

Pupil premium strategy statement – St Gregory’s Catholic Science College

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

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

School overview

Detail	Data
Number of pupils in school	1187 (957 Yr 7-11)
Proportion (%) of pupil premium eligible pupils	11.9% whole school 14.8% Yr 7-11
Academic years that our current pupil premium strategy plan covers	2025-26 to 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Moran, Headteacher.
Pupil premium lead	Mr Aristides Associate Assistant Headteacher
Governor / Trustee lead	Mrs Fleming

Funding overview (2025-26)

Detail	Amount
Pupil premium funding allocation this academic year	£140,288
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,288

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Statement of intent

Our school’s Mission Statement, “**Pro Deo – For God the Best and the Greatest,**” underpins our belief that every pupil should be supported to achieve their full potential—educationally, physically, emotionally and spiritually. This commitment extends to all pupils and is expressed with particular focus on those who are disadvantaged, for whom hidden structural barriers may hinder progress.

Our intention is to provide tailored, responsive support so that disadvantaged pupils can navigate and ultimately overcome the challenges they face. We offer a comprehensive programme of opportunities that ensures access to the same enriching experiences their more advantaged peers may receive at home. Pupils who require additional emotional support benefit from a robust pastoral system, while those needing help with homework or access to a quiet study environment can use a wide range of supervised spaces and receive specialist guidance. Where online access is limited, we supply the necessary resources both in school and at home. Should any pupil require subject-specific support, timely and targeted intervention is provided to prevent disadvantage from becoming entrenched.

As an outstanding school, we believe that **high-quality teaching** is the most valuable resource we can offer our disadvantaged pupils. We continuously refine our curriculum so that it is coherent, well-sequenced and designed to secure the best outcomes for all learners. Disadvantaged pupils sit at the heart of our tracking and monitoring systems; where gaps emerge, we take swift and assertive action.

Our strong record of success with disadvantaged pupils has been recognised by both **Ofsted** and the **Mayor of London**:

- *“School leaders show a commitment to diminishing the differences between disadvantaged pupils’ and other pupils’ outcomes. Evidence from pupils’ work shows that disadvantaged pupils make the same strong progress as their peers, or even better progress than their peers.” (Ofsted 2018)*
- *“Disadvantaged pupils also make exceptional progress. This, and the progress of other groups of pupils, is very strong because of the excellent teaching and care they receive.” (Ofsted 2019)*

Our most recent **Ofsted 2025** report further highlighted the strength of our personal development and pastoral provision:

- *“The school’s approach to personal development supports pupils to become safe, healthy and well prepared for life in modern Britain... The pastoral system supports pupils to feel secure and safe in school... Additional support, such as counselling and mentoring, is available for those who need it... High-quality careers guidance is provided throughout the school.”*

We are committed to sustaining and further developing this success so that our school remains a place of **high expectations, equity of opportunity**, and **outstanding outcomes** for all pupils, particularly those from disadvantaged backgrounds.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Progress of Disadvantaged Pupils at KS4</u></p> <p>At national level there is a historic gap between the progress of disadvantaged pupils at KS4 and their non-disadvantaged peers. The national gap in progress was 0.6 grades in both 2017-18 and 2018-19.¹ The performance of disadvantaged pupils at St Gregory's has historically been very strong. In the most recent Progress 8 (23/24) disadvantaged pupils at St Gregory's achieved 0.87.</p>
2	<p><u>Reading Age of Disadvantaged Pupils at KS3</u></p> <p>Assessments, observations and discussions with Key Stage 3 pupils indicate that a number of disadvantaged pupils have a lower level of reading comprehension than their chronological age.</p> <p>The ability to read at chronological age is critical to accessing the curriculum and achieving in all subjects at GCSE. Latent potential in critical thinking and problem solving is impeded by a pupil's inability to access the material being assessed by poor comprehension.²</p>
3	<p><u>Access to IT Equipment at KS3 and KS4</u></p> <p>Our observations during the period of remote learning in January 2020 indicated that a number of disadvantaged pupils did not have access to laptops and/or the internet at home and were therefore unable to access online lessons without the school's support.</p> <p>The school provided a range of IT support for these families during this period but our observations show that the need for support in this area needs to be continually monitored. If pupils do not have the infrastructure to access online materials, they are inevitably going to find it difficult to make the same relative progress as their peers.³</p>
4	<p><u>Access to Extra Curricular Activities and School Trips at KS3 and KS4</u></p> <p>Following the post pandemic return of extra-curricular activities and school trips, it was observed that disadvantaged pupils were only taking limited advantage of the opportunities being offered to them.</p> <p>The lack of social capital of disadvantaged pupils means that it is especially important that they take up the opportunities that school provide to give them access to areas outside of the academic school curriculum.⁴</p>

