

Pupil Premium Strategy Statement - September 2025

This statement details our school's use of pupil premium (and recovery premium for the 2023/24 and 2024/25 academic years) funding to help improve the attainment of our disadvantaged, disengaged and vulnerable pupils.

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

School overview

Detail	Data
School name	Outwood Academy Normanby
Number of pupils in school	759
Proportion (%) of pupil premium eligible pupils	53.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	7 November 2025
Date on which it will be reviewed	Autumn term 2026
Statement authorised by	Mark Robinson
Pupil premium lead	Jamie Martin
Governor / Trustee lead	Elaine Fryett

Funding overview

Detail	Amount
Pupil premium funding allocation: academic year 2025/26	£454,970

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the academic year 2025/26	£454,970

Part A: Pupil premium strategy plan

Statement of intent

At Outwood Academy Normanby we are passionate about ensuring the highest quality provision is provided for all learners regardless of their starting points, their background or the challenges they face.

Our whole school priorities for 2025/26 are:

- 1. Secure the systems, teamwork and cultural changes required to **further improve attendance of students** - including disadvantaged, disengaged and vulnerable students - to levels higher than national average.*
- 2. Continue the **transformation of our inclusion practice** to ensure that all students - including the most disadvantaged, disengaged and vulnerable - achieve and thrive at Outwood Academy Normanby.*
- 3. Provide the professional development, support and challenge necessary to **deliver the highest quality teaching and learning experience** that we expect of ourselves within the Outwood Academy Normanby Teacher Standards.*
- 4. Ensure that expectations and actions that **teach, support and manage excellent student behaviour** result in a safe, calm and productive learning environment.*
- 5. The thinking and actions of leaders ensure that every strategic priority works coherently so that our **students' achievement is above national average on all key measures**.*

The Pupil Premium funding allows for additional funding for our most disadvantaged pupils, and we believe that this document not only identifies how we have planned to meet their needs but importantly it also provides Outwood Academy Normanby staff with a clear focus setting the achievement of all children as a priority for everyone.

Our vision:

"Students first: Raising Standards and transforming lives"

At Outwood Academy Normanby we believe that a child's achievement should be determined by their ability and not by their contextual circumstance. In order to excel, we have a responsibility to support learners who are disadvantaged, disengaged, or vulnerable, providing them with opportunities to progress in line with non-Pupil Premium learners and achieve high attainment across the curriculum.

Pupil Premium allocation is defined as 'the best way to address the current underlying

inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most' – DfE 2012.

The academy puts a significant emphasis on inclusion to ensure all students can access the curriculum and achieve. This strategy will support students academically, pastorally and from an emotional, mental health perspective, which is paramount in the current climate. We believe it is the responsibility of all staff for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve.

We appreciate that high quality teaching and pastoral care has the greatest impact on our disadvantaged cohort, therefore our application of the Pupil Premium funding is to enhance teaching in the first instance and tailor support to quickly eradicate other barriers students may face. We do not offer a blanket approach for much of our intervention - different students require different forms of additional support. We find a bespoke approach achieves the best outcomes.

To ensure our approach is effective, we will:

- *Ensure disadvantaged learners experience quality first teaching with appropriate levels of challenge to ensure they make rapid progress*
- *Intervene at the earliest opportunity (academically and in the wider sense)*
- *Provide a safe and caring environment in which children thrive*
- *We have identified clear barriers for our students and have identified appropriate academy wide strategies to overcome the common barriers for our students as well as highly personalised interventions for specific issues some of our students face.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance for some is below national average and significantly impacts on their learning outcomes. Low attendance has a negative impact on: learning in academic lessons; the development of basic reading skills; the development of key personal skills which allow young people to fulfil their own aspirations.
2	Improving reading and literacy so that all students can access the curriculum The ability to read and confidently decode the texts offered is key to success within academic subjects and life in general. By investing in high quality reading programmes, delivered with focus and impact effectively measured we can ensure our disadvantaged students can access the work.
3	Socio - economic deprivation: area of significant deprivation/ families living on the poverty line In the latest Index of Multiple Deprivation (IMD): Grangetown was 845 out of 32,844 areas so is in the lowest 2% for income deprivation and 1% for employment and 0% for health. Index of Multiple Deprivation - Grangetown South Bank was 6008 out of 32,844 areas so is in the poorest 15% for income deprivation and 10% for employment and 7% for health. Index of Multiple Deprivation - South Bank

	We therefore need to work hard to provide positive adult role models, outstanding careers aspirations and a quality enrichment offer. Together this would increase children's exposure to academic development and activities to increase progress, wellbeing and self-confidence. Encouraging the performance and progress of both disengaged and disadvantaged students is one of the key priorities of the strategic planning in school. The economic deprivation of the area is a challenge but the aim of the plan is to overcome this while still accounting for the individual circumstances of our students.
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4	Social, emotional and wellbeing barriers of disadvantaged, disengaged and vulnerable students Students' decision-making skills, interaction with others and their self-management of emotions requires support. In addition to focusing directly on the academic and cognitive elements of learning, we need to improve the ways in which students work with (and alongside) their peers, teachers, family and community to support their progress.
5	Parental engagement for key students Working closely with parents to build strong relationships that support students. Strong parental engagement will build a sense of community and enable the academy and parents to work alongside each other to remove barriers linked to social deprivation. This will also increase the engagement of students throughout the academy and lower the numbers of disengaged students as per the strategic plan.
6	Personal development, learners' low aspiration, low motivation and low self-confidence impact on engagement and outcomes. We need to raise students' aspirations by exposing them to rich experiences which enhance and improve Personal Development, underpinned by the academy's vision and values. We need to proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour.

