

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 academic year) funding to help improve the attainment of our disadvantaged students.

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

School overview

| Detail | Data |
|----------------------------------------------------------------------|------------------------------------------------------------------------|
| School name | Gildredge House |
| Number of students in school | Total - 1173 Primary - 421 Secondary - 752 |
| Proportion (%) of Pupil Premium eligible students | Total - 20.1% (236) Primary - 15.4% (65) Secondary - 22.7% (171) |
| Academic year(s) that our current pupil premium strategy plan covers | 2024 to 2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Victoria Jenkins and Helen Punter-Bruce Heads of School |
| Pupil premium lead | Tom Addems Assistant Head - Inclusion |
| Governor lead | Gabrielle Mace |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year | £300,000 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £300,000 |

Part A: Pupil premium strategy plan

Statement of intent

At Gildredge House, our vision is to provide all students with a strong value-based education, both inside and outside of the classroom. We have the highest aspirations for all students and are committed to supporting them to achieve their potential and beyond. Our all-through curriculum allows us to seamlessly build on students' learning and experiences within each phase of the school, and the collaborative approach we take in supporting students from a formal and informal curriculum perspective enhances our ability to provide smooth transitions throughout the school.

The school's **ASPIRE** values underpin everything the students are involved in at Gildredge House. Our students show **ambition (A)**, always striving to do their best, accepting **support (S)** themselves and helping others within the school and the community. Our students are encouraged to show **perseverance (P)** and to overcome challenges, seeing this as part of the process of being successful. They act with **integrity (I)**, always doing the right thing and being honest with themselves and others. Our students will consider their strengths and areas for development, whilst making connections in their learning, through regular **reflection (R)**. Finally, our students show **empathy (E)** through understanding the needs of others, supporting those who sometimes need assistance.

Our aim is to ensure that a student's socio-economic circumstances, which are out of their control, do not negatively impact their academic outcomes or limit opportunities for experiences that are afforded to other non-disadvantaged students in the school.

At the heart of our strategy is quality first teaching and learning in the classroom, adopting a whole school approach whereby every member of staff is responsible for the progress and outcomes of our disadvantaged students. Evidence from the Education Endowment Foundation (EEF) shows that this is the largest driver of improved progress and attainment for disadvantaged students. Our disadvantaged students will develop and maintain high levels of attainment that are comparative to non-disadvantaged students nationally.

It is important that staff can respond to the needs of every student, rather than making generalised assumptions about the impact of disadvantaged students on attainment and progress. A 'needs not labels' approach underpins this, so that *"strategies are focused on the specific needs of that individual, rather than any labels that may be ascribed to them."* (Marc Rowland). High quality teaching and effective diagnostic assessment play a key role in ensuring our students receive the appropriate support they need. The diagnosis/label is the signpost, however the need associated is the main focus area for support.

We are committed to ensuring our disadvantaged students are able to access the materials they need both in and outside of school, and that they can analyse and understand the literature they read. The EEF emphasises the importance of high-quality teaching to reduce the need for extra literacy support but also reflects that a small number of students may require additional support, in the form of high quality, structured, targeted interventions. We have allocated some of this funding to the employment of a Literacy Intervention Specialist, who will work closely with key staff in the school to provide this appropriate and timely intervention.

Finally, all students will develop a greater level of understanding around their personal strengths and areas for development. Students will be encouraged to develop the metacognitive skills necessary to be able to plan, monitor and evaluate their performance within activities and tasks, so that this becomes an everyday part of their learning process.

Challenges

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

| Challenge number | Detail of challenge | Phase |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1 Attendance | For the 2023-24 academic year, the attendance gap between PP and non-PP students in the Primary phase was -3.5% and in the Secondary phase -6.4%. Students that fall into the Persistent Absentee category become more at risk of not making expected progress as a result. | Primary/ Secondary |
| 2 Self-regulation | When looking at planning, monitoring and evaluating within tasks during lessons and for homework, our teacher observations, and data associated, indicate that many of our disadvantaged students currently lack the metacognitive/self-regulation strategies required to effectively meet the demands of these tasks. | Primary/ Secondary |
| 3 Literacy | Our assessment data, lesson observations and discussions with Class Teachers identify that our disadvantaged students generally have lower reading ages, particularly in the Primary phase, and a higher vocabulary deficit than their non-PP peers. This can negatively impact their progress and attainment. | Primary/ Secondary |
| 4 Progress and Attainment | For the 2023-24 academic year, the progress and attainment gap for PP students compared to non-PP students in Year 11 was -1.1 (P8) and -14.63 (A8). In Year 6, 50% of PP students made the expected standard in Reading and Writing, with 36% making the expected standard in Maths. In the Year 1 Phonics Screening Assessment, 56% of students eligible for PP passed. | Primary/ Secondary |
| 5 Cultural Capital | Evidence from Personal Development lessons, Tutor time programs, teacher observations and school trip/event participation data have identified that some of our disadvantaged students have limited background knowledge and experiences of the world around them. This can cause them to be less aware of the opportunities available to them from an academic, career and life experience perspective. | Primary/ Secondary |
| 6 Emotional wellbeing and self-worth | Observations and discussions with our safeguarding, pastoral and Nurture teams, as well as data associated with social, emotional and mental health needs, indicates that many of our disadvantaged students struggle with anxiety, depression (diagnosed by medical professional) or low self-esteem and confidence. These feelings negatively impact their ability to attend school consistently and focus within lessons when they attend. | Primary/ Secondary |

