

Scarborough UTC Pupil premium strategy statement

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 |
|--|---------------------------------------|
| School name | Scarborough UTC |
| Number of pupils in school | 254 (23/24) 260 (24/25) 275 (25/26) |
| Proportion (%) of pupil premium eligible pupils | 24% (23/24) 22% (24/25) 25% (25/26) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 year |
| Date this statement was published | 01.12.25 |
| Date on which it will be reviewed | 01.07.26 |
| Statement authorised by | Helen Dowds, Principal |
| Pupil premium lead | Rob Shephard, Director of Engineering |
| Governor / Trustee lead | Andrew Botham, Chair of Governors |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £53,750 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £53,750 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

Part A: Pupil premium strategy plan Statement of intent

At our UTC, we are committed to providing all students with access to high-quality education, recognising that ‘Quality First’ teaching is essential for success. Our goal is to ensure that pupils from disadvantaged backgrounds have equal opportunities, helping to close the attainment and progress gap. We utilise targeted support to remove barriers to learning, raise aspirations, and guide our students to become “Young Professionals.” Our specialisms in Engineering, Health, and Cyber are central to this mission.

In the aftermath of the pandemic, we recognise that disadvantaged students have fallen further behind. Our spending commitment is grounded on a thorough understanding of individual needs, informed by research and evidence on effective practices.

We carefully assess the challenges faced by all students, tailoring our support to meet diverse needs, particularly for those not making expected progress. Students requiring additional help in Science, Maths, and English will benefit from access to specialists and extended learning time as part of our programme.

Our UTC approach emphasises personalised strategies to address individual challenges through a “menu of opportunities.” We focus on the whole child, integrating personal and academic development with a commitment to Technical Excellence and Employable Graduates. By collaborating with employers, we aim to raise aspirations, broaden opportunities, and create meaningful connections to the world of work.

We adopt a whole-college approach, where every staff member shares the responsibility of narrowing the attainment gap and supporting our learners. Through these collective efforts, we empower every student to achieve their full potential.

To ensure these principles are effectively implemented, all staff at the UTC will:

- Distinguish between Pupil Premium eligibility and low ability, focusing on helping disadvantaged pupils achieve at the highest levels.
- Analyse underachievement among students to identify root causes.
- Draw on research evidence (such as the EEF) and evidence from our own and others’ experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Demonstrate high-quality teaching daily, as this is crucial for closing the attainment gap.
- Allocate specialist and our best teachers to teach intervention groups to improve attainment and progress.
- Use achievement and progress data (RAG data) to monitor the effectiveness of interventions and make timely adjustments
- Ensure that class and subject teachers are aware of which pupils are eligible for the Pupil Premium, fostering responsibility for accelerating their progress.
- Provide well-targeted support to improve attendance, behaviour, and family engagement where these are barriers to a pupil’s learning.
- Monitor and evaluate spending to demonstrate its impact on pupil outcomes.

Through these strategies, we aim to create a supportive and effective learning environment for all our students.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1. Curriculum | <p>As a UTC pupils join us at year 9 and have already had two years of secondary education. We receive pupils from over 20 schools across a large geographic area, as such pupils has a vastly different range of experiences, teaching and learning and as a result understanding and engagement.</p> <p>Through GL testing of new intakes it is evident that there are already large achievement gaps between PP pupils and non-PP pupils. The average GL progress test for Maths is 93.2 for disadvantaged pupils compared to 98.2 for non-disadvantaged pupils. For English, the average GL progress test is 92.0 compared to 94.8 for non-disadvantaged pupils.</p> <p>A broad and balanced curriculum is the primary means of tackling educational disadvantage. When pupils experience gaps in that curriculum—or when disadvantaged learners are not able to participate fully, the impact on their progress is significant. To close these gaps, we must design and implement a consistent, carefully tailored curriculum that meets the needs of all learners, with particular focus on the foundation year, where early differences in access and opportunity can have the greatest long-term effects.</p> <p><i>School DP –</i> <i>Readiness for next stage, through achieving 55% combined 5+ and 75% combined 4+ in English and Maths to ensure all students have choices at the end of year 11.</i> <i>Removing barriers for success - Further enhancement of intervention offer. Consideration and funding of 1:1 tutoring, use of 6th form to mentor and support.</i></p> |
| 2. Attendance | <p>There is an attendance gap between our PP pupils and Non – PP pupils and this is at its highest among Persistent Absentee (PA) Pupils. This differential is significant in terms of impact on homework, intervention and first quality teaching. Current attendance figures (end November 2025) show overall attendance at 93.1%; non PP 93.3% and PP 91.6%</p> <p>National at time of report is 91.9%</p> <p><i>School DP – Review and monitor attendance strategies, incorporating new national guidance, with a view to minimizing the impact of persistent absenteeism.'</i></p> |

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| 3. Literacy and numeracy | <p>GL assessment show that disadvantaged pupils start secondary school with lower starting points. This has a significant adverse impact on disadvantaged pupils access to the full curriculum (especially the 'academic' curriculum). This barrier can lead to attendance and behaviour concerns.</p> <p>Poor reading ability is a significant barrier to accessing the whole curriculum, and improving this key skill will help students to achieve well in all of their learning. Currently 28% of disadvantaged students in Year 9 have a reading age below their chronological age.</p> <p><i>School DP – Removing barriers for success, Reading Plus / Lexonix launch for year 9. Continuation of monitoring and intervention as necessary.</i></p> |
| 4. Personal Development | <p>Recognising the challenges that come with deprivation without creating labels to educate pupils through high quality personal development so that they have the tools to deal with challenges such as abuse, neglect and lack of familial support.</p> |
| 5. Pastoral | <p>Pupil voice, attendance data, engagement with external agencies, and CPOMS records show that disadvantaged pupils attend less frequently and often face additional, complex health-related issues that act as barriers to learning. Some of our PP pupils also experience emotional and behavioural difficulties, limited social skills, inconsistent support from home, incorrect uniform, and a need for mentoring or counselling. While these challenges are not exclusive to disadvantaged pupils, those who are more vulnerable often struggle to access pastoral support programmes, such as anger management or sessions with the Educational Inclusion Mentor. They therefore require structured support through mentoring and DEEP-led initiatives, which offer a range of proactive and reactive strategies to help counter these disadvantages and improve access to learning.</p> |
| 6. Aspirations | <p>Student aspiration and access to opportunity in the area can be adversely affected due to the pandemic and economic and educational background of parents.</p> <p>College commitment to one academic trip or visit per half term.</p> <p>Students' cultural capital is also affected by these issues and the areas of deprivation the pupils come from have been dramatically affected along with aspirations and ideas about future careers.</p> <p><i>School DP - Continue to grow employer partnerships and deepen the wider curriculum offer further, to enable at least half termly experiences for all young people.</i></p> <p><i>SOL review to ensure employer opportunities are clear and explicit.</i></p> |