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863815/2019_KS4_revised_text.pdf

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

³ <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

⁴ <https://academicjournals.org/journal/ERR/article-full-text-pdf/8BD71B95320>

5	<p><u>Mental Health of Disadvantaged Pupils at KS3 and KS4</u></p> <p>Our assessments and observations demonstrate that many disadvantaged pupils are suffering from emotional or social problems that are preventing them from achieving their full educational potential and that the additional stresses of the Covid Pandemic have exacerbated these issues. Poor mental health or wellbeing can become a barrier that prevents pupils from accessing the curriculum and keeping up with the demands of independent study.⁵</p> <p>The school saw a significant rise in referrals both to social care and to the school counselling service during the pandemic and a significant percentage of both sets of referrals were disadvantaged pupils.</p>
6	<p><u>Attendance of Disadvantaged Pupils at KS3 and KS4</u></p> <p>Our attendance data for 2024-2025 indicates that disadvantaged students' attendance was 5.9% behind their non-disadvantaged peers. The correlation between attendance and attainment is documented in "The Link Between Absence and Attainment at KS2 and KS4".^[1] and also in the report by the Children's commissioner 'Missing Children, Missing Grades (website https://www.childrenscommissioner.gov.uk/resource/missing-children-missing-grades/) Our internal assessments, observations and tracking systems also demonstrate that poor attendance is negatively impacting the progress of a particular number of disadvantaged pupils.</p>
7	<p><u>Homework Completion of Disadvantaged Pupils at KS3 and KS4</u></p> <p>Our internal tracking systems have highlighted the challenges that a number of disadvantaged pupils can face with finding a space at home to complete their homework. Many of our disadvantaged pupils live in houses of multiple occupancy or in homes with limited private space. Our observations have shown that without targeted homework support, disadvantaged pupils struggle to consolidate their learning and find it harder to perform retrieval tests effectively.</p>

⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf

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
<p>Reduce the gap in attainment of disadvantaged pupils across the curriculum at the end of KS4.</p>	<p>In 2024-2025 the Attainment 8 of disadvantaged pupils at St Gregory's were 49.39 which is a grade higher than disadvantaged pupils nationally with 39.1 in 2024. In England (2024/25) the average Attainment 8 score was 45.9 for all students, not just disadvantaged students.</p>
<p>To improve the reading comprehension among disadvantaged pupils in KS3.</p>	<p>There were 16 pupil premium students that received a form of reading intervention due to their lower-than-average reading scores.</p> <p>The average percentile rank for reading ability of these students was 19% and on retest was 36% which showed a doubling of their reading ability.</p> <p>During 2025-26, this targeted intervention for reading will continue to improve the reading comprehension of disadvantaged pupils.</p>
<p>To ensure that all disadvantaged pupils have access to online lessons and resources.</p>	<p>The laptop loan program will continue to provide immediate IT support for disadvantaged pupils. All disadvantaged pupils can access IT hardware and software on school sites before, during and after school.</p> <p>Support is given to disadvantaged pupils and families to give support using our online platforms such as Satchel One, Evolve. Google Classroom and ParentPay.</p>

