacement Uniform £200 *Free to children breakfast club inc. breakfast + dinner if attending boosters £5000*	general anti-social activities. The interventions themselves can be split into three broad categories: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues. The attendance officer and family engagement worker will use a graduated response model including early intervention, parental engagement meetings, and targeted attendance plans. Weekly attendance analysis will identify pupils at risk of persistent absence. Celebration events (including prom) to improve belonging, engagement and attendance among disadvantaged pupils. Evidence from internal data shows improved attendance following reward milestones. Participation and attendance data will be tracked to evaluate impact.	
PP specialist teachers, delivering curriculum content, modelling and embedding metacognition and self regulation *£3000*	EEF toolkit (+7 months) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	1, 2, 4
Implementation of EDULINK Parent App to aid engagement of parents and raise the awareness of rewards and attendance *£2,373 (TRAINING)*	EEF toolkit – Parental Engagement - +4 months impact Edulink One is a comprehensive, web-based, and mobile (Android/iOS) application used by schools to connect teachers, parents, and students. It acts as a central portal for accessing real-time school information, including attendance, behaviour, homework, reports, and timetable data, while facilitating communication.	4
PP Capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities, have resources and	EEF toolkit– Arts Participation +2 months impact EEF toolkit – Sports Participation +2 months Including basics and subject specific equipment. During key exams this will be provided and available at point of learning and assessment.	All

equipment required for learning. £1000	Metacognition and revision specific equipment and delivery to provide support in preparation for assessment.	
Engaging in effective use of PP courses on a range of topics including EEF implementation	EEF toolkit use Provide capacity to a broader team of staff to engage in professional development and in an evidence based way.	All
Alternative pathway coordinator £10000	EEF toolkit-Metacognition +7 months Provide capacity to create and deliver an appropriate and targeted pathway which meets the needs of all learners.	All
Co-ordinated higher education information and guidance program £4000 (+McMenon)	EEF toolkit-Aspirations +4 months Supporting students in accessing and succeeding in higher education. Providing guidance and information about university pathways, helping students understand their options and navigate the application process, including choosing courses and preparing personal statements. Work closely with students who may face additional barriers, such as those from low-income backgrounds or who are the first in their family to attend university, offering one-to-one advice, encouragement, and practical support.	All
Create an inclusive learning environment that supports and nurtures the highest possible levels of emotional wellbeing, accelerating progress and securing better personal outcomes. £3300	EEF toolkit- aspirations +4 The aim of the programme is to remove practical obstacles that could prevent students from attending school consistently. By ensuring reliable transport, the school helps students arrive on time, reduces absenteeism, and supports their overall engagement with learning. The programme also often includes communication with parents or carers to ensure travel arrangements are working effectively and to address any issues that may arise.	All

Total budgeted cost: £ 144,107 (inc. £4,500 Well funding-See action plan)

Some activities listed form part of wider school provision but disproportionately benefit disadvantaged pupils. These costs are included to illustrate the full scope of support but are not funded solely through Pupil Premium.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A shorter ongoing evaluation cycle is carried out-Alongside the year end summative review:

Monitoring and evaluation

- Half-termly review of progress and intervention attendance
- Termly evaluation of literacy and tutoring programmes
- Attendance data reviewed weekly
- Annual review reported to governors

Following on from our internal short term reviews we have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and internal assessments. Our evaluation considers the impact of spending across the three tiers of our pupil premium strategy: **Teaching, Targeted Academic Support, and Wider Strategies**.