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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Pupil Premium students attend school regularly, with those that find this difficult receiving the appropriate support to improve their attendance. | Pupil Premium attendance percentage above national and regional averages for disadvantaged students. |
| | Secondary |
| | |
| | National Average |
| | Regional Average |
| | Gildredge House |
| | Primary |
| | |
| | National Average |
| | Regional Average |
| Gildredge House | |
| Pupil Premium attendance gap reduced comparatively to non-PP students. | |
| | PP vs Non-PP GAP |
| | |
| | |
| An increased number of disadvantaged students are rewarded for displaying the ASPIRE values both in lessons and when working independently to complete homework tasks. | A reduction in the distribution of Homework Behaviour Points for PP students in the Secondary phase. |
| | |
| | Year 7 |
| | Year 8 |
| | Year 9 |
| | Year 10 |
| | Year 11 |
| | All |
| | |

| Intended outcome | Success criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------|----------------|---------|-----|-----|-----------|-----|-----|--------------|-----|-----|----------|---------------------------------------------------------|------------------------------|-----------|-----|-----|--------|-----|-----|--------|-----|-----|--------|-----|-----|--|---------|----------------|--------|-----|-----|
| | <p>An increase percentage of ASPIRE Points awarded compared to non-PP students.</p> <table><tr><th>Phase PP</th><th>2024-25 % ASPIRE points awarded to PP students</th><th>2025-26 Target</th></tr><tr><td>Primary</td><td>17%</td><td>18%</td></tr><tr><td>Secondary</td><td>19%</td><td>20%</td></tr><tr><td>Whole School</td><td>18%</td><td>19%</td></tr></table> <p>A decrease in percentage of Behaviour Points awarded in comparison to non-PP students.</p> <table><tr><th>Phase PP</th><th>2024-25 % of behaviour points awarded to PP students</th><th>2025-26 Target</th></tr><tr><td>Secondary</td><td>36%</td><td>33%</td></tr></table> | Phase PP | 2024-25 % ASPIRE points awarded to PP students | 2025-26 Target | Primary | 17% | 18% | Secondary | 19% | 20% | Whole School | 18% | 19% | Phase PP | 2024-25 % of behaviour points awarded to PP students | 2025-26 Target | Secondary | 36% | 33% | | | | | | | | | | | | | | | |
| Phase PP | 2024-25 % ASPIRE points awarded to PP students | 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary | 17% | 18% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary | 19% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whole School | 18% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phase PP | 2024-25 % of behaviour points awarded to PP students | 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary | 36% | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The number of students reading at a chronological age-appropriate level has increased, reducing the gap when compared with non-PP students. | <p>An increase in the distribution of Literacy points to PP students.</p> <table><tr><th>Phase PP</th><th>2024-25 % of literacy points awarded to PP students</th><th>2025-26 Target</th></tr><tr><td>Primary</td><td>15%</td><td>17%</td></tr><tr><td>Secondary</td><td>21%</td><td>23%</td></tr><tr><td>Whole School</td><td>17%</td><td>20%</td></tr></table> <p>PP students at or above reading age in 2023-24 based on Summer Term NFER tests:</p> <table><tr><th></th><th>2024-25</th><th>New Cohort 2025-26 Target</th></tr><tr><td>Year 10</td><td>42%</td><td>40%</td></tr><tr><td>Year 9</td><td>33%</td><td>50%</td></tr><tr><td>Year 8</td><td>48%</td><td>40%</td></tr><tr><td>Year 7</td><td>36%</td><td>48%</td></tr></table> <p>Based on Summer Term Reading Data:</p> <table><tr><th></th><th>2024-25</th><th>2025-26 Target</th></tr><tr><td>Year 1</td><td>57%</td><td>50%</td></tr></table> | Phase PP | 2024-25 % of literacy points awarded to PP students | 2025-26 Target | Primary | 15% | 17% | Secondary | 21% | 23% | Whole School | 17% | 20% | | 2024-25 | New Cohort 2025-26 Target | Year 10 | 42% | 40% | Year 9 | 33% | 50% | Year 8 | 48% | 40% | Year 7 | 36% | 48% | | 2024-25 | 2025-26 Target | Year 1 | 57% | 50% |
| Phase PP | 2024-25 % of literacy points awarded to PP students | 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Primary | 15% | 17% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Secondary | 21% | 23% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whole School | 17% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2024-25 | New Cohort 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 42% | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 33% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 48% | 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 36% | 48% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2024-25 | 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 57% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Intended outcome | Success criteria | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------|----------------|
| | Year 2 | 44% | 60% |
| | Year 3 | 33% | 47% |
| | Year 4 | 56% | 36% |
| | Year 5 | 40% | 59% |
| | Year 6 | 80% | 43% |
| | Based on Good Level of Development Summer Term Literacy report: | | |
| | 2024-25 | 2025-26 Target | |
| Reception | 50% | 53% | |
| An increased number of PP students are provided with opportunities to improve their cultural capital, through a variety of experiences during their time at Gildredge House. | An increase in PP students’ involvement in Personal Development based opportunities. | | |
| | Personal Development Category | 2024-25 PP % | 2025-26 Target |
| | Student Leadership | 11.1% | 15% |
| | Extra-Curricular | 46.2% | 50% |
| | KS4 Work Experience | 95% | 98% |
| | Year 11 in Education, Employment or Training | 100% | 100% |
| PP students are attaining well and making good progress in line with their baseline benchmark data. | Progress and Attainment Data | | |
| | Year 11 | 2024-25 | 2025-26 Target |
| | Attainment 8 | 34.36 | 38.52 |
| | Year 6 (SATs data) | | |
| | GPVS | | |
| | 2025-26 Target | | |
| | At Standard | Greater Depth | |
| | 50% | 0% | |
| | Reading | | |
| | 2025-26 Target | | |
| At Standard | Greater Depth | | |
| 27% | 0% | | |
| Maths | | | |
| 2025-26 Target | | | |
| At Standard | Greater Depth | | |
| 27% | 0% | | |