<p>To achieve and sustain improved participation of disadvantaged pupils in extra-curricular activities and school trips.</p>	<p>During the 2024/25 academic year, 100% of disadvantaged pupils in KS3 and KS4 had participated in the extracurricular programme and on school trips.</p> <p>By the end of the 2025–2026 academic year, all disadvantaged pupils in KS3 and KS4 will participate in <i>at least two</i> extra-curricular activities each year. This target will continue to be supported through the ongoing use of our registration and tracking system, <i>Evolve</i>, with its annual subscription renewed to ensure accurate monitoring and consistent engagement.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>The overall attendance of disadvantaged pupils was 91.2% during 2024/2025, compared to national figures of 86.2%. - difference in 5% higher in comparison to national figures.</p> <p>By 2025-26, disadvantaged pupils' attendance will continue to be significantly above the national average.</p>
<p>To enhance the mental health of disadvantaged pupils.</p>	<p>During 2024-25, 35% of referrals to the respite provision and support were for disadvantaged pupils</p> <p>By 2025-26, disadvantaged pupils will continue to be prioritised for, and benefit from, targeted mental health support which includes the new provision of respite.</p>
<p>To reduce the number of disadvantaged pupils with persistent homework completion issues in both KS3 and KS4.</p>	<p>By the end of 2024-25 academic year the school's internal tracking data showed that by the end of KS3 our disadvantaged pupils were achieving higher grades across progress, classwork and homework effort in comparison to all other students.</p> <p><u>KS3</u> By the end of KS3, disadvantaged students scored, on average, 0.06 higher for classwork effort than their non-disadvantaged peers. They scored 0.04 higher for homework.</p> <p><u>KS4</u> By the end of Year 10, disadvantaged students scored, on average, 0.22 lower for classwork effort than their non-disadvantaged peers. They scored 0.25 lower for homework.</p> <p>By the end of Year 11, disadvantaged students scored, on average, 0.33 lower for classwork effort than their non-disadvantaged peers. They scored 0.48 lower for homework.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost £55,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A Learning Mentor has been appointed to ensure that pupils facing emotional distress have a trusted member of staff to help them to overcome the challenges they are facing. The Learning Mentor also acts as an advocate for pupils who are facing issues complying with the school's strict behaviour policy. A significant number of the referrals are disadvantaged pupils.</p>	<p>Pastoral Initiatives in Schools – What Should They include.⁶</p>	<p>5</p>
<p>A Home Liaison officer has been appointed to ensure that pupils who have a low attendance rate are able to receive home visits to try to build strategies to enable the student to return to school. They work with the student and their family to try to achieve sustained high attendance. A significant number of the referrals are disadvantaged pupils.</p>	<p>The link between absence and attainment at KS2 and KS4.⁷</p>	<p>6</p>
<p>An attendance officer has been appointed to track attendance of all pupils and to set up early intervention and response systems in conjunction with the Head of Year, the Education Welfare Officer and any other professionals working with the student. A significant number of the referrals are disadvantaged pupils.</p>	<p>The link between absence and attainment at KS2 and KS4⁸</p>	<p>6</p>

⁶ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

⁷ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf

⁸ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf

An additional highly experienced English teacher has been appointed with the remit of raising attainment and progress of disadvantaged pupils at KS4.	Improving the impact of teachers on pupil achievement in the UK Sutton Trust ⁹	1
An additional highly experienced Maths teacher has been appointed with the remit of raising attainment and progress of disadvantaged pupils at KS4.	Improving the impact of teachers on pupil achievement in the UK Sutton Trust ¹⁰	1
A mental health school dog has been appointed to aid and support our most disadvantaged students across the school.	Improving support and mental health within our school community.	3
A Priest has been appointed to offer spiritual and pastoral support to pupils who are facing emotional or social challenges.	Pastoral Initiatives in Schools – What Should They Include. ¹¹	5,6
Prospects, an independent Careers Advice Service, have been appointed to provide advice and guidance to all KS4 pupils to ensure that they make informed decisions about their future education or training. All students in Year 11 have a 1-1 session. Youth Careers Collective provide work experience opportunities to all pupils at KS5. All pupils at risk of being classified as Not in Education, Employment or Training after Year 11 are prioritised for these interviews. Disadvantaged pupils make up a significant number of this priority list.	Pastoral Initiatives in Schools – What Should They Include. ¹²	1
KS3 and KS4 Intervention Managers have been appointed to oversee the respective intervention programmes and ensure that no student, but especially disadvantaged pupils, are allowed to work at a level that is not commensurate with their natural ability.	Effective Interventions – Promoting Learning, Tackling Workload ¹³	1,6,7

¹⁰ <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

¹¹ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

¹² <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

¹³ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

Targeted academic support

Budgeted Cost £57,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After School Classes – We have a tailored programme of supportive and intervention activities available after school until 3:45pm. This is to provide additional structured support for all pupils (especially disadvantaged pupils) who may not have access to a quiet work space at home or who may not have a supportive familiar structure. This includes extended school library opening times before school from 8:00am and after school until 4:30pm. There are also additional teaching hours provided from 4.30pm - 5.15pm for students that need additional support at KS4.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload¹⁴</p>	<p>1 4</p>
<p>Achievement Tracking System – Pupil achievement data is collected frequently and swiftly analysed to highlight achievement gaps and individual pupils who require additional support. Disadvantaged pupils are analysed as a specific group at each data point.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload¹⁵</p>	<p>1,6,7</p>

