Pupil premium strategy statement – Holy Family Catholic School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

All strategic planning for disadvantaged students is underpinned by the school's Catholic ethos. In particular, we have regard to the principles of Catholic Social Teaching:

1) Preferential option for the poor and vulnerable
2) The dignity of the Human person

School overview

Detail	Data
Number of pupils in school	1,135 (including Sixth Form: 249)
Proportion (%) of pupil premium eligible pupils	36.83%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025 – 2028 (Academic Year 2026-7)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Carolyn Laws
Pupil premium lead	Jason Gharu
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357, 500
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£357, 500

Part A: Pupil premium strategy plan

Statement of intent

Vision

At Holy Family Catholic School, we believe that every student is a child of God with the potential for excellence. Our mission — to educate towards excellence in all dimensions of life — is underpinned by our commitment to Catholic social teaching, especially the preferential option for the most vulnerable.

Aim

We are proud that our disadvantaged pupils have performed well, and we remain committed to closing both in-school and national attainment gaps. Our strategy is designed to provide holistic, tailored support that removes barriers, raises aspirations, and nurtures academic, social, and spiritual growth.

Our Principles

1. Every disadvantaged student is known well by all departments
2. Staff are proactive in identifying challenges to success
3. The school will use evidence-based strategies to provide high quality teaching and learning
4. Key decisions are made to benefit disadvantaged students
5. Our Curriculum and Co-Curriculum is highly aspirational and provides disadvantaged students with enrichment and opportunities they may not normally have access to.

Rationale behind our principles

- In order to have a significant impact on the educational outcomes of these young people, teachers must know who the disadvantaged students are in the classes that they teach
- Knowledge of our students who are eligible for pupil premium and building positive, effective relationships with these students will enable teachers to plan high quality lessons suited to their needs and therefore have a significant impact on their learning
- We aim to narrow the gap in performance and therefore breaking the link between deprivation and low attainment
- by knowing and understanding the specific challenges to success the school be able to put in place effective solutions to overcome these challenges

- We aim to provide a knowledge rich environment through our broad and balanced curriculum which is accessible to all
- Every teacher is expected to plan and deliver lessons in line with the agreed framework of their department
- The school has worked on implementing pedagogy that will have a positive impact on all learners but most significantly disadvantaged students. These are being explicitly linked in departmentally medium- and long-term plans.
- Our strategic planning and identification focuses on pupil outcomes especially those who have barriers to learning beyond their control.
- A student's background and socio-economic status should not impact or limit aspirations for what they can achieve
- We have the same high expectations for all students despite their background.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	**Challenge** Disadvantaged children at Holy Family typically have higher rates of persistent absence and lower rates of attendance, which negatively impacts on their attainment and progress across the curriculum. **Evidence** By the end of term 5 academic year 2025-26, disadvantaged students had an attendance rate of 91.67% compared to 93% for non-disadvantaged students. This has improved by 3.67% since last academic year.
2 Literacy, Numeracy & Prior Attainment	**Challenge** Disadvantaged children at Holy Family typically have lower rates of literacy which is indicated by the schools reading test scores and lower rates of Key Stage 2 prior attainment. **Evidence**

	Year 7 **Average Reading difference: 17.5%** **Average English difference: 10.4%** **Average Maths difference: 10.2%** **Year 8** **Average Reading difference: 7.9%** **Average English difference: 9.6%** **Average Maths difference: 9.8%** **Year 9** **Average Reading difference: 4.9%** **Average English difference: 4.6%** **Average Maths difference: 6.5%** **Key stage 4** **APS points Gap -4.27**
3 Home learning environment	**Challenge** Some of our disadvantaged students are living in temporary accommodation or housing without adequate space for separate study areas. In addition, parents/carers do not always have the information or skills to support their child's learning. **Evidence** 36.83% of our school population are currently claiming free school meals. There are a growing number of cases of our young people living in hotels and temporary accommodation. The attainment of these children is significantly below their peers.
4 Access to Enrichment	**Challenge** PP pupils are less likely to participate in trips, clubs, and leadership opportunities. **Evidence** The school is in the process of improving its system of tracking and monitoring its extra-curricular offer to ensure that vulnerable groups have access to these activities. The school does receive requests from families for assistance with enrichment activities.