| Intended outcome | Success criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <p>Writing</p> <table> <tr> <th colspan="2">2025-26 Target</th></tr> <tr> <th>At Standard</th><th>Greater Depth</th></tr> <tr> <td>20%</td><td>0%</td></tr> </table> <p>Combined</p> <table> <tr> <th colspan="2">2025-26 Target</th></tr> <tr> <th>At Standard</th><th>Greater Depth</th></tr> <tr> <td>13%</td><td>0%</td></tr> </table> <p>Year 1 Phonics Data</p> <table> <tr> <th colspan="2">2025-26 Target</th></tr> <tr> <td colspan="2">40%</td></tr> </table> <p>EYFS Good Level of Development Data</p> <table> <tr> <th colspan="2">2025-26 Target</th></tr> <tr> <td colspan="2">2% (only 3 students with PP eligibility)</td></tr> </table> <p>Secondary</p> <table> <tr> <th>Year 10</th><th>2025-26 Benchmark Target</th></tr> <tr> <td>Progress 8</td><td>+0.00</td></tr> <tr> <td>Attainment 8</td><td>42.00</td></tr> </table> <table> <tr> <th>Year 9</th><th>At or above expected attainment</th></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 (Y8)</td><td>55%</td></tr> <tr> <td>2025-26 PP</td><td>58%</td></tr> </table> <table> <tr> <th>Year 8</th><th>At or above expected attainment</th></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP (Y7)</td><td>60%</td></tr> <tr> <td>2025-26 PP</td><td>63%</td></tr> </table> <table> <tr> <th>Year 7</th><th>At or above expected attainment</th></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP</td><td>60%</td></tr> <tr> <td>2025-26 PP</td><td>60%</td></tr> </table> | 2025-26 Target | | At Standard | Greater Depth | 20% | 0% | 2025-26 Target | | At Standard | Greater Depth | 13% | 0% | 2025-26 Target | | 40% | | 2025-26 Target | | 2% (only 3 students with PP eligibility) | | Year 10 | 2025-26 Benchmark Target | Progress 8 | +0.00 | Attainment 8 | 42.00 | Year 9 | At or above expected attainment | | AP3 | 2024-25 (Y8) | 55% | 2025-26 PP | 58% | Year 8 | At or above expected attainment | | AP3 | 2024-25 PP (Y7) | 60% | 2025-26 PP | 63% | Year 7 | At or above expected attainment | | AP3 | 2024-25 PP | 60% | 2025-26 PP | 60% |
| 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At Standard | Greater Depth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| At Standard | Greater Depth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2% (only 3 students with PP eligibility) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 | 2025-26 Benchmark Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress 8 | +0.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 8 | 42.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | At or above expected attainment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 (Y8) | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 58% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | At or above expected attainment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP (Y7) | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 63% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | At or above expected attainment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Intended outcome | Success criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <table> <tr> <td>Year 5</td><td>At national expectation RWM</td></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP (Y4)</td><td>22%</td></tr> <tr> <td>2025-26 PP</td><td>25%</td></tr> </table> <table> <tr> <td>Year 4</td><td>At national expectation RWM</td></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP (Y3)</td><td>33%</td></tr> <tr> <td>2025-26 PP</td><td>37%</td></tr> </table> <table> <tr> <td>Year 3</td><td>At national expectation RWM</td></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP (Y2)</td><td>33%</td></tr> <tr> <td>2025-26 PP</td><td>37%</td></tr> </table> <table> <tr> <td>Year 2</td><td>At national expectation RWM</td></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP (Y1)</td><td>57%</td></tr> <tr> <td>2025-26 PP</td><td>60%</td></tr> </table> <table> <tr> <td>Year 1</td><td>At national expectation RWM</td></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP (YR)</td><td>50%</td></tr> <tr> <td>2025-26 PP</td><td>53%</td></tr> </table> <table> <tr> <td>Reception</td><td>At national expectation RWM</td></tr> <tr> <td></td><td>AP3</td></tr> <tr> <td>2024-25 PP (YR)</td><td>50%</td></tr> <tr> <td>2025-26 PP</td><td>53%</td></tr> </table> | Year 5 | At national expectation RWM | | AP3 | 2024-25 PP (Y4) | 22% | 2025-26 PP | 25% | Year 4 | At national expectation RWM | | AP3 | 2024-25 PP (Y3) | 33% | 2025-26 PP | 37% | Year 3 | At national expectation RWM | | AP3 | 2024-25 PP (Y2) | 33% | 2025-26 PP | 37% | Year 2 | At national expectation RWM | | AP3 | 2024-25 PP (Y1) | 57% | 2025-26 PP | 60% | Year 1 | At national expectation RWM | | AP3 | 2024-25 PP (YR) | 50% | 2025-26 PP | 53% | Reception | At national expectation RWM | | AP3 | 2024-25 PP (YR) | 50% | 2025-26 PP | 53% |
| Year 5 | At national expectation RWM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP (Y4) | 22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | At national expectation RWM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP (Y3) | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | At national expectation RWM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP (Y2) | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | At national expectation RWM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP (Y1) | 57% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | At national expectation RWM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP (YR) | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reception | At national expectation RWM | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | AP3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024-25 PP (YR) | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2025-26 PP | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 (e.g. CPD, recruitment and retention)