Subject	2018 PP	2018 Non	2019 PP	2019 Non	2020 PP	2020 Non	2021 PP	2021 Non	2022 PP	2022 Non	2023 PP	2023 Non	2024 PP	2024 Non	2025 PP	2025 Non
English Language	1.89	2.79	0.98	1.89	1.66	2.23	1.99	2.01	1.98	2.23	1.08	1.79	1.70	1.43	1.13	2.07
English Literature	1.52	2.98	0.94	1.87	1.47	2.04	1.65	2.05	1.86	2.32	1.13	2.30	1.78	1.50	1.08	2.02
Maths	0.94	1.95	0.96	1.57	1.42	1.79	1.40	1.66	1.72	1.83	1.28	1.92	1.23	1.45	0.76	1.78
Science	1.03	1.73	1.83	2.26	1.43	2.30	1.32	1.72	2.13	2.10	1.70	2.30	1.70	1.79	1.42	2.10
Computer Science			0.01	0.31	1.65	2.46	2.16	2.35	0.19	0.19	1.25	0.37				
IT	0.77	2.04											1.84	1.56	1.38	0.74
Sport			2.18	2.87	0.00	2.56	2.03	2.96	1.90	3.04	1.53	3.11	3.60	2.48	1.28	2.51
Business					0.00	1.87	0.91	1.70	0.22	0.59	0.28	0.15	1.05	1.02	1.02	2.29
Product Design											0.94	1.63	0.53	1.24	0.53	1.26
Engineering	1.89	2.93	1.94	2.96	1.59	1.80	1.03	1.44	1.69	2.19	2.46	2.75	2.50	2.48	1.26	2.18
DEC	0.18	2.62	0.03	0.42	0.45	0.86	1.73	1.94	3.24	4.33	2.74	3.54	3.13	2.84	1.90	2.15
Construction									0.97	1.05	0.00	1.04	0.00	1.02	0.28	1.58
	1.13	**2.00**	**1.21**	**1.88**	**1.38**	**2.10**	**1.44**	**1.76**	**1.76**	**2.25**	**1.49**	**2.23**	**1.74**	**1.80**	**1.10**	**1.98**
GAP	0.87		0.67		0.72		0.32		0.49		0.74		0.06		0.88	

Teaching

A significant proportion of pupil premium funding was allocated to improving the quality of teaching through professional development and literacy-focused classroom practice. Key spending included weekly CPD focused on quality first teaching (£10,000)**,** CPD on modelling and scaffolding (£500)**,** implementation of literacy programmes such as Lexia and Bedrock (£4,500 and £3,000)**, and** form-time reading and literacy support initiatives**.**

Monitoring through lesson visits, book scrutiny and staff feedback suggests that these initiatives have begun to improve classroom practice, particularly in relation to scaffolding, modelling and explicit vocabulary instruction. Literacy strategies are increasingly embedded across subjects and teachers are making greater use of structured reading approaches to support disadvantaged pupils in accessing subject content.

However, while improvements in teaching practice are evident, progress data indicates that disadvantaged pupils' overall progress from baseline declined to **1.10**. This suggests that improvements in classroom practice are still embedding and require sustained implementation before measurable improvements in attainment outcomes are fully realised.

Targeted Academic Support

Targeted academic support funding focused primarily on school-led tutoring and structured intervention programmes, including school-led tutoring (£20,424), targeted in-school tutoring in English and mathematics (£20,000) and reading interventions for pupils significantly below reading age (£5,500).

Evaluation of intervention registers and internal assessment data indicates that pupils who attended interventions regularly demonstrated improved subject confidence and progress in targeted areas, particularly in English. Small-group tutoring provided structured support for pupils with identified gaps in knowledge and helped reinforce key curriculum concepts.

However, analysis also showed variability in attendance at intervention sessions, which limited the overall impact for some disadvantaged pupils. In response, the school has strengthened its monitoring processes to ensure earlier identification of pupils requiring support and more consistent engagement in intervention programmes. The school has also further incentivised attendance and is developing ways to reduce barriers such as transport.

Wider Strategies

A substantial proportion of funding was allocated to wider strategies designed to address barriers to learning, including additional pastoral staffing (£12,400), an attendance officer and family support provision (£12,500), breakfast provision (£5,000), careers and aspiration programmes (£2,000) **and** subsidised enrichment opportunities and rewards (£10,000 combined).

These strategies have contributed to measurable improvements in attendance and engagement. The attendance gap between disadvantaged and non-disadvantaged pupils has narrowed to 5.1 percentage points, with the school's overall Key Stage 4 attendance reaching 90.8%, above the national average for 2024/25.