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| 7. Behaviour | <p>Disadvantaged pupils' behaviour is a greater barrier to learning than non-disadvantaged pupils. Disadvantaged pupils therefore miss teaching, access to positives/consequences and may drive non-attendance.</p> <p>Year to date (end of Nov) PP pupils are receiving 2.78 negative stages per pupil compared to 1.66 for non-PP</p> |
| 8. Teaching | <p>Where teachers do not have knowledge of who disadvantaged pupils are, or accessible information to support them they will have a disproportionately negative impact on disadvantaged pupils. CPD without a focus on supporting disadvantaged pupils will leave staff and pupils unsupported.</p> |
| 9. Achievement and attainment | <p>Nationally and regionally, disadvantaged pupils attain and achieve significantly below their peers. This is reflected locally and nationally in P8, A8, 7/5/4+ GCSE Maths and English and full curriculum. This limits post 16 progression, life chances and earning potential.</p> |
| 10. Home learning | <p>Disadvantaged pupils can lack the facilities and support at home to engage in home learning in line with their peers. This can have a negative impact on readiness for lessons, understanding, attainment and achievement as well as attendance and behaviour.</p> |
| 11. Parental engagement | <p>Families of disadvantaged children are more likely to be disengaged from supporting their child's education. Pupils may not be represented at parents evening, pie and peas night, transition points or where concerns arise. Pupils may not be financially able to be fully involved with the wider offer. Families may lack familiarity or confidence to engage with education when they need to raise concern.</p> |

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 |
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| <p>1) Curriculum offer –</p> <p>Following three complete years of year 9 and co-align with the trust where possible to adapt for our new cohort. Specialist curriculum areas tailored to the unique nature of the UTC.</p> <p>All areas are ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> | <p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium.</p> <p>Analysis of Years 9 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly and clear intervention strategies being used.</p> <p>The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils.</p> <p>Quality assurance through learning walks, student voice and work scrutiny will evidence high demand for all pupils and show that PROUD is in place. Pupils' work across the curriculum is of good quality.</p> <p>Accountability tightened up through use of RAG meetings in LMM.</p> <p>PP pupils are able to articulate what they are learning and why they are learning it.</p> |

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| <p>2) Attendance –</p> <p>Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>November 2025 Benchmark</p> <p>Yorkshire and Humber overall attendance = 91.2%,</p> <p>National overall attendance = 91.9%</p> <p>PP attendance at SUTC 2025 YTD = 91.6%</p> | <p>Improve overall attendance rates of pupils eligible for PP to 93% or above (in line with non-PP).</p> <p>Continued rigorous enforcement of established attendance procedures through attendance officer.</p> <p>Continued use of the National Schools breakfast program.</p> |
| <p>3) Numeracy and Literacy –</p> <p>Improve numeracy skills levels of mathematical thinking, reading ages and levels of literacy and communication skills across the college.</p> | <p>Improved numeracy skills and mathematics attainment for all students seen through tracking.</p> <p>Students able to see mathematical thinking links across all subjects.</p> <p>End of topic Math's tests for diagnostic analysis</p> <p>Numeracy support embedded through year 11 catapult forms and through use of small group tutoring.</p> <p>Math's groups set to allow for adaptive teaching.</p> <p>Improved reading ages for all students seen through tracking. Students actively read for pleasure to improve their knowledge and learning.</p> <p>Reading tests used for diagnostics and timely and targeted interventions</p> <p>Literacy support utilised through year 11 catapult forms and through use of tutoring.</p> |

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| <p>4) Personal Development</p> <p>Pupil voice is consistent with non-disadvantaged.</p> <p>All pupils received quality careers guidance, work experience and employer opportunities.</p> | <p>Completion of work experience every year. Extensive careers support.</p> <p>Engagement with project- based learning activities and employer engagement opportunities/experiences.</p> <p>A cohesive, sequenced and mapped plan of assemblies and taught content involving outside speakers.</p> <p>Engagement in educational visits and industrial mentors and speakers. One visit / speaker per year group per half term.</p> <p>Targeted use of industrial mentors</p> <p>CEIAG curriculum and access. Gatsby benchmarks – employer encounters.</p> <p>Successful running of the Turing Scheme for students that could attend 6th form but don't necessarily have the aspiration or confidence to do so.</p> <p>Progression data and NEET data shows closed/reduced gap.</p> |
| <p>5) To sustain and achieve improved wellbeing and mental health support for students from disadvantaged back grounds</p> | <p>Data from student voice, involvement in enrichment activities.</p> |
| <p>6) Raise aspiration and work readiness amongst disadvantaged students</p> | <p>Completion of work experience every year. Extensive careers support.</p> <p>Engagement with project- based learning activities and employer engagement opportunities/experiences.</p> <p>A cohesive, sequenced and mapped plan of assemblies and taught content involving outside speakers.</p> <p>Engagement in educational visits and industrial mentors and speakers. One visit / speaker per year group per half term.</p> <p>Targeted use of industrial mentors</p> |