¹⁴<https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

¹⁵<https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

<p>Whole School Literacy Focus – We have provided all pupils who are making the least progress in writing with a dictionary. A Literacy Co-Ordinator post was created and they monitor pupils' (especially disadvantaged pupils) Literacy achievements. We organise 3 annual themed days, a reading buddy scheme and author visits to further raise the profile of literacy across the school. We have invested in reading books and built a Thursday Reading registration morning 08.30 - 09.00 - students each have an individual book which is read collectively during form time.</p>	<p>Improving Literacy in Secondary Schools.</p>	<p>1,2</p>
<p>Whole School Focus on Improving Teaching and Learning – We have devised our Teaching & Learning Community (TLC) themes to focus on the areas for development of our disadvantaged pupils.</p>	<p>Improving the impact of teachers on pupil achievement in the UK-Sutton Trust¹⁶</p>	<p>1</p>
<p>We have appointed a staff member to oversee the morning basketball program, which runs from 07:30 to 08:15, Monday to Friday. This provision ensures that disadvantaged students have daily access to a structured activity each morning. The consistent routine supports improvements in student attendance and punctuality.</p>	<p>Improving attendance & punctuality across disadvantaged students.</p>	<p>4, 6</p>

¹⁶<https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>

<p>Curriculum Access – All of our disadvantaged pupils follow the full National Curriculum and the school has a high Ebacc entry rate. This avoids the issues faced by disadvantaged pupils elsewhere (ASCL ‘Leader’, “Impact of EBacc”, Jan/Feb 2017).</p>	<p>Changing the Subject¹⁷</p>	<p>1</p>
<p>One-to-one tuition – Targeted one-to-one tuition and intervention activities are utilised to improve the achievement of particularly disadvantaged pupils</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Homework Club – We provide a homework club, where teachers and a team of LSA’s provide support for individual pupils and small groups. This is to provide additional structured support for disadvantaged pupils who may not have access to a quiet work space at home or who may not have a supportive familial structure.</p>	<p>EEF- The Positive Impact of Homework in Secondary School¹⁸</p>	<p>1,3, 7</p>

¹⁷ <https://ffteducationdatalab.org.uk/2016/07/changing-the-subject-why-pushing-pupils-from-disadvantaged-backgrounds-to-take-more-academic-subjects-may-not-be-such-a-bad-thing/>

¹⁸ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

<p>Saturday Classes – The school is open on Saturday mornings for disadvantaged pupils. Pupils are engaged in a structured programme of subject-specific intervention activities to support their progress towards public examinations. ICT facilities are available alongside quiet private study areas to support disadvantaged pupils who do not have these facilities at home.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload¹⁹</p>	<p>1, 3, 4</p>
<p>Holiday Classes - The school is open during school holidays for disadvantaged pupils, who are engaged in a structured programme of subject-specific intervention activities to support their progress towards public examinations. ICT facilities are available alongside quiet private study areas to support disadvantaged pupils who do not have these facilities at home.</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload²⁰</p>	<p>1, 3, 4</p>
<p>Purchase of Revision Materials - allows disadvantaged pupils of all ages to consolidate learning and deepen understanding of key areas in preparation for public examinations.</p>	<p>Effective Use of Pupil Premium Funding²¹</p>	<p>1,4</p>
<p>EAL Support – As part of the school’s commitment to providing equality of access for all pupils, we provide an EAL Saturday school to support English language acquisition of KS3 pupils recently arriving to the UK.²² We have appointed a nationally renowned EAL lead teacher to support English Language acquisition of KS3 & KS4 pupils (including disadvantaged pupils)</p>	<p>Effective Interventions – Promoting Learning, Tackling Workload²³</p>	<p>1</p>

¹⁹ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

²⁰ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

²¹ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

²² <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

²³ <https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf>

<p>VLE – The school's VLE system moved from <i>MyHomework</i> to <i>Google Classroom</i> at the beginning of the 2020/21 academic year. Teachers are now able to set homework, revision tasks, tutorials, quizzes and more, which pupils can complete either online or in class.</p> <p>Google Classroom has also been used to provide disadvantaged pupils with an additional platform to access electronic learning materials. These pupils have access to computer rooms from Monday to Friday, enabling them to use Google Classroom to complete homework or revise if they have limited access to computers or the internet outside of school.</p> <p>The introduction of Satchel One has provided further support for students and families. This platform allows families to receive real-time updates on their child's school day, including classwork effort, homework, attendance and positive behaviour points</p>	<p>Bridging the Digital Divide -Sutton Trust²⁴</p>	<p>1,3,7</p>
<p>Learning resource packs are purchased for disadvantaged pupils and are shared with pupils by the learning mentor.</p>	<p>Effective Use of Pupil Premium Funding²⁵</p>	<p>1</p>
<p>Outstanding progress and achievement are rewarded in termly 'Colours' assemblies. Pupil Premium pupils are prioritised for these prizes where appropriate.</p>	<p>Effective Use of Pupil Premium Funding²⁶</p>	<p>1</p>
<p>Refurbishment of old laptops and purchase of new laptops to loan to disadvantaged pupils unable to access online learning.</p>	<p>Bridging the Digital Divide -Sutton Trust²⁷</p>	<p>1,3,7</p>