Budgeted cost: £156,881

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| <p>Development of evidence-based whole school teaching and learning strategies that positively impact the progress and attainment of disadvantaged students.</p> <p>£107, 253</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute</p> <p>The Department for Education (DfE) suggests that high quality teaching and learning is one of the most important aspects in improving attainment for disadvantaged students.</p> <p>The EEF agree with this notion, stating that <i>“the best available evidence indicates that great teaching is the most important lever schools have to improve attainment.”</i></p> | 2, 3, 4 | Primary and Secondary |
| <p>KS4 Pupil Premium Progress Mentor</p> <p>£3,628</p> | <p>Mentoring EEF</p> <p>The EEF indicates that when mentoring interventions are targeted towards disadvantaged students that are struggling to engage, they are more likely to have apposite impact.</p> <p>Our mentoring programme is specifically targeting these disadvantaged students in KS4.</p> <p>The mentor will develop a positive and trusting relationship with to provide a different source of support and encouragement to improve their engagement in school.</p> | 1, 2, 4, 6 | Secondary |

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| Developing metacognition and self-regulation skills, through upskilling teachers and support staff, and providing students with regular opportunities to practice these skills. | https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1718354984 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The EEF indicates that supporting students with metacognitive processes, so they become habitual, can support them to make 7+ months' work of progress over an academic year. | 2, 3, 4 | Primary and Secondary |
| Recruitment and retention of high-quality teaching and support staff, including specialist staffing to support early years literacy. | https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1718358587 The DfE states that the key to education is the person at the front of the classroom, and that there are no great schools without great teachers. From an early year's literacy perspective, the EEF place emphasis on the importance of ensuring all students are able to read and write well. | 2, 3, 4 | Primary |
| Completing standardised diagnostic assessments with students, to identify areas of need and inform appropriate interventions and CPD focus. | https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1?utm_source=/news/eef-blog-ecf-exploring-the-evidence-part-1&utm_medium=search&utm_campaign=site_search&search_term=diagnostic Effective diagnostic assessment will support schools and their teachers to understand the needs of the students they teach more significantly, using this information to provide targeted support, flexible grouping and other appropriate adaptations that support attainment and progress. | 3, 4 | Primary and Secondary |

Targeted academic support (e.g. tutoring, one-to-one support, structured interventions)
 Budgeted cost: £61,081

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| The employment of a Literacy Intervention Specialist, who works with students in Years 5-11. | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition <p>At Gildredge House, we promote high levels of literacy. Evidence indicates that small group and 1:1 intervention, particularly related to the development of reading comprehension, can support more than six months' extra progress over an academic year for students.</p> | 2, 3, 4 | Primary and Secondary |
| Ensure we are equipped with the most effective diagnostic assessment tools, in order to effectively identify students' specific areas of need. | https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment?utm_source=/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment&utm_medium=search&utm_campaign=site_search&search_term=diagnostic | 3, 4 | Primary and Secondary |

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| | <p>https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1?utm_source=/news/eef-blog-ecf-exploring-the-evidence-part-1&utm_medium=search&utm_campaign=site_search&search_term=diagnostic</p> <p>https://www.unitysp.co.uk/pupil-premium/</p> <p>To ensure our students' individual needs are known and understood, we place emphasis on high quality diagnostic assessment and use this to inform next steps of support and intervention.</p> | | |
| Offering a broad yet robust intervention programme, to support our students with academic, social and emotional support. | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>We understand the importance of delivering a variety of interventions to support the academic and personal growth of our students. Research shows that supporting students with their emotional development can</p> | 2, 3, 4, 6 | Primary and Secondary |

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| | support more than four months' extra progress over an academic year for students. | | |
| Action Your potential | <p>How we help Action Your Potential</p> <p>AYP deliver intensive coaching, based on research-based neuroscience and psychology principles, helping young people understand how their brains work, manage their emotions, strengthen executive function, and prepare effectively for exams and post-16 progression.</p> <p>The programme aims are:</p> <ul style="list-style-type: none"> • Increase student confidence and self-regulation. • Improve readiness for GCSE exams and exam outcomes. • Strengthen coping skills and emotional resilience. • Promote consistent engagement and attendance. • Support positive communication between school, parents, and students. | 1, 2, 4 | Secondary |
| Study support resources provided, to ensure that access to appropriate resources is not a limiting factor to attainment and progress. | <p>https://blog.insidegovernment.co.uk/schools/blog/supporting-the-attainment-of-disadvantaged-pupils#:~:text=Providing%20specialised%20learning%20materials%20and,learning%20environment%20engages%20all%20students.</p> <p>We want to ensure there are no barriers to accessing the highest possible attainment and progress scores our students can.</p> <p>We ensure students are provided with the resources they need and are shown how to use them to their advantage in preparation for assessments and examinations. This is one strategy we use to ensure students have access to the resources they need.</p> | 2, 3, 4 | Primary and Secondary |