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| | <p>CEIAG curriculum and access. Gatsby benchmarks – employer encounters.</p> <p>Successful running of the Turing Scheme for students that could attend 6th form but don't necessarily have the aspiration or confidence to do so.</p> |
| <p>7) Behaviour data reflects same/closing rewards and consequences for disadvantaged/non.</p> <p>Pupil voice recognises support and consistency.</p> | <p>Internal tracking data evidence indicates disadvantaged pupils are obtaining less than or equal to non-disadvantaged pupils consequences.</p> <p>UTC suspension data is less than trust, national and regional suspension figures.</p> <p>Students are punctual and attending college as such not receiving sanctions or attendance concern letters.</p> |
| <p>8) Teaching</p> <p>Consistently highly effective teaching of disadvantaged pupils.</p> <p>Knowledge and identification of disadvantaged pupils.</p> <p>Identification and in class intervention.</p> <p>CPD to equip teachers to support and close gaps.</p> <p>Highly effective staff to disadvantaged.</p> <p>QA ensuring ambition and demand for disadvantaged.</p> | <p>Consistent application of the Conduct for Learning Policy including Language for Learning.</p> <p>Successful deployment and embedding of adaptive teaching methods being addressed in class teaching across the curriculum.</p> <p>Progress plans / RAG assessments are in place for all classes that clearly identify interventions in support of high-quality teaching for all students in each teaching group.</p> <p>All teachers build their expertise and knowledge with regard to addressing student needs through effective application of personalised learning techniques.</p> <p>QA evidence highly effective learning because of quality teaching for disadvantaged pupils.</p> <p>The Pupil Premium Bromcom profiles and information is used in conjunction with RAG monitoring, intervention and tracking as well as this expertise.</p> <p>Teaching improves in most classrooms and therefore students' learning improves.</p> <p>Students, particularly the most disadvantaged and those with SEND, are making expected progress and therefore achieve targeted outcomes for summer 2026 as seen in summer 2025</p> |

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| <p>9) To raise achievement and attainment levels and close the deprivation gap. Raising results across college to the aspiration of x5 grade 5's.</p> | <p>Use of small group tutoring Embedding of tutor time especially year 11 split into intervention groups Embedding of year 11 enrichment time – year 11 in intervention groups based on RAG meetings. 2024/25 data English and Maths 4+ PP 69% / non-PP 67% English and Maths 5+ PP 31% / non-PP 45% Achievement gap closed in 5+ and sustained in 4+ for progress and attainment increased in summer 2026 examinations.</p> |
| <p>10) Home learning Home learning supports disadvantaged and their peers to strong outcomes. Gaps in learning, knowledge acquisition and schema building are supported to enable access to learning for all. This is evident through all evidence.</p> | <p>Internal tracking data Bromcom/Power BI shows consequences are in line. Pupil voice around attendance and behaviour shows home learning is not a barrier. Sparx/GCSE Pod/Kay Science data shows in line attempt and completion data</p> |
| <p>11) Parental Engagement Families of disadvantaged children have the same levels of engagement as their peers. Parental surveys evidence that barriers are overcome and communication is purposeful Disadvantaged pupils have opportunities made accessible in line with their peers.</p> | <p>Exceed/equal/% of data measures and parent voice Various – complaints/initiated contact/application for funding</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

Budgeted cost: £22,844

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|---|-------------------------------|
| PP lead | <p>High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.</p> <p>PP lead is accountable to the principal. Challenge through line management and monitoring by the principal. Participation and achievement gaps between disadvantaged and non disadvantaged pupils will diminish.</p> <p>Following on from RAG meetings, the PP lead will ensure actions are rapid and interventions are effective from subject leads and teachers.</p> | 1, 4,5,6,7,8 |
| 2025/2026 CPD | <p>High-quality professional development is delivered weekly by subject specialists and experienced leaders. Staff also access additional training through Delta's Education Exchange at Education House, which provides further expertise, networking and development opportunities. This regular, well-planned CPD strengthens classroom practice, improves subject knowledge and supports consistency in teaching across the academy. Disadvantaged pupils benefit directly from this investment because stronger instructional quality, clearer modelling and more effective feedback improve their access to the curriculum and help close learning gaps. Weekly CPD ensures staff apply shared approaches, respond to assessment information with confidence and maintain high expectations for all pupils.</p> <p>Education Policy Institute, The Effects of High-Quality Professional Development on Teachers and Pupils (2020): sustained, high-quality CPD has a positive and measurable impact on pupil outcomes, comparable to reducing class size. The report highlights that disadvantaged pupils benefit the most from improvements in teaching quality.</p> <p>EEF Effective Professional Development (2021): CPD is most effective when it includes expert input, opportunities to practise, feedback and focus on specific classroom strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/</p> | 1, 4, 6, 7 |

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| | <p>https://n-evidence/teaching-learning-toolkit/individualised-instruction https://arkonline.org/blog/incremental-coaching-all-about-unleashing-excellence-teachers</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>Buck, A. (2018) Leadership Matters 3.0. John Catt Educational Ltd.</p> <p>Henshaw, P. (2017) CPD research argues case for 'incremental coaching'. SecEd online http://www.sec-ed.co.uk/news/cpd-research-argues-case-for-incremental-coaching/</p> <p>Matthews, P. (2017) The power of incremental coaching – improving teaching quality. Professional Development Today, 19.1, 40-50</p> <p>https://www.tes.com/news/how-incremental-coaching-could-improve-professional-development-your-school</p> | |
| Pupil Premium profiles on Bromcom – Automatically 'pop up' | <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Rowland, M, 2021. <i>Addressing educational disadvantage in schools and colleges</i>.</p> | 1, 2, 6, 7 |
| World Views and Modern issues explicitly taught | <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotiona_L_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 4, 6 |
| Quality Assurance | <p>Curriculum Leaders and Senior Leaders quality assure the work in classrooms to ensure there is consistency, and every disadvantaged pupil is supported to success.</p> <p>Sutton Trust 2011 states that the effect of high-quality teaching is especially significant for pupils from disadvantaged backgrounds. Over a school year, these pupils can gain 1.5 years' worth of learning, compared with 0.5 from poorly performing teachers.</p> | 1, 3, 4, 6, 7, |