²⁴ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

²⁵ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

²⁶ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

²⁷ <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/>

Wider strategies

Budgeted cost: £26,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational visits – Pupils have the opportunity to attend year group outings. For some, this is their first experience of a theatre, gallery or indeed countryside. Subsidised trips have been offered to disadvantaged pupils.	Effective Use of Pupil Premium Funding	4
The Brent Centre – The school has employed psychotherapists from the BCYP who work over 3 days a week in schools. In 2024-2025 there were a total of 43 pupils who were seen by the therapist. She supported individual pupils and where necessary referred parents for parental sessions 18 of the pupils who used the service were identified as disadvantaged.	Pastoral Initiatives in Schools – What Should They Include. ²⁸	5
Music lessons are provided free to any Pupil Premium student who wishes to learn a musical instrument. Three students have taken up the opportunity for free lessons across the 2024/2025 academic year.	Effective Use of Pupil Premium Funding ²⁹	4
A School Pantry was set up during the academic year 2019-20. It is open to all families facing economic hardship on Saturday mornings. The Pantry is exclusively used by the parents of disadvantaged pupils.	Hunger at School Widens the Attainment Gap ³⁰	5, 7

²⁸ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

²⁹ <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

³⁰ <https://bold.expert/hunger-at-school-widens-the-attainment-gap/>

The new RSE Curriculum has been designed to offer support on wellbeing and develop resilience and confidence so that pupils, particularly disadvantaged pupils, can overcome the particular challenges they face.	Pastoral Initiatives in Schools – What Should They Include. ³¹	5
Discretionary top-up of disadvantaged pupils' balances in canteen who had fallen into overdraft.	Pastoral Initiatives in Schools – What Should They Include. ³²	5, 6

Total Budgeted cost: £140,288

³¹ <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

³² <https://blog.govnet.co.uk/education/pastoral-initiatives-in-schools-what-should-they-include>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

There is no Progress 8 score for Year 11 pupils in the Summer 2025 as these pupils did not sit SATs in Year 6 due to the Global Pandemic, COVID-19.

The Attainment 8 score in 2025 of disadvantaged pupils at St Gregory's was **49.39**, which is a **full grade higher** than the national Attainment 8 score for disadvantaged pupils (**39.1** in 2024/25). Nationally, the average Attainment 8 score for all pupils in England was **45.9**.

In 2025 73.9% of disadvantaged pupils attained a standard pass in English and Maths (Grade 4 and above) compared to 72.7% nationally with non-disadvantaged pupils, this states that on average our most disadvantaged students achieved higher grades in English and Maths than non-disadvantaged students across the United Kingdom by 1.2%.

In terms of English and Maths (Grade 5 and above) 52.2% of our disadvantaged students achieved this compared to schools across England (non-disadvantaged students) achieving 52.8% - therefore our disadvantaged pupils are achieving nearly the same (-0.6% difference) at grade 5 as non-disadvantaged students nationally.

82.6% of our disadvantaged students entered the English Baccalaureate (EBacc), compared with National (non disadvantaged pupils) 45.0%.

At KS3 our internal data states that disadvantaged pupils (by the end of Year 9) are performing at the same level as their non-disadvantaged peers. In comparison with non-disadvantaged pupils in our school, disadvantaged pupils have made 0.02 more progress overall. In terms of classwork and homework grades, our disadvantaged pupils have scored 0.06 higher for classwork effort and 0.04 higher for homework effort.

During the 2024/25 academic year, disadvantaged pupils accounted for **35% of referrals** to the school's mental-health support provision, respite. This is more than double their proportion in the school population.

The average percentile rank for reading ability of these students was 19% and on retest was 36% which showed a rise of 17% in their percentile ranking.

By July 2025, **100%** of disadvantaged pupils in KS3 had participated in the school's extra-curricular programme during the previous academic year either through an after-school club or attending a trip or school event. Musical tuition was funded for **three** disadvantaged pupils.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding

N/A