5 Self-Esteem and Aspirations	**Challenge** Lower confidence and ambition impact engagement and progression. **Evidence** 50% of our students on a Child Protection Plan are Pupil premium. These students are accessing interventions such as MHST for mental health or mentoring to help improve engagement and self-esteem

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
Disadvantaged students demonstrate improved attendance and reduced persistent absence	Overall attendance is increased and persistent absence reduced while the gaps between disadvantage and non-disadvantaged students are reduced year on year
Disadvantaged students demonstrate improved progress and attainment in English (Using National data)	At Key Stage 3 the gap between disadvantaged students and non disadvantaged students reduces year on year. Disadvantaged student scores to be measured against the cohort average at Key Stage 3. At Key Stage 4 disadvantaged students make above average progress in English and the gap between non and disadvantaged students for P8 and A8 demonstrates a reducing trend year on year
Disadvantaged students demonstrate improved progress and attainment in Maths (Using National data)	At Key Stage 3 the gap between disadvantaged students and non disadvantaged students reduces year on year disadvantaged student scores to be measured against the cohort average at Key Stage 3.

	At Key Stage 4 disadvantaged students make above average progress in Maths and the gap to non disadvantaged students for P8 and A8 demonstrates a reducing trend year on year
Disadvantaged students demonstrate greater engagement and completion of home learning activities.	Engagement and completion of home learning activities of disadvantaged students increases. Disadvantaged students are not disproportionately represented in the data for non-completion of home learning activities
Disadvantaged students demonstrate greater participation in enrichment and leadership activities.	Increase numbers of disadvantage students will attend extra curricular activities and school visits The composition of school leadership teams will be representative of the school community and will include students from disadvantaged backgrounds
Disadvantaged students display greater self-esteem and have high aspirations.	There will be a reduction in the need for referrals to CAMHS and mental health services for disadvantaged students At Key Stage 4 there will be increased numbers of disadvantaged students accessing the Ebacc At Key Stage 5 there will be an increase in the number of disadvantaged students applying to Russell Group universities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £182,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes (particularly in Year 7)	The school has ensured staffing levels to provide additional support for our disadvantaged students https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2
Teach learning behaviours alongside managing behaviour. *This will involve ongoing teacher training and support and release time.* *Learning routines will first be rolled out across the school through the schools standard operating procedures.*	Teaching learning behaviours will reduce the need to manage misbehaviour. Teachers will be empowered to provide the conditions for learning behaviours to develop to support access to the curriculum and participation in learning. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour	1,2,3,4
Improving the teaching and curriculum planning of careers as part of the personal development programme. This will involve ongoing teacher training and support.	Students who have a better understanding of what they need to do to achieve their career ambitions do a lot better economically later in life than their peers. https://educationendowmentfoundation.org.uk/news/poorer-young-peoplemore-likely-to-have-career-aspirationsthat-dont-match	2,3,4,5
The implementation of the Holy Family Teaching and Learning Playbook will support our Pupil Premium Strategy by promoting greater equity in the delivery of the curriculum and ensuring a consistent,	The Playbook establishes a shared approach to teaching and learning across the school, helping to reduce variations in classroom practice and ensuring that disadvantaged students have equitable access to effective teaching, appropriate challenge and targeted support	1,2,3,4

high-quality learning experience for all students.		