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| Director Support EBACC. Maths and English | <p>Delta Subject Directors bring exceptional subject expertise, deep curriculum knowledge, and extensive experience of examination requirements across the trust. Their specialist knowledge enables them to deliver highly precise teaching to disadvantaged Year 11 pupils, focusing sharply on threshold concepts, specification demands, and the exact skills required to succeed in GCSE examinations. Directors are uniquely placed to identify common misconceptions across multiple academies, provide refined modelling based on exam performance trends, and teach high-value content efficiently and accurately.</p> <p>Rosenshine (2012): expert teachers provide more effective modelling and worked examples, strengthening pupils' ability to decode exam questions, structure extended responses, and apply knowledge accurately under exam conditions.</p> <p>Sutton Trust – <i>What Makes Great Teaching</i> (2014): subject knowledge and curriculum expertise are two of the strongest predictors of GCSE attainment. High-expertise staff improve performance in extended writing, multistep problem solving and exam technique.</p> | |
| Live Marking – Line and Dot | <p>Live marking — providing <i>in-lesson, immediate feedback</i> — ensures disadvantaged pupils receive the precise guidance they need to close gaps as learning happens, rather than retrospectively. Prioritising Pupil Premium pupils for live marking helps mitigate the “feedback delay gap” often experienced by vulnerable learners, improving progress, confidence, and engagement.</p> <p>EEF Teaching and Learning Toolkit – “Feedback” (+6 months impact): high evidence strength; rapid, specific feedback is most effective when <i>delivered in the moment</i> and <i>actionable</i>.</p> | |
| Seating Plans | <p>Effective seating plans are a low-cost, high-impact strategy that ensure disadvantaged pupils are <i>visible, prioritised, and proactively supported</i> in every classroom. When used intelligently — to structure questioning, peer interaction, and targeted teacher attention. Corridors of contact ensure strategic planning of teacher interactions to positively discriminate for disadvantaged children. Seating plans identifying placement of pupils are provided for QA ensuring this is consistent.</p> <p>EEF 2024 guidance on Effective Classroom Strategies notes that <i>teachers who plan proactively for pupil need, including through seating arrangements, are better able to scaffold and personalise learning.</i></p> | |

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| Random Name Generator | <p>Pre-loading the RNG with Pupil Premium pupils weighted for greater frequency ensures that disadvantaged learners are systematically and equitably included in classroom questioning, retrieval, and discussion. This strategy reduces unconscious bias and promotes equal engagement during lessons.</p> <p>EEF Teaching and Learning Toolkit – “Oral Language Interventions” (+6 months) and “Feedback” (+6 months): both emphasise the role of structured verbal interaction and teacher questioning in improving progress, especially for disadvantaged learners.</p> <p>Ferguson & Danielson (2020) on classroom questioning: research shows teachers tend to call more often on confident or high-attaining pupils unless structured systems (like randomisation tools) are used.</p> | |
| The Drill | <p>Short, high-frequency recall tasks at the start of lessons — strengthen long-term memory and fluency, particularly for pupils who have knowledge gaps or weaker study habits. When systematically implemented, they provide disadvantaged pupils with <i>repeated exposure to core knowledge</i> and <i>low-stakes opportunities to succeed</i>, reducing cognitive load and supporting schema development. Where attendance is a further barrier, The Drill aids access to the lesson and assessment for teachers.</p> <p>EEF Teaching and Learning Toolkit – “Metacognition and Self-Regulation” (+7 months) and “Cognitive Science Approaches in the Classroom” (2023): both emphasise that retrieval practice and spaced repetition improve memory retention and transfer.</p> | |
| Demonstrate and Connect | <p>The Demonstrate and Connect cycle ensures that all pupils — particularly those who are disadvantaged — consolidate, apply, and build upon learning through a sequenced process of assessment, feedback, and adaptive re-teaching. Misconceptions are addressed quickly. Where attendance is a further barrier, The Demonstrate and Connect aids access to the lesson and assessment for teachers.</p> <p>EEF Teaching and Learning Toolkit – “Feedback” (+6 months): emphasises that accurate, actionable feedback correcting misconceptions in the moment has a strong positive impact on progress, particularly for disadvantaged pupils.</p> <p>Rosenshine’s Principles of Instruction (2012): advises that teachers should check for understanding frequently and re-teach material when pupils make errors.</p> | |

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| Adaptive Teaching | <p>Adaptive teaching is a core driver of equity. It ensures that all pupils — particularly those who are disadvantaged — can access and master the same ambitious curriculum through responsive, evidence-informed adjustments to teaching rather than through simplified content.</p> <p>EEF “Special Educational Needs in Mainstream Schools” (2020) and EEF “Pupil Premium Guide” (2023): both identify high-quality adaptive teaching as the most effective approach to supporting disadvantaged and SEND pupils.</p> <p>DfE “Adaptive Teaching: Non-Statutory Guidance” (2023): emphasises that adaptive teaching allows all pupils to achieve shared curriculum goals without lowering expectations</p> | |
| Reading Rulers | <p>Reading Rulers are used to support pupils who experience visual stress or tracking difficulties when reading. These challenges are more common among struggling readers and can contribute to slower reading speed, reduced comprehension, and avoidance of reading tasks. For disadvantaged pupils—who are statistically more likely to have unidentified barriers to reading—reading rulers provide a simple, low-cost intervention that can improve access to text, concentration, and reading confidence.</p> <p>Singleton & Trotter (2005): reported that coloured overlays and reading rulers increased reading comprehension and sustained attention for pupils experiencing visual discomfort.</p> <p>EEF Teaching and Learning Toolkit – “Reading Comprehension Strategies” (+6 months): highlights that improving fluency and comfort in reading is essential to accessing higher-order comprehension skills.</p> | |
| Fix It Five English and Maths | <p>The Fix It Five independent learning strategy helps disadvantaged pupils act on feedback and close learning gaps. Using Question Level Analysis, pupils identify five areas for improvement, record them on a planner sticker, and complete matched tasks on Sparx Independent Learning. This provides clear next steps, builds independence, and supports pupils who may lack structure or guidance for effective revision at home.</p> <p>EEF “Metacognition and Self-Regulation” (+7 months): strategies that help pupils plan, monitor, and review their learning are especially effective for closing attainment gaps.</p> | |

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| Oracy prompts | <p>Oracy prompts such as sentence stems and discussion scaffolds are used across lessons to help disadvantaged pupils communicate ideas clearly and confidently. They provide structure for classroom talk, build vocabulary, and support reasoning, ensuring all pupils can participate fully and use academic language effectively.</p> <p>EEF Teaching and Learning Toolkit – “Oral Language Interventions” (+6 months): structured talk and vocabulary scaffolds significantly improve progress, particularly for disadvantaged learners.</p> <p>Mercer & Dawes (2014) – <i>Exploratory Talk</i> research shows pupils make greater cognitive gains when supported to verbalise thinking through structured dialogue.</p> | |
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| Review | | | | | |
|---------------|----------------|--------------|---------------|--------------|---------------|
| Impact term 1 | Year 11 Basics | Sept. RAG 4+ | Latest RAG 4+ | Sept. RAG 5+ | Latest RAG 5+ |
| | PP | 80 | 80 | 40 | 40 |
| | Non-PP | 75 | 75 | 56 | 56 |
| Impact term 2 | Year 11 Basics | Feb. RAG 4+ | Latest RAG 4+ | Feb. RAG 5+ | Latest RAG 5+ |
| | PP | | | | |
| | Non-PP | | | | |
| Impact term 3 | Year 11 Basics | April RAG 4+ | Latest RAG 4+ | April RAG 5+ | Latest RAG 5+ |
| | PP | | | | |
| | Non-PP | | | | |