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| Literacy resources are provided so that literacy-based support, both in the classroom and within interventions, have effective and appropriate reading materials. | https://literacytrust.org.uk/news/childrens-reading-enjoyment-at-lowest-level-in-almost-two-decades/ https://my.chartered.college/impact_article/reading-for-pleasure-a-catalyst-for-connection/ <p>With the opening of our library this year and a big focus on reading for pleasure, we will invest heavily in ensuring all students have access to literature that caters to their interests and needs.</p> <p>Ensuring these texts are available on a variety of platforms, as well as being age-appropriate, no matter a students' reading age, is important in promoting a culture whereby reading is seen as a privilege and something to be cherished.</p> | 3 | Primary and Secondary |
| Student Support Profiles for students that are both Pupil Premium and SEND, to ensure staff are provided with the appropriate information to be able to effectively support these students to make progress and thrive. | https://researchschool.org.uk/unity/news/pupil-premium-and-send-learning-without-labels https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-holistic-understanding-of-pupils-and-families-and-diagnose-specific-needs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send <p>We believe in a 'needs not labels' approach, whereby the diagnosis ascribed to a student does not inform the support, rather the diagnostic assessment data, student/parent voice, and classroom-based evidence does.</p> <p>Student Support Profiles provide Class Teachers with actionable/tangible strategies to use in lessons to support the needs of students that may require additional support with their learning.</p> | 2, 4, 6 | Primary and Secondary |

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

Budgeted cost: £82,083

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| <p>Attendance strategy with clear thresholds for communication home and letters sent home with a focus on clarity and working with parents.</p> <p>Dedicated staff hours to follow up on non-attendance.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>There is a direct correlation between attendance and academic achievement at school.</p> <p>We work closely with students and their families to support them in regular attendance at school.</p> <p>Our Attendance and Pastoral Teams provide swift and timely intervention to ensure that barriers to attendance are known and that students are supported to overcome these barriers and attend school every day.</p> | 1 | Primary and Secondary |
| <p>Forest School provided for all Primary aged students, as well as targeted Secondary students, to provide them with positive experiences in the outdoors, whilst developing their ability to work both independently and as a team and increase their self-confidence, creativity and resilience to overcome challenges.</p> | <p>https://forestschoollassociation.org/what-is-forest-school/#:~:text=It%20develops%20confidence%20and%20self,support%20new%20and%20imaginative%20learners.</p> <p>https://muddyfaces.co.uk/outdoor-hub/forest-school/reports-research</p> <p>https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/</p> <p>Research has shown that Forest School can support students with their academic attainment, social development and emotional wellbeing.</p> <p>We are fully committed to ensuring that as many students as possible are afforded this opportunity, particularly for those identified as needing support with their self-confidence and emotional regulation.</p> | 5, 6 | Primary and Secondary |
| <p>Place2Be</p> | <p>https://www.youngminds.org.uk/young-person/your-guide-to-support/counselling-and-therapy/#:~:text=This%20can%20help%20you%20to,coping%20when%20things</p> | 2, 6 | Primary and Secondary |

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| | <p>%20are%20difficult.</p> <p>https://www.place2be.org.uk/about-us/impact-and-evidence/statistics-and-evidence/</p> <p>https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/</p> <p>Place2Be is a mental health charity that supports students, families and staff in schools.</p> <p>Research shows that students receiving Place2Be 1:1 counselling make considerable progress in relation to their emotional wellbeing, and we want to continue to support this progress for all of our stakeholders.</p> | | |
| ELSA | <p>https://www.elsa-support.co.uk/what-is-elsa-intervention/</p> <p>https://www.elsanetwork.org/wp-content/uploads/2023/08/ELSA-Evaluation-Report-Pembrokeshire.pdf</p> <p>https://theses.ncl.ac.uk/jspui/bitstream/10443/5382/1/Robertson%20H%20E%202021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Research has shown that ELSA support for students can have a profound and significant impact on their emotional wellbeing and ability to understand and regulate their emotions.</p> <p>We are committed to equipping our students with the skills to be able to overcome challenges and understand their emotions and how to deal with them as they begin to cause discomfort and distract from their education and enjoyment of life.</p> | 2, 6 | Primary and Secondary |

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| University Outreach | https://www.bsms.ac.uk/about/info-for-schools-teachers-parents/outreach-activities-for-schools-and-colleges.aspx https://www.sussex.ac.uk/about/access-to-education https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1002/rev3.3406 We will work closely with universities to ensure as many of our students as possible are exposed to the variety of higher education opportunities available to them. We want to support and challenge our students to put themselves forward and be involved in activities and projects requiring university-level aptitude. | 5, 6 | Secondary |
| Summer Camp is offered for those that will be attending as Year 7 students in the upcoming academic year, to support a smoother transition and promote cohesion between all students and staff. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance To support with a positive transition, particularly for members of our new Year 7 cohort that need support with building relationships and overcoming anxieties related to change, we run a Summer School at the end of August before the new academic year begins. The Summer School has been hugely successful in reducing anxiety around school and formulating positive relationships between students and the staff that deliver the Summer School. | 5, 6 | Secondary |
| Parent Partnership events will be held to increase the collaborative approach in supporting students and promoting closer and more frequent communication between the school and | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning- | 1, 5, 6 | Primary and Secondary |

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Phase |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|
| parents/carers | toolkit/parental-engagement When a triangulated approach between parents, students and the school is evident, students can make over 4 months' worth of extra progress over an academic year. We value the input of parents/carers and want to ensure they feel supported and included in the decision-making around the offer their child receives at school. | | |
| Extra-curricular activities | https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against_the_odds_report.pdf https://www.tes.com/magazine/teaching-learning/general/why-poorer-pupils-need-more-cultural-capital Providing students with opportunities to gain cultural capital is extremely important, as it reduces inequalities and promotes an inclusive and equitable educational environment. We will ensure that no student is disadvantaged from attending any clubs, trips, or other educational offers due to financial restraints. | 5, 6 | Primary and Secondary |
| Hardship fund for students that need support with items that allow them to access the curriculum and follow the school policies and procedures in the same way as non-PP students. | https://www.headteacher-update.com/content/news/cost-of-living-crisis-majority-of-schools-giving-pupils-uniform-clothing-and-food/ We appreciate that the day-to-day functioning as a student can be difficult for families. Therefore, we will also support families with uniform, footwear, PE kits, and personal hygiene products when required. | 4, 6 | Primary and Secondary |

Total budgeted cost: £300,000

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on students in the 2024-25 academic year.