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

Budgeted cost: £ 124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Literacy Programme	The programme is targeted to help improve literacy. Users of the programme have demonstrated significant improvement in reading ages. Evidence https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia-core5-reading-2022-2023-trial	2
Year 11 PP priority interventions for core and Ebacc subject	By spreading interventions through the core and Ebacc 36% of PP students made progress in their APS 2024/25 outcomes Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,5
The Access Project	TAP is a charity that supports high-potential students from disadvantaged	3 and 5

	backgrounds to gain places at top universities from Yr 10, 11, 12 and 13.	
HPA PP strategy	Programme designed for PP HPA students to develop academic achievement and cultural capital. This runs as an extension to their school day Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3,4,5
Key stage 3 and 4 small group reading intervention	Students are selected based on being 2-4 years below Reading age Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Key stage 3 small group numeracy intervention	Students are selected based on attaining the emerging and developing thresholds. Evidence https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2
KS3 PP HPA	Top 30 students in Year 7, 8 and 9 identified and engaged in enrichment activities Evidence https://assets.publishing.service.gov.uk/media/5f564f07d3bf7f4d75de7000/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf	2 and 4

Development of subject revision and homework booklets	Structured, subject-specific revision booklets are produced and issued to PP students to remove the barrier of unequal access to revision guides and materials at home, giving every PP student consistent, curriculum-matched resources for independent study. Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,3
Equipment and resource purchase for PP students	Provision of essential equipment (revision guides, stationery, calculators, PE kit and technology) removes practical cost barriers that can otherwise prevent disadvantaged students from participating fully in lessons, homework and independent revision. Evidence https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	3
Metacognition and self-regulation intervention	PP students are explicitly taught to plan, monitor and evaluate their own learning and revision. The EEF identifies metacognition and self-regulation strategies as consistently high impact for very low cost. Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,3

Year 11 PP priority interventions for core and Ebacc subject	By strategically distributing interventions across the core and EBacc subjects, 36% of Pupil Premium students demonstrated progress in their APS outcomes, reflecting the impact of targeted support in improving academic progress. Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5
Higher Prior Attainment (HPA) Programme:	Higher Prior Attainment (HPA) Programme: A targeted programme designed to support Pupil Premium students with higher prior attainment in further developing their academic achievement, raising aspirations and broadening their cultural capital. The programme operates as an extension to the school day, providing additional learning opportunities and enrichment to help students maximise their potential and progress towards ambitious future pathways. Evidence https://assets.publishing.service.gov.uk/media/5f564f07d3bf7f4d75de7000/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf	2 and 4
Structured feedback intervention	High-quality, timely feedback is used to close gaps identified through PP tracking and assessment. The EEF Toolkit identifies feedback as one of the highest-impact, lowest-cost approaches available.	2,5

	Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	

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

Budgeted cost: £ 57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 Transition Project	This project allows preparation for secondary school. In addition it gives students an opportunity to present something they are proud of. Evidence https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges	5
6th Form Discretionary	Eligibility is based on household income and individual need, with priority given to students eligible for Free School Meals, those in low-income families, or with other challenging circumstances. Students must meet expectations for attendance, punctuality, behaviour, and academic progress to continue receiving support.	1,2,3 and 5

Key stage 4 Attendance Intervention	This approach was adopted from a partner school who had used the strategy to improve Year 11 attendance. Evidence https://educationendowmentfoundation.org.uk/news/taking-a-tailored-approach-to-improving-attendance	1
KS3 afterschool intervention for low attenders	Students with below average attendance identified and given the opportunity to catch up on on homework, assessments, coursework etc. Evidence https://www.cambslearntogether.co.uk/cambridgeshire-services-to-schools/cambridgeshire-attendance-support-team/early-intervention-for-attendance-include-role-of-the-school-step-by-step-guidance-for-pcm	1,2 and 3
Breakfast club and Meal provisions	Students are provided free breakfast daily. In some cases students are provided additional meals based on need Evidence https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	1,2,5
Participation in extra curricular activities,	Extra curricular activities are an important part of education and	2,5

including sports, Arts and culture	increased engagement translates into improved outcomes. Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
The Nest, a dedicated facility designed to support students' inclusion, wellbeing and successful engagement with learning.	The introduction of The Nest directly supports our Pupil Premium Strategy by addressing the barriers to learning experienced by disadvantaged students, particularly those relating to social, emotional and mental health needs, behaviour and engagement with education. Evidence https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching/adaptations-additional-support	1,2,3 and 5
Student barrier to learning profile	A student questionnaire to help recognise barriers to learning and provide a more in-depth pupil profile. This aligns with the whole school strategy of 'knowing every child'	1,2,3 and 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	2,5

	quickly to needs that have not yet been identified.	