Targeted academic support

Budgeted cost: £12,631

| Activity | Evidence that supports this approach | Challenge number(s) addresse d |
|------------|---|---------------------------------|
| RAG | <p>The RAG is a calendared meeting, which follows a cycle, where every Year 11 pupil is discussed in detail. Staff review current performance, attitude to learning, attendance and any concerns raised by teachers. Each pupil is given a clear code, and disadvantaged pupils are marked in blue so they are easy to identify and prioritise. The RAG document records the specific intervention each pupil needs and is updated every week. Interventions assigned include, subject specific tutor groups, additional small group and 121 tuition, targeted after school enrichment and director support. The RAG is displayed in every principal's office to keep the focus on Year 11 outcomes and ensure that support is followed through. This regular review helps leaders respond quickly, direct support where it is most needed and keep disadvantaged pupils at the centre of improvement work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Implementation Guidance Report (2021): clear systems for monitoring and follow-up strengthen the impact of intervention.</p> <p>DfE Effective School Leadership (2022): regular pupil-level tracking supports better examination performance and more accurate deployment of support.</p> | |

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| <p>School led tutoring sessions.</p> <p>Funding allowing – One to One or small group sessions.</p> <p>This will be in Maths English and Science. A significant proportion of recipients will be disadvantaged</p> | <p>121 staff in maths and English provide targeted intervention for disadvantaged pupils who are below expected standards or at risk of underachievement. Sessions are delivered by qualified teachers or trained tutors, focusing on core gaps identified through assessment. Improved literacy and numeracy aids access to and success within the wider curriculum.</p> <p>Departmental intervention will also take place for those pupils identified as underachieving through catapult groups.</p> <p>EEF Teaching and Learning Toolkit – “1:1 Tuition” (+5 months): High evidence strength; intensive, individualised instruction significantly accelerates progress, especially for disadvantaged pupils.</p> <p>EEF “Small Group Tuition” (+4 months): Structured, targeted support is most effective when aligned with classroom teaching.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1_069886/Updated_School-Led_Tutoring_Guidance.pdf</p> | <p>1, 3, 6</p> |
| <p>Up Learn for A level Maths</p> | <p>https://uplearn.co.uk/</p> | <p>1, 4, 6</p> |
| <p>Holiday Revision Classes</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> | <p>1, 3, 6</p> |
| <p>Assertive mentoring – Y11</p> | <p>Senior leaders act as mentors for targeted Year 11 pupils. Each SLT member is linked to a small group of pupils and meets with them regularly to review attendance, organisation, classwork and progress in key subjects. Pupils are supported to plan their revision, respond to teacher feedback and stay on track with deadlines. Disadvantaged pupils are given priority, so they receive strong, consistent support from experienced staff who know how to remove barriers and keep them motivated. SLT mentoring ensures that concerns are dealt with quickly and that pupils feel valued and supported by the most senior staff in the academy. This level of attention helps build confidence and contributes to better preparation for exams.</p> <p>EEF Mentoring: regular contact with a trusted adult has a positive effect when it focuses on learning routines and academic support.</p> <p>EEF Metacognition and Self-Regulation: pupils make better progress when adults help them plan, monitor and review their work.</p> <p>Rowland, M, 2021. <i>Addressing educational disadvantage in schools and colleges</i>.</p> | <p>1, 2, 4, 5, 7</p> |

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| After school intervention / booster sessions | <p>Teacher led additional lessons provide targeted academic support beyond the normal timetable, ensuring that pupil, particularly those who are disadvantaged, receive expert teaching to close knowledge and skill gaps. Delivered by subject specialists, these sessions focus on reinforcing key content, addressing misconceptions, and building exam confidence across all subjects.</p> <p>DfE “Pupil Premium Guidance” (2023): encourages schools to use PP funding to extend teacher-led learning opportunities for those who need extra time or input.</p> | |
| Reading plus | <p>Reading Plus is an adaptive online reading programme designed to identify gaps in fluency, comprehension, and vocabulary through diagnostic assessments. It is used to deliver personalised reading practice matched to each pupil’s current ability and progress. It can develop automaticity in reading through repeated exposure and adaptive pacing.</p> <p>EEF Teaching and Learning Toolkit – “Reading Comprehension Strategies” (+6 months) and “Oral Language Interventions” (+6 months): both demonstrate strong evidence that structured reading interventions significantly accelerate progress for disadvantaged pupils.</p> <p>Reading Plus impact studies (Lexia/Edmentum, 2022–24) report significant gains in comprehension and reading rate among disadvantaged cohorts when the programme is used consistently.</p> | |
| Lexonik Leap | <p>Lexonik Leap provides targeted phonological and decoding intervention for pupils with persistent reading barriers. It rebuilds accuracy, fluency, and vocabulary through explicit, multisensory teaching, enabling disadvantaged pupils to close gaps quickly and access the full curriculum with greater confidence.</p> <p>EEF “Improving Literacy in Secondary Schools” (2021): recommends phonological and morphological interventions for pupils whose decoding and comprehension remain insecure beyond primary phase.</p> <p>Lexonik independent evaluation (Northumbria University, 2020–22): found average reading age gains of <i>12–27 months</i> after six weeks of intervention.</p> <p>The Year 11 Form and Friday afternoon catapult programme provides structured, targeted intervention to support pupils, particularly those who are disadvantaged, in closing gaps in key mathematical, English and science knowledge and fluency. Delivered during tutor time and Friday afternoons, the programme focuses on timely and targeted interventions based on RAG data.</p> <p>EEF “Small Group Tuition” (+4 months): focused, guided teaching for lower-attaining pupils accelerates progress, especially when aligned with classroom content.</p> | |