Outcome 1 - An increased number of disadvantaged students are rewarded for displaying the A.S.P.I.R.E values both in lessons and when working independently to complete homework tasks.

Success Criteria

1. A reduction in the distribution of Homework Behaviour Points for PP students in the Secondary phase

| Year Group | 23/24 Behaviour Homework Points | New Cohort 24/25 Points Target | 24/25 Actual |
|------------|---------------------------------|--------------------------------|--------------|
| Year 7 | 55% | 45% | 37% |
| Year 8 | 50% | 45% | 41% |
| Year 9 | 32% | 40% | 27% |
| Year 10 | 41% | 25% | 28% |
| Year 11 | 28% | 35% | 24% |
| All | 39% | 30% | 30% |

2. An increase in percentage of ASPIRE Points awarded compared to non-PP students.

| Phase PP | 23/24 | 24/25 Target | 24/25 Actual |
|--------------|-------|--------------|--------------|
| Primary | 16% | 20% | 17% |
| Secondary | 18% | 22% | 19% |
| Whole School | 17% | 21% | 18% |

3. A decrease in percentage of Behaviour Points awarded in comparison to non-PP students.

| Phase PP | 23/24 | 24/25 Target | 24/25 Actual |
|-----------|-------|--------------|--------------|
| Secondary | 41% | 31% | 38% |

Outcome 1 Analysis

The data presented shows that on the whole, our Pupil Premium students received fewer behaviour points generally, and more specifically for homework, and more ASPIRE points than in 23/24.

Whilst we may not have met our aspirational targets, we are confident that the support being put in place for staff and students is moving this area in the right direction.

Ensuring our behaviour and reward systems provide both students and staff with clarity around what is expected of them and ensuring that our students feel motivated and have a sense of belonging while still having high expectations of them.

In addition to this, the work our pastoral leaders in the school do to support staff, students and their families and ensure that peer-parent/carer-teacher relationships remain positive and conducive to good behaviour and support, with any restorative conversations or meetings taking place having the student's wellbeing and progress at the heart of them.

Heads of Year and the Assistant Heads of Year play a vital role in supplying staff with the information they need to understand the sometime difficult landscape for key students and the approaches that may be needed to get the best out of them in lessons.

This work will continue, with an emphasis on CPD provided for staff being to "raise the bar for our most disadvantaged students" and "see life through the lens of disadvantage". This work will educate staff on what it means to be disadvantaged, how this may impact them in school, and the evidence informed strategies we can use to support these students to make progress and be rewarded for the hard work they put in.

Outcome 2- The number of students reading at their chronological age-appropriate level has increased, reducing the gap when compared with non-PP students.

Success Criteria

1. An increase in the distribution of Literacy points to PP students

| Phase PP | 23/24 | 24/25 Target | 24/25 |
|--------------|-------|--------------|-------|
| Primary | 15% | 16% | 15% |
| Secondary | 20% | 22% | 21% |
| Whole School | 17% | 19.8% | 17% |

2. PP students reading age at or above chronological age 24/25:

| | 23/24 | 24/25 |
|---------|-------|-------|
| Year 10 | 39% | 42% |
| Year 9 | 38% | 33% |
| Year 8 | 67% | 48% |
| Year 7 | 44% | 36% |

Based on Key Stage 2 outcomes:

| | 23/24 | 24/25 |
|--------|-------|-------|
| Year 6 | 50% | 80% |

Based on Summer Term Reading Data:

| | 23/24 | 24/25 |
|--------|-------|-------|
| Year 1 | 56% | 57% |
| Year 2 | 11% | 44% |
| Year 3 | 56% | 33% |
| Year 4 | 33% | 56% |
| Year 5 | 75% | 40% |
| Year 6 | 50% | 80% |

Based on Good Level of Development Summer Term Literacy report:

| | 23/24 | New Cohort 24/25 Target | 24/25 Actual |
|-----------|-------|----------------------------|-----------------|
| Reception | 57% | 60% | 50% |

Outcome 2 Analysis

Reading attainment across the Primary phase shows clear progress when comparing Summer Term data from 2023/24 to 2024/25. Year 2, Year 4 and Year 6 have made great improvements, while Year 3 and Year 5 will be key areas of focus moving forward. Year 1 has remained consistent.

Year 2 has seen the most significant improvement, rising from 11% to 44%, which reflects the impact of our early reading interventions and updated whole class reading curriculum which was implemented from October 2024. Year 6 also made excellent progress, increasing from 50% to 80%, showing our continued and consistent approach teaching reading across KS2 is having a positive impact. This is in addition to the targeted support from the Literacy Intervention Specialist having clear impact. Year 4's growth from 33% to 56% is another positive sign of progress in lower KS2.