Total budgeted cost: £363, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils – Academic Years 2023–2026

At Holy Family Catholic School and Sixth Form, we are committed to addressing disadvantage and securing excellent outcomes for all pupils, in line with our mission rooted in Catholic social teaching. We recognise the particular challenges faced by our disadvantaged students and are committed to providing targeted support and high-quality education to close attainment gaps.

1. Academic Performance – National Qualifications and Assessment Outcomes

GCSE Outcomes (2024 School Data):			
Group	Average English Grade	Average Maths Grade	A8
All Students	4.96	4.21	44.29
Non-Pupil Premium (Non-PP)	4.99	4.33	45.61
Pupil Premium (PP)	4.89	4.21	41.35
Gap	-0.1	-0.11	-4.27

GCSE outcomes in 2024 show that disadvantaged students at the school continue to perform broadly in line with their non-disadvantaged peers in English and mathematics, with only very small attainment gaps. The average English grade for Pupil Premium students was 4.89 compared to 4.99 for non-Pupil Premium students, representing a negligible gap of -0.10. Similarly, in mathematics, Pupil Premium students achieved an average grade of 4.21, closely aligned with the non-Pupil Premium average of 4.33 (gap -0.11). These outcomes indicate that core subject teaching and targeted academic support are having a positive impact in reducing subject-specific disadvantage gaps.

However, the Attainment 8 measure highlights a more significant disparity, with Pupil Premium students achieving an average score of 41.35 compared to 45.61 for non-Pupil Premium students, resulting in a gap of -4.27. This suggests that

while disadvantaged students are being supported effectively in English and mathematics, their performance across the wider curriculum remains less secure. This gap is likely influenced by a combination of factors, including attendance, access to enrichment opportunities, and varying levels of engagement and attainment across option subjects.

Overall, the data demonstrates encouraging progress in narrowing attainment gaps in core subjects, but also identifies Attainment 8 as a key priority for the next phase of the Pupil Premium strategy. Targeted intervention, improved attendance, strengthened curriculum support in non-core subjects, and increased access to enrichment and leadership opportunities will be essential in ensuring disadvantaged students achieve strong outcomes across their full suite of GCSE subjects.

Updated Outcomes 2025

Group	**Average English Grade**	**Average Maths Grade**	**A8**
All Students	5.15	4.46	46.56
(Non-PP)	5.36	4.64	48.54
(PP)	4.9	4.14	43.06
Gap	-0.46	-0.5	-5.48

GCSE outcomes in 2025 indicate a widening attainment gap between Pupil Premium and non-Pupil Premium students across all key measures. Pupil Premium students achieved an average grade of 4.90 in English compared to 5.36 for non-Pupil Premium students, resulting in a negative gap of -0.46. In Mathematics, the gap was slightly larger, with Pupil Premium students achieving an average grade of 4.14, compared to 4.64 for non-Pupil Premium students (gap -0.50).

The most significant disparity is evident in Attainment 8, where Pupil Premium students achieved an average score of 43.06 compared to 48.54 for non-Pupil Premium students, resulting in a substantial negative gap of -5.48. This indicates that disadvantaged students faced greater difficulty achieving consistently strong outcomes across the wider curriculum, beyond English and Mathematics.