Review

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| Impact term 1 | Year 11 Basics | Sept. RAG 4+ | Latest RAG 4+ | Sept. RAG 5+ | Latest RAG 5+ |
| | PP | 80 | 80 | 40 | 40 |
| | Non-PP | 75 | 75 | 56 | 56 |
| | Parental engagement: • Revision night - Attendance: (%) • PP: (%) | | | | |
| Impact term 2 | Year 11 Basics | Feb. RAG 4+ | Latest RAG 4+ | Feb. RAG 5+ | Latest RAG 5+ |
| | PP | | | | |
| | Non-PP | | | | |
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| Impact term 3 | Year 11 Basics | Sept. RAG 4+ | Latest RAG 4+ | Sept. RAG 5+ | Latest RAG 5+ |
| | PP | | | | |
| | Non-PP | | | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,275

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Attendance Officer. | <p>Attendance phone calls, structured parental meetings and personalised support plans provide early identification of barriers to attendance for disadvantaged pupils. The attendance team works closely with families to understand the underlying causes of absence, agree actions, and monitor progress through regular check-ins and review points. This approach ensures swift intervention, builds positive relationships with parents and carers, and creates shared accountability for improving attendance. Personalised plans address specific challenges such as routines, transport, health, family circumstances and anxiety, enabling disadvantaged pupils to re-engage with the academy and sustain improved attendance over time.</p> <p>NFER – <i>Being Present: The Power of Attendance and Stability for Disadvantaged Pupils (2019)</i>: disadvantaged pupils experience a stronger negative impact from absence; the link between persistent absence and poor KS4 outcomes is significantly greater for disadvantaged cohorts.</p> <p>EEF – <i>Working with Parents to Support Learning (2021)</i>: sustained communication and proactive contact improves attendance and engagement for vulnerable pupils.</p> | 2, 4, 5, 6 |
| <p>To provide counselling and well-being support for students including mentoring, sleep and substance support.</p> <p>Use of Emotion Switch and well-being in mind team</p> | <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> | 2, 4, 5, 6, 7 |

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| Breakfast club | <p>Breakfast Club provides disadvantaged pupils with a free, nutritious breakfast and a calm start to the day, improving attendance, punctuality, and readiness to learn. It removes barriers linked to hunger and morning routines, helping pupils settle, focus, and engage positively in lessons.</p> <p>EEF “Magic Breakfast Evaluation” (2020): providing free, universal breakfast provision led to improved pupil attainment, behaviour, and punctuality, with the strongest gains among disadvantaged pupils.</p> <p>EEF “Breakfast Clubs” Evaluation (2017): showed positive effects on key stage 1 and 2 outcomes (+2 months progress), improved classroom concentration, and better attendance.</p> | 2, 4, 5, |
| Industrial mentors, speakers, visits and project based learning | <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Employer_Engagement_in_Education.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf</p> <p>Rowland, M, 2021. <i>Addressing educational disadvantage in schools and colleges</i>.</p> | 1, 2, 4, 5, 6, 7 |
| <p>Day to day provision supply</p> <p>Provision for revision books, key school equipment such as exam pencil case, pens, calculator.</p> | <p>The Uniform and Equipment Guarantee ensures that no disadvantaged pupil misses learning time or experiences stigma due to lack of appropriate uniform, PE kit, stationery, or subject-specific equipment. The academy provides immediate, discreet access to essential items and ensures PP pupils are prioritised for equipment checks, loan systems, and replacement stock. This strategy removes practical barriers to attendance and readiness to learn, improves behaviour at lesson entry, and increases equity of classroom participation.</p> <p>Child Poverty Action Group (2023): financial barriers disproportionately affect disadvantaged pupils' participation and attendance.</p> <p>EEF “Behaviour in Schools” (2021): ensuring pupils are equipped and prepared reduces transitional behaviour and increases instructional time.</p> <p>EEF Maths in Key Stage 3 and 4 (2021): recommends consistent use of mathematical representations and tools to reduce cognitive load and improve procedural fluency.</p> | 2, 4, 5, 6 |

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| | <p>DfE <i>Closing the Attainment Gap in Maths</i> (2022): highlights that equal access to essential equipment improves engagement and reduces disadvantage-related variation in outcomes.</p> | |
| Day to day provision supply Provision for revision books, key school equipment such as exam pencil case, pens, calculator. | <p>The Uniform and Equipment Guarantee ensures that no disadvantaged pupil misses learning time or experiences stigma due to lack of appropriate uniform, PE kit, stationery, or subject-specific equipment. The academy provides immediate, discreet access to essential items and ensures PP pupils are prioritised for equipment checks, loan systems, and replacement stock. This strategy removes practical barriers to attendance and readiness to learn, improves behaviour at lesson entry, and increases equity of classroom participation.</p> <p>Child Poverty Action Group (2023): financial barriers disproportionately affect disadvantaged pupils' participation and attendance.</p> <p>EEF "Behaviour in Schools" (2021): ensuring pupils are equipped and prepared reduces transitional behaviour and increases instructional time.</p> <p>EEF <i>Maths in Key Stage 3 and 4</i> (2021): recommends consistent use of mathematical representations and tools to reduce cognitive load and improve procedural fluency.</p> <p>DfE <i>Closing the Attainment Gap in Maths</i> (2022): highlights that equal access to essential equipment improves engagement and reduces disadvantage-related variation in outcomes.</p> | 2, 4, 5, 6 |
| Provision of High Quality Careers guidance in line with targets and aspirations | <p>All pupils in Years 10 and 11 receive regular, high-quality careers information, advice and guidance through Progress Careers. This support helps pupils understand post-16 options, plan realistic pathways and develop confidence in making decisions about their future. Pupils receive individual guidance interviews, work experience placements in Year 10, 11, 12 and 13, advice on qualifications and entry requirements, help with applications and support when preparing for college or apprenticeship visits. This consistent guidance ensures disadvantaged pupils do not fall behind in planning for their next steps and reduces the risk of becoming NEET.</p> <p>EEF <i>Aspirations Interventions</i>: careers guidance has a positive effect when linked closely to academic progress and decision-making about future pathways.</p> <p>DfE <i>Careers Guidance and Access for Education and Training Providers</i> (2023): highlights the importance of frequent, impartial guidance, particularly for pupils at risk of disadvantage.</p> | 2, 4, 6 |