Looking ahead, plans for the Year 5 cohort include additional support from our Literacy Intervention Specialist, targeted small-group work and additional intervention to support their fluency specifically as this is a current barrier for the cohort. We have also reviewed our reading curriculum in Year 3 to match the updated structure from Year 2 to support these students as they transition into KS2. This is in addition to the cohort attending Lexia 2x weekly and targeted daily readers.

For Secondary, we have changed the platform used to assess students' reading ages for the 2024/25 academic year. As a result, the data obtained differs from previous years in terms of criteria and assessment outcomes. Consequently, the results from 2024/25 will serve as the baseline for comparison with future cohorts. The new assessment programme was selected because it provides clearer insight into student progress over time and is significantly more cost-effective, allowing students to re-take assessments following interventions so that impact can be monitored more closely. The platform is also accessible to a wider range of staff—including the Literacy Lead, Head of English, Literacy Intervention Specialist, and SENCO—supporting more consistent implementation across the school. In addition, it is already used in several local secondary schools, ensuring greater alignment with regional practice. As the assessment criteria and outcomes differ from our previous system, the data obtained this year will form our new baseline against which future progress will be measured.

Outcome 3 - An increased number of PP students are provided with opportunities to improve their cultural capital, through a variety of experiences during their time at Gildredge House.

Success Criteria

1. An increase in PP students' involvement in Personal Development based opportunities.

| Personal Development Category | 23/24 | 24/25 Target (actual) |
|-------------------------------|-------|-----------------------|
| Student Leadership | 10.8% | 15% (11.1%) |
| Extra-Curricular | 43.6% | 50% (46.2%) |
| KS4 Work Experience | 85% | 95% |

| | | |
|---------------------------------------------------------|-------|-----------------------|
| | | (95%) |
| Year 11 now in Education, Employment or Training | 99.7% | 100% (100%) |

Outcome 3 Analysis

The data presented shows that our most vulnerable students are provided with opportunities that enable to increase their cultural capital, develop their employability skills and prepare them for further education, employment and/or training.

A special mention must go to our Careers Advisor, , who works tirelessly to ensure these students are supported every step of the way, be that through supporting with college application, visits and interviews, or through her personal engagement with local businesses to secure work experience placements for these students.

Whilst this data is encouraging, there is still more to do to ensure these students are included at leadership level, having their voices heard and giving them the confidence to put themselves forward and apply for leadership roles in the school.

Heads of Year and Form tutors play a key role in this, as these are the members of staff that work closely with the students every day, and they will work collaboratively to encourage and support students with these applications.

From an extra-curricular club perspective, we will be working with subject teachers and faculty/phase leads to ensure that these students are prioritised and supported to attend any trips, clubs and offers that their faculty/phases have on offer.

Outcome 4 - PP students are attaining well and making good progress in line with their baseline benchmark data.

Progress and Attainment Data

Key Stage 4

| Year 11 | 23/24 | New Cohort 24/25 Target | 24/25 Actual |
|---------------------|-------|----------------------------|-----------------|
| Attainment 8 | 36.55 | 38.00 | 34.36 |

| Year 10 | 24/25 AP3 Predicted Target (actual) |
|---------------------|----------------------------------------|
| Attainment 8 | 46.35 (52.72) |

Analysis

For Year 11, Attainment 8 has slightly dipped but remains above 2022 and 2023 levels, and the gap in comparison to non-PP students remains stable. It is worth noting that taking the students receiving their education at an offsite alternative provision out of the data, our Attainment 8 was 37.75.

Furthermore, our Literacy Intervention Specialist delivered bespoke interventions to a selection of Year 11 students during the Spring Term, in preparation for their GCSE exams.

Out of the students involved, 78% of the students improved their English GCSE grade, with 44% moving their grade into the 4+ category.

Looking forward to next academic year, our appointment of a KS4 Pupil Premium Progress

Mentor, partnership with Action Your Potential and the focus on raising the bar and life through the lens of disadvantaged students, shows that we are prioritising these students and are serious about equipping them with the tools they need to be able to access higher grade boundaries and cope with the demands associated with completing KS4 examinations and KS3 assessments.

Key stage 3

| | At or above expected attainment |
|--------|---------------------------------|
| | 24/25 PP Target (actual) |
| Year 9 | 65% (56.8%) |
| Year 8 | 60% (54.9%) |
| Year 7 | 60% (60%) |

The data presented shows that generally, our disadvantaged students are making expected progress. Next academic year we will be reviewing how fit for purpose the current assessment process is at KS3 and how we can better track and monitor student engagement in the classroom.

In addition, now that our ready to learn routines have been established, we will be introducing a bespoke “Gildredge house Way” tutor programme. This will focus on improving engagement in the classroom and the importance of making a positive contribution to their lessons and school community.

Finally, the great work that has been done by our Literacy Intervention Specialist to improve our disadvantaged students’ reading ages will continue, with an added emphasis being placed on students’ ability to produce high quality extended pieces of writing that access higher grade boundaries. Again, a needs, not labels approach will be taken with this support, with the label being a signpost and the need being the area of focus for support.

Primary

Year 6 (SATs data)

| Category | 23/24 | | 24/25 Target (actual) | |
|----------|-------------|---------------|-----------------------|---------------|
| | At Standard | Greater Depth | At Standard | Greater Depth |
| GPVS | 43% | 7% | 33.3% (80%) | 16.7% (20%) |
| Reading | 50% | 7% | 33.3% (80%) | 16.7% (20%) |
| Writing | 50% | 0% | 50% (75%) | 0% (2%) |
| Maths | 36% | 14% | 50% (60%) | 16.7% (0%) |
| Combined | 36% | 0% | 50% (40%) | 0% (0%) |

Compared with 23/24, targets set this year and the disadvantaged national averages for Writing (59%, +18) and Reading (63%, +37%), the outcome data for our most disadvantaged students in Year 6 is positive.