Overall, the 2025 data demonstrates that while outcomes for all students remain broadly secure, disadvantaged learners continue to face significant barriers to achievement. The size of the Attainment 8 gap identifies this as a key priority within the Pupil Premium strategy. Moving forward, the school will focus on earlier

identification of need, strengthened Key Stage 3 foundations, improved attendance, and targeted curriculum and enrichment support to ensure Pupil Premium students are better equipped to achieve across their full range of GCSE subjects.

Updated Outcomes 2026 (GCSE Summer 2026 Results)

Measure	2024/25	2025/26	Change
Attainment 8 (whole cohort)	46.56	48.45	+1.89
Attainment 8 (Non-Pupil Premium)	48.54	51.33	+2.79
Attainment 8 (Pupil Premium)	43.08	42.32	-0.76
Attainment 8 gap (Non-PP minus PP)	5.46	9.01	+3.55 (wider)
English/Maths grade 5+ (whole cohort)	44%	47%	+3 pts
English/Maths grade 5+ (Pupil Premium)	40.91%	44%	+3.09 pts
English/Maths grade 5+ (Non-Pupil Premium)	50.81%	49%	-1.81 pts
English/Maths 5+ gap (Non-PP minus PP)	9.9 pts	5 pts	-4.9 pts (narrower)

GCSE outcomes in 2026 show a genuinely mixed picture for disadvantaged students. The proportion of Pupil Premium students achieving grade 5 or above in

English and mathematics rose from 40.91% to 44%, a gain of over three percentage points, and ahead of a small decline recorded among non-Pupil Premium peers (50.81% to 49%). As a result, the gap on this measure narrowed from 9.9 percentage points to 5 percentage points, nearly halved in a single year. This reflects the impact of early identification of need, targeted academic support and focused core-subject teaching.

Attainment 8 tells a different story. Whole-cohort Attainment 8 rose from 46.56 to 48.45, driven by a rise in non-Pupil Premium Attainment 8 from 48.54 to 51.33 (+2.79), while Pupil Premium Attainment 8 fell slightly, from 43.08 to 42.32 (-0.76). The gap between the two groups has therefore widened from 5.46 points to 9.01 points – the largest gap recorded in the last three years (4.27 in 2023/24, 5.48 in 2024/25, 9.01 in 2025/26).

Overall, the 2026 data confirms that the school's targeted approach in English and Maths delivers measurable gains for disadvantaged students, and that this same rigour must now be extended to the wider curriculum. As the Attainment 8 gap sits almost entirely outside English and Maths, the school's priority for 2026–27 is to strengthen option-subject support, Key Stage 3 foundations, attendance, and access to enrichment and leadership opportunities, so that Pupil Premium students achieve strong outcomes across their full range of GCSE subjects.

2. Internal Assessment – Key Stage 3 Progress

The school has conducted regular formative and summative assessments to monitor pupil progress across Key Stage 3. The data below highlights the performance gaps between disadvantaged and non-disadvantaged pupils across Year 7 to Year 9, particularly in reading, English and Maths:

Year Group	Reading Gap	English Gap	Maths Gap
Year 7	-17.5%	-10.4%	-10.2%
Year 8	-7.9%	-9.6%	-9.8%
Year 9	-4.9%	-4.6%	-6.5%

These figures indicate that while gaps remain, especially on entry in Year 7, they narrow progressively by Year 9, reflecting the impact of intervention strategies, high-quality teaching, and pastoral support. Reading remains a significant challenge

in the lower years, underscoring the importance of our ongoing investment in literacy intervention.

3. Wider Contextual Factors and Barriers to Learning

Disadvantaged students at Holy Family face a range of complex socio-economic challenges that affect educational engagement and outcomes:

• Attendance:

As of the end of **Term 5 (2023–24)**, the attendance rate for disadvantaged students was 88%, compared to 93% for their non-disadvantaged peers. Persistent absence remains a key barrier to achievement.

Term 5 (2025–26), the attendance rate for disadvantaged students was 91%, compared to 93% for their non-disadvantaged peers. This demonstrates positive impact of our strategy.