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| Higher Education Visits | <p>The academy works proactively with universities, local employers and external organisations to raise aspirations for disadvantaged pupils. These partnerships provide pupils with experiences they may not otherwise access, including campus visits, workshops, employer encounters, talks, and projects linked to future study and career pathways. Engagement with universities and employers helps pupils understand the opportunities available to them, broadens their thinking about post-16 and post-18 routes, and strengthens their motivation to succeed in school. Disadvantaged pupils are prioritised for these events to ensure they benefit from early exposure to higher education and the world of work.</p> <p>DfE Strategies to Raise Aspirations in Pupil Premium Pupils (2019): recommends proactive partnership work with universities and employers to support aspiration-raising and career development.</p> <p>EEF Aspirations Interventions: suggests that aspiration-raising is most effective when linked to clear information about pathways and future academic goals.</p> | 2, 4, 6 |
| Attendance Rewards for school and afterschool sessions | <p>Attendance Rewards are used to motivate and sustain high attendance, particularly among disadvantaged pupils who statistically have lower attendance rates nationally. Regular recognition and rewards—such as certificates, vouchers, tutor group prizes, and termly events—help pupils link strong attendance with positive reinforcement, belonging, and achievement. Rewards for families at local community providers are targeted at disadvantaged families.</p> <p>Attendance Works (2020): schools that use regular rewards for good attendance see improved daily attendance and stronger routine-building, particularly for pupils who struggle with motivation. Recognition helps pupils feel noticed for positive behaviour, which increases the likelihood they continue attending.</p> <p>DfE Working Together to Improve Attendance (2022): positive reinforcement, when used consistently, is shown to improve attendance and reduce persistent absence. Rewards that involve families or local community partners are especially effective for disadvantaged pupils.</p> | 2, 4, 6 |

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| 1:1 meetings with parents and staff | Facilitation of 1:1 meetings with parents to strive to keep pupils on task and deeper understand student and staff needs. | 2, 4, 5, 7 |
| Quiet Social Time Room | <p>The Quiet Social Time Room provides a supervised, calm environment each day for disadvantaged pupils who may struggle with busy social spaces, sensory overload, or peer conflict during unstructured time. Pupils can eat lunch, complete homework, read, or socialise quietly with trusted adults present. This provision reduces lunch and break time behaviour incidents, improves emotional regulation, increases attendance for pupils who are anxious about social times, and strengthens relationships with pastoral staff.</p> <p>EEF “Behaviour Interventions” (+4 months): structured, supported social environments improve behaviour and engagement.</p> <p>DfE “Mental Health and Behaviour in Schools” (2022): safe, predictable spaces reduce anxiety and support inclusion for vulnerable pupils. Inclusive practice from schools nationally shows that quiet provision at social times reduces suspensions and improves readiness to learn in the afternoon.</p> | |
| GL Assessment Baseline Testing (foundation year) | <p>GL Assessment Baseline Testing provides a robust, standardised measure of the academic starting points of all Year 9 pupils, with specific focus on identifying disadvantaged pupils who enter secondary school below age-related expectations in reading, spelling, mathematics, and cognitive ability. The NGRT tests generate detailed diagnostic data that highlight gaps in vocabulary, comprehension, number fluency, reasoning, and working memory. This allows leaders and teachers to allocate targeted interventions rapidly such as Reading Plus, Lexonik Leap, or in-class adaptive teaching. For disadvantaged pupils, this early identification ensures immediate support, reduced widening of gaps, and equitable access to the full secondary curriculum.</p> <p>GL Assessment (2023): standardised tests provide reliable, nationally benchmarked data that predict later attainment and enable early, targeted intervention.</p> <p>EEF “Assessment and Feedback” (2021): accurate diagnostic assessment at transition improves the precision of curriculum planning and intervention, particularly for disadvantaged pupils.</p> | |

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| The Brilliant Club | <p>The Brilliant Club provides disadvantaged pupils with access to high-quality academic enrichment through its Scholars Programme. Pupils work with PhD tutors who deliver university-style tutorials, strengthen academic writing, develop independent learning skills, and build confidence in tackling challenging material. The programme exposes pupils to academically rigorous content beyond the curriculum, raising aspirations and improving pupils' understanding of what higher education involves. Participation develops the academic literacy, metacognitive skills, and self-belief needed for success at Key Stage 4 and post-16 progression. For disadvantaged pupils—who often have fewer opportunities to experience high-challenge academic environments—The Brilliant Club provides structured, empowering access to university pathways.</p> <p>EEF Aspirations Interventions: positive impact when linked directly to learning, structured academic challenge, and exposure to higher education.</p> <p>Brilliant Club Impact Report (2023): participation improves academic confidence, written communication, metacognition, and progression into competitive post-16 routes, with the strongest gains for disadvantaged pupils.</p> | 1,3,6 |
| Zones of Regulation | <p>The Zones of Regulation programme helps pupils recognise, understand, and manage their emotions through a simple colour-coded framework: Blue (low energy/sad), Green (calm/ready to learn), Yellow (anxious/frustrated), and Red (angry/out of control). It teaches emotional awareness and practical self-regulation strategies, supporting pupils to make positive choices and remain ready to learn. For disadvantaged pupils, who are more likely to experience emotional dysregulation or instability, the approach provides a shared language and structured support for managing feelings. It is embedded through form time, pastoral sessions, SEND interventions, and classroom routines, ensuring consistency across all staff and pupils.</p> <p>Kuypers (2011) – <i>The Zones of Regulation Curriculum</i>: initial pilot evaluations in U.S. schools reported improved self-awareness, emotional vocabulary, and classroom participation among pupils with social-communication and self-regulation difficulties.</p> <p>DfE “Mental Health and Behaviour in Schools” (2022) guidance recommends the use of frameworks such as Zones of Regulation to promote calm, emotionally safe environments.</p> | |