KS2 outcomes were supported by the inclusion of a wide range of inclusive strategies to ensure all learners were able to access the curriculum and achieve success.

Our Literacy Intervention Specialist delivered targeted reading and writing interventions to groups of selected Y6 students over the academic year. These interventions showed significant

impact in improving their reading and writing capabilities from pre to post intervention and within their individual SATs results.

Other strategies included over the academic year pre-teaching of vocabulary, the use of scaffolds, including printed slides, laptops for extended writing, and timely adult prompts. These strategies not only supported disadvantaged (PP) students academically, but also developed their independence, built confidence, and allowed learners to engage more fully in whole class teaching.

The consistent use of nurture sessions, comprehension groups, and arithmetic interventions provided opportunities for reinforcement, challenge, and personalised support to the students in most need of that support.

Year 1 Phonics Data

| 23/24 | 24/25 Target (actual) |
|------------|-----------------------|
| 57% passed | 60% (71%) |

Year R-5 Summer Term Progress Data

| Year Group | At national expectation (R W M) |
|------------|---------------------------------|
| | 24/25 PP Target (actual) |
| Year 5 | 30% (20%) |
| Year 4 | 50% (22%) |
| Year 3 | 30% (33%) |
| Year 2 | 60% (33%) |
| Year 1 | 65% (57%) |
| Reception | 60% (50%) |

Analysis

The data presented shows that an increased number of disadvantaged students made progress at national expectation in Reading, Writing and Maths, in comparison to last academic year.

In Year 1, 71% of disadvantaged students (+14% compared to 23/24) passed their phonic assessment this year.

Parent workshops around phonics were held in EYFS and Year 1 - the majority of families in receipt of PPG attended, as we offered free childcare and ran the sessions just before the end of the school day, making it easier to attend.

Students in receipt of the pupil premium grant are highlighted on provision maps and data analysis documents. This includes highlighting those with additional SEND needs as well, to ensure we are tracking these groups effectively and putting together relevant adaptive strategies and interventions.

Targeted interventions across the Primary phase ensured that those students who were working towards the expected standard were picked up early and progress was seen in those targeted areas. Support at home with reading and practice of core skills was variable and an action we can address going forward.

Further Information

Teaching and Learning CPD

Through weekly Teaching and Learning Masterclasses, delivered by our lead practitioners, supported by staff that consistently demonstrate high quality teaching and our adaptive teaching CPD delivered by the Secondary SENDCo and teaching and learning leads, we are upskilling our staff to deliver in a way that not only reduces the cognitive load placed on all students, but also equips staff with the skills to meet the needs of every student.

Next academic year, the focus is around embedding universal provision and adaptative teaching strategies in all phases of the school.

Faculty and Phase Reviews

In the Primary phase, phase review meetings take place each term. Within these meetings, the phase leaders present information relating to the attainment and progress of students to senior leaders. From a disadvantaged student perspective, key students and groups are discussed, and qualitative and quantitative data is used to identify strengths, areas for development and intervention moving forward.

In the Secondary phase, faculty reviews will be taking place. This review process takes place over a 3-week period for each faculty and looks to gain a deep understanding in terms of the quality of the experience students receive within each faculty.

From a disadvantaged perspective, there is time dedicated to learning walks, book looks, staff voice, student voice, data analysis and reviewing the curriculum to evaluate the quality and overall impact each specific faculty is having on our disadvantaged students.

Student Support Profiles

We will continue to work collaboratively with parents/carers and the students on the refinement of Student Support Profiles, to ensure that staff are equipped with accurate and meaningful information that they can use to support key students.

Teaching and Learning Lead Practitioner (Primary and Secondary)

In both phases of the school, a Lead Practitioner has been appointed. The purpose of this role is to support and lead on the upskilling of staff teaching and learning strategies, delivering masterclasses to staff in each respective phase and support key staff with areas of development highlighted within lesson observations.

KS4 Pupil Premium Progress Mentor

A KS4 Pupil Premium Progress Mentor role has been introduced in the Secondary phase of the school, to support students with their academic progress, emotional wellbeing and their engagement as a member of the school community.

Action Your Potential

This academic year we have partnered with Action Your Potential, a company that will be delivering intensive coaching to our disadvantaged Year 10 and 11 students.

The coaching is based on neuroscience and psychology principles, helping young people understand how their brains work, manage emotions, strengthen executive function, and prepare effectively for exams and post-16 progression.

They will be delivering coaching sessions, parent workshops, and whole year group seminars to both Year 10 and 11 cohorts.

Forest School

Following a successful year of Forest School, the programme has expanded, to ensure that all students in Primary receive half a term of Forest School. Student voice was overwhelmingly

positive, and it has been great to see these students excel in a completely different environment to their classroom.

ELSA

We will continue with the great work being carried out by our Emotional Literacy Support Assistants in all phases of the school, supporting our students that struggle emotionally to cope with the demands of their environments.

EALS

Continue to work with the English as an Additional Language Service to support our students identified as new to English or early acquisition for their English language proficiency.

Parent Workshops

We will run a series of 'Ready to Learn' parent/carer workshops for our new Early Years cohort - this will ensure we can give practical advice to parents, and hand out resources for them to use at home to help support all students, including those from a disadvantaged background, to have the foundational skills coming into the EYFS curriculum.