Pastoral data also indicates improvements in behaviour and engagement, although challenges linked to wellbeing and mental health remain higher than pre-pandemic levels. To address this, the school strengthened its pastoral structure, expanded the pastoral team and introduced a vertical system to provide greater oversight and support for vulnerable pupils.

Overall evaluation

Evaluation across the three tiers indicates that wider strategies have had the most immediate measurable impact, particularly in improving attendance and pastoral support. Teaching improvements are beginning to embed through sustained professional development and literacy initiatives, while targeted academic support has shown positive impact for pupils who consistently engage with interventions.

Following this review, the school has refined its pupil premium strategy to strengthen the focus on literacy development, high-quality teaching and improved engagement in targeted support programmes, ensuring that spending is closely aligned with the barriers identified in our strategy plan.

Future target setting will also be more nuanced to challenge PP regardless of disadvantage on entry.

	APS target	Progress from baseline target
ALL	4.88	2.81
PP	4.80	2.87
Non-PP	4.92	2.77

PP targets are slightly inflated from their peers to reflect that the baseline on entry is lower due to gaps in learning in prior years.
This is designed to allow students to see aspirational targets and strive to achieve them
This will close the gap rather than allowing it to further widen in KS4.
This is done with some realism (as shown by the figures) to avoid unrealistic and unachievable targets

Subject	2018 Avg Progress from Baseline	2019 Avg Progress from Baseline	2022 Avg Progress from Baseline	2023 Avg Progress from Baseline	2024 Avg Progress from Baseline	2026 Avg Progress from Baseline DC3	Boys Avg Progress from Baseline	Girls Avg Progress from Baseline	PP Avg Progress from Baseline	Non-PP Avg Progress from Baseline
English Language	2.54	1.54	2.00	1.95	1.23	1.83	1.86	1.79	1.70	1.92
English Literature	2.56	1.51	1.94	1.97	1.31	1.20	1.17	1.25	1.38	1.09
Maths	1.67	1.34	1.59	1.61	1.21	1.86	1.71	2.09	1.70	1.97
Science	1.64	2.09	1.61	1.86	1.54	1.63	1.58	1.70	1.53	1.70
Product Design				1.00	0.71	1.66	1.51	1.86	1.83	1.58
IT	1.53				1.37	2.20	2.08	2.65	2.04	2.57
Sport		3.13	2.72	2.84	2.56	2.68	2.52	3.32	1.83	2.84
Business			1.51	0.52	1.21	2.51	2.19	2.76	2.42	2.63
Engineering	2.67	3.09	2.06	2.55	2.65	2.21	1.92	2.62	2.09	2.29
Construction			1.03	0.33	0.97	2.01	1.99	2.04	1.88	2.10
Progress	1.77	1.70	1.92	1.81	1.65	1.83	1.73	1.96	1.74	1.73

Year 10 internal data suggests a narrowing gap and improved outcomes for both PP and non-PP pupils. To ensure this positive trajectory continues and the prediction becomes reality, the school will maintain rigorous monitoring of progress data, provide targeted academic interventions, strengthen parental engagement, and sustain a strong focus on high-quality teaching and attendance for all pupils — with particular attention to disadvantaged learners.

Externally provided programmes

Programme	Provider
Mission CX	Morgan Sindall
IDL	ISLS group
Counselling	Andrea Arnett
Bedrock Learning	Bedrock
Education and mental health	NHS/Bennardo's
Lexia	Lexia Learning Systems LLS
Edulink one	Overnet data ltd

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We have set up after-school clubs for service children and enrichment activities such as mental health working groups and cultural visits. Four dedicated members of staff are available to support service pupils with anxiety when a family member is deployed.

The impact of that spending on service pupil premium eligible pupils
100% of all service children attended after school clubs. All service children attended class visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, this will however have an evidence based approach and engage with external providers such as the Well project. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Mental Health Support Team and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g CCF, Breakfast club, Well being room, mental health day, Cuppa and a crack, Together we program, Mentoring with industry role models and Mental health group), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We are also in the process of implementing actions from our pupil premium review which gave us a valuable external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's toolkit to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.