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| DACT Funding Grant | <p>The DACT Funding Grant provides targeted financial support to ensure that disadvantaged pupils can access the full range of educational, cultural, and enrichment opportunities offered at Darton Academy. Funding is allocated on a case-by-case basis to remove barriers linked to deprivation—such as lack of access to uniform, transport, educational visits, equipment, or extracurricular participation.</p> <p>By addressing these practical and financial obstacles, the DACT Fund ensures that no pupil is excluded from experiences that build cultural capital, and aspiration. It promotes equality of opportunity, improves engagement and attendance, and strengthens inclusion by helping pupils feel fully part of school life.</p> <p>Child Poverty Action Group (CPAG, 2023): found that over 70% of low-income pupils report missing trips or enrichment activities due to cost, leading to reduced belonging and confidence.</p> | |
| Pie Night | <p>Pie Night is a key Year 11 parental engagement event designed to strengthen links between home and school while supporting disadvantaged pupils to prepare effectively for their first set of trial assessments. The evening provides families with free revision guides, past papers, and other valuable study resources, ensuring that all pupils—regardless of background—have equal access to high-quality preparation materials. Parents can meet subject leaders, discuss progress and post-16 options with careers and further education providers, and speak with the senior leadership team.</p> <p>EEF Teaching and Learning Toolkit – “Parental Engagement” (+4 months): sustained and practical engagement between parents and schools leads to measurable improvements in pupil progress and attainment, particularly for disadvantaged pupils.</p> <p>Goodall & Montgomery (2014): research shows that when parents are empowered to support learning—rather than simply informed about it—attainment and motivation increase, particularly for pupils from disadvantaged backgrounds.</p> | |
| PowerBi | <p>Power BI is used to analyse and visualise real-time data on attendance, behaviour, and inclusion across the academy. This system enables leaders, teachers, and pastoral staff to identify patterns, monitor the impact of interventions, and target support swiftly—particularly for disadvantaged pupils, who are statistically more likely to experience persistent absence, behaviour incidents, and lower engagement.</p> <p>This data-driven approach ensures resources are directed where they have the most impact, improving equity of support and accountability across teams</p> | |

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| Enrichment | <p>The UTC enrichment programme is deeply embedded into the curriculum and offers opportunities such as the combined cadet force, VEX robotics, Greenpower, Duke of Edinburgh and STEM Racing (formally F1 in Schools). This gives disadvantaged pupils access to meaningful enrichment that builds confidence, strengthens character and improves engagement with school whilst applying the theory from lessons to real world applications.</p> <p>For disadvantaged pupils, enrichment helps remove barriers to success by offering structured, supported opportunities that broaden horizons and promote ambition notable examples include the 4 times world finals representation for the UK F1 in Schools competing in Abu Dhabi, Silverstone, Saudi Arabia, Qatar and Singapore, in which students on the teams were from disadvantaged backgrounds.</p> <p>EEF Extending School Time: Extending school time EEF</p> <p>EEF Outdoor Adventure Learning: participation improves confidence, social interaction and engagement, with positive effects on disadvantaged learners.</p> <p>DofE National Impact Report (2022): disadvantaged pupils who take part show increased motivation, improved attendance patterns and stronger progression into positive post-16 routes.</p> | |
| Turing Scheme | <p>The UK's global programme for studying, working and living abroad, offering once-in-a-lifetime opportunities for personal and professional development for students. Used to engage those students who could attend 6th form but are not yet aspiring to do so.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/international-school-exchanges</p> | |
| GCSE Pod | <p>GCSEPod gives pupils access to short, subject-specific videos and quizzes that help them review and remember key knowledge. It supports disadvantaged pupils by providing structured, high-quality revision materials they can use independently, even without home tutoring or extra resources. Teachers can track engagement and address gaps quickly, helping pupils build confidence and prepare effectively for exams.</p> <p>EEF “Metacognition and Self-Regulation” (+7 months): explicit support for independent learning and self-assessment has strong evidence of impact.</p> <p>GCSEPod internal usage analysis (2023): schools report that frequent users make significantly more progress across subjects, with the greatest gains among lower-attaining and disadvantaged pupils</p> | |

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| Up Learn for A level Maths | Guarantees grade A at A level Maths and Physics if percentage accesses and graders are met in the program. https://uplearn.co.uk/ | 1, 4, 6 |
| Sparx Maths, Kay Science, Seneca, Quizlet | <p>Sparx Maths and Kay Science for Science and others are used to set personalised work that matches each pupil's level and adapts automatically as they improve. It gives clear explanations, support videos, and instant feedback so pupils can correct mistakes straight away. Teachers can see who is struggling and which topics need revisiting, allowing targeted follow-up in class. For disadvantaged pupils, it helps ensure regular practice at the right level even if they have less support at home, building fluency, accuracy, and confidence over time.</p> <p>Sparx Learning internal impact data (2023): schools using Sparx Maths report higher homework completion rates and increased average attainment, with the strongest gains seen among previously lower-attaining and disadvantaged cohorts.</p> <p>DfE EdTech Demonstrator Programme (2022): notes that adaptive digital platforms like Sparx can <i>support equity and inclusion</i> by personalising learning for disadvantaged pupils.</p> | |

Review

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| Impact term 1 | All PP students have necessary equipment, engagement at settling in evening was XXXX any subsequent follow up meetings have since taken place with tutors. |
| Impact term 2 | . |

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| Impact term 3 | |
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Total budgeted cost: £53,750

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 pupils in the 2024 to 2025 academic year.

Students participated in activities to narrow the gap between achievement for disadvantaged and non-disadvantaged students in 2024 – 25. This involved academic, pastoral and material support for our students in order for them to aspire and achieve in their learning.

This consisted of the Brilliant club for year 9, whole year group STEM days, work experience, employer engagement including mock interviews, intervention (catapult) sessions and small group tutoring sessions especially in Maths and Engineering. The use of trust directors leading weekly sessions and pre examination masterclasses worked exceptionally well especially in English.

The activities, interventions and resources resulted in the disadvantage gap being closed and reversed – English and Maths 4+ 67% non-disadvantaged, 69% disadvantaged meaning that our disadvantaged students attained better than their non-disadvantaged peers at 4+. However, the English and Maths 5+ was 45% non-disadvantaged and 31% for disadvantaged.

Disadvantaged students had a year total attendance of 91.5% and non-disadvantaged of 87.2% which are below the expectations set by the college. However, Attendance monitoring and responses from the attendance and data manager have worked well and continue to have attendance in line or above national.

The Brilliant Club continued again this year (half of the participants are from disadvantaged backgrounds) with 14 Year 10 students where they worked with the University of Northumbria on ‘Bacterial Spores’. Students who took part had the opportunity to see Durham University. 70% of the students who graduated gained a 2:1 or 1st meaning they have the potential to do very well at GCSE and those with a first at A level.

Wider strategies we used last year included assertive mentoring in college, access to learning materials by loaning of laptops and learning equipment along with providing all students revision guides for all subjects.