• Vulnerability and Safeguarding:

36.83% of students are currently eligible for free school meals (FSM), with increasing numbers of pupils living in temporary accommodation or hotels.

50% of all pupils on Child Protection (CP) Plans are Pupil Premium, demonstrating the high levels of vulnerability within this group. Pupils experiencing housing instability and safeguarding concerns show significantly lower attainment and engagement levels.

• Behaviour and Wellbeing:

Although disadvantaged students do not disproportionately feature in serious behaviour incidents, internal behaviour tracking highlights lower engagement and motivation among some PP students, particularly those affected by housing insecurity, trauma, or long-term absence.

The data clearly show that disadvantaged pupils enter the school with lower levels of literacy and numeracy and continue to face barriers related to attendance, wellbeing, and wider safeguarding concerns. However, the narrowing of academic gaps by Year 9 and relatively small gaps in core subjects at GCSE are promising indicators that our strategy is having measurable impact.

These insights have been used to shape our 2026–27 Pupil Premium Strategy, with a renewed focus on:

• Early intervention in literacy and numeracy, especially in Year 7

• Attendance improvement plans with tailored family support • Wraparound pastoral and wellbeing support for vulnerable pupils • Equity in access to study materials • Greater consistency in access to the curriculum • Curriculum equity and high expectations, with strong subject leadership and teaching at the core

Externally provided programmes

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

Total budgeted: £ 6000

Programme	Provider
Academic Mentoring	Godwin Lawson Trust
Spark 2 Life	LBWF
Tottenham Inspires	Tottenham Hotspur FC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
At Holy Family Catholic School, our Pupil Premium allocation was strategically invested to maximise impact on outcomes for disadvantaged students. A key initiative was the creation of a Key Stage 4 Coordinator role with a dedicated focus on targeted interventions, particularly for pupils from Pupil Premium backgrounds. Alongside this, the school invested in a range of literacy and reading programmes, including interactive online resources endorsed by the Education Endowment Foundation for their proven effectiveness in improving literacy levels. We also prioritised opportunities to enhance cultural capital, funding enrichment activities and experiences that pupils may not otherwise access at home. In addition, supplementary study materials were purchased for all Pupil Premium

students—especially in English and mathematics—with further curriculum areas also providing tailored resources to ensure targeted support across subjects.

This year, we have introduced a new inclusion structure and enhanced provision through the implementation of The Nest, a dedicated facility designed to support students' inclusion, wellbeing and successful engagement with learning.

The Nest offers a range of targeted student services, including two-week targeted interventions designed to support students' successful reintegration into the mainstream curriculum. The provision is particularly focused on students experiencing social, emotional and mental health (SEMH) needs, alongside targeted support aimed at reducing suspensions and preventing exclusions.

The introduction of The Nest directly supports our Pupil Premium Strategy by addressing the barriers to learning experienced by disadvantaged students, particularly those relating to social, emotional and mental health needs, behaviour and engagement with education.

Through targeted two-week interventions, mentoring, counselling and access to a dedicated regulation space, The Nest provides early and responsive support to help students remain engaged in learning, successfully reintegrate into the curriculum and reduce the risk of suspension and exclusion. This provision is particularly important in ensuring that disadvantaged students receive the appropriate support to overcome barriers to attendance, behaviour and academic progress.

The Nest forms an integral part of our commitment to narrowing the attainment gap, improving attendance and reducing educational disadvantage, ensuring that all students, regardless of their background or circumstances, have the opportunity to thrive and achieve their full potential.

The impact of that spending on service pupil premium eligible pupils

The impact of our Pupil Premium allocation was seen in improved attainment across curriculum areas, contributing to an overall 5% increase in outcomes. The gap between Pupil Premium and non-Pupil Premium students overall remains,

however progress evident in English and Religious Education. These improvements reflect the effectiveness of our targeted interventions and support strategies.

Information (optional)

Implementation

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 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 will adjust our plan over time to secure better outcomes for students. .