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
Attendance for some of our students significantly impacts on their learning outcomes To ensure improved attendance to school and lessons for all students	Our attendance to the academy to improve to above 90% and our PA to reduce to below 30%.
Improved reading and literacy so that all students can access the curriculum The Reading ages of all our students to improve. For students to gain a functional level of reading to access the work set in lessons. We aim to ensure that the gains found in Reading interventions last year are matched this academic year and the impact of each intervention will be statistically classed as	Improve verbal fluency across all learners. Accelerated Reading programme to demonstrate improvements in reading comprehension and literacy across the KS3 cohort.

positive.	Lexia Reading programme to be deployed effectively to have a positive impact on Reading Comprehension. Rapid Reader to improve comprehension and confidence. Ruth Miskin Programme to demonstrate significant improvements for the weakest readers. Outwood Reads programme to be introduced as part of the expanded Personal Development offer to students in school. 30 minute session each week for KS3 of reading with PD Mentor aimed to boost vocabulary and verbal fluency.
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Social, emotional and wellbeing barriers of disadvantaged students The improvement of pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Improve the ways in which students work with (and alongside) their peers, teachers, family or community. Improving engagement levels of disadvantaged & vulnerable students is a priority in the future strategic planning of the school. Breaking down the barriers that exist outside of school will be key in improving student engagement within.	Students have access to targeted, high quality SEMH support. The inclusion team is highly qualified and has the skills required to deliver interventions which meet the needs of our students. The SEMH TA to support our most vulnerable students, as identified through inclusion meetings, to ensure the personalised approach they need to succeed. This is through the use of the ELSA programme. All staff have access to relevant, high quality CPD. This will be extended by 30 minutes sessions of support for personal development programme each fortnight for all staff Students will benefit from a strong and enhanced Personal Development programme developed through Trust input to cover all Year groups. This will meet PSHE/RSE guidelines. Students in Y7-9 will have timetabled lessons on RS throughout the 3 years. This is enhanced by personalised academic/SEND/therapeutic interventions allowing us to best meet the needs of our most vulnerable young people. We have a clear range of provisions delivered by experienced staff. Provision includes the Middlesbrough Football Club Foundation(female leadership, wellbeing check ins, youth social action projects, Premier League Inspires and Premier League ASDAN as well as equality, diversity and inclusion provision), Talk To Teenagers and anger management. Our enrichment offer is designed to help to improve emotional and physical wellbeing as students mix with others as part of their favourite activities. Attendance to enrichment is monitored to ensure disadvantaged learners have fair access without barriers as a result of financial hardship. A very small number of students access offsite
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	alternative education.
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Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line The school aim will be the removal or reduction of barriers to access education and experiences, including enrichment for vulnerable, disadvantaged and disengaged students. Future trips will be closely monitored to ensure the involvement of PP students will reflect the population of the school as a whole, with the introduction of financial support if necessary Enrichment is available to all students, with the aim that PP students are accessing as much as non-PP students to improve engagement. Strategies throughout the year will be developed by staff involved with the enrichment programme.	Barriers as a result of financial hardship are overcome through providing access to technology and homework clubs as part of our offer to all learners. We also aim to overcome barriers to personal development through experience of cultural capital by ensuring fair access to enrichment activities, educational visits and targeted interventions. Financial support is provided in certain circumstances to aid attendance at cultural trips for PP students. The academy as a whole has greatly increased the offer of academic visits to all students to ensure the development of cultural capital. Standards and expectations of academy uniform and equipment necessary to be ready to learn, are consistently high. Financial support given, as needed, for access to uniform. A significant amount of uniform has been collected and is available for loan for students in school, to ensure that they are not disadvantaged by financial hardship. Wrap around care includes a free breakfast club everyday to ensure all students have access to a healthy breakfast with a warm and welcoming atmosphere.
Personal Development - academy vision - every student has a determination to succeed, a love of learning, pride in their academy and strength of character. To raise aspirations of students by exposing learners to rich experiences which enhance and improve Personal Development, underpinned by the academy's vision and values. To proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour. Improved careers and Post-16 offer which is directly informed by local context alongside national and global opportunities. Identification of potential disadvantaged students who are in danger of being NEET will be a priority and tailoring career advice	Full access to personal development experiences, funded for PP students, including both educational (curriculum enhancing) and character building experiences. An in - depth Personal Development Programme in school covers a wide range of topics and skills, including a Careers provision throughout all 5 years of the school, a reading programme to improve verbal fluency and close literacy gaps and a personal development programme created to improve cultural and societal understanding. 96% of learners access Post-16 provision and are therefore not NEET. Applications are realistic yet ambitious. Personalised interviews with all Y11 students

to those students will have an impact on engagement and overall achievement.	and support with completing applications where needed. Thorough post-16 programme of assemblies for all students to access from all providers in our area.
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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: £193,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching and learning focusing on the Five Pillars methodology using evidenced based practice from John Hattie's research on effect sizes. Active monitoring in lessons is a focus across the whole school, any book scrutiny carried out must be representative of PP cohort in school and checked accordingly Each classroom within school has now had an advanced whiteboard screen put in place to ensure all staff and students have access to the best quality equipment for teaching	Clear structures enable learners to understand what they are learning and why. EEF Mastery Learning EEF Metacognition and self-regulation	2 and 3
Regular learning walks with constructive feedback to ensure high standards. Strategic School Improvement Partner support.	Learning walks support whole-school improvement, and/or provides evidence for a school improvement plan. The Key Planning learning walks to to support and develop	2 and 3

Employment of Literacy HLTAs specialised to support the different elements of the curriculum, including a significant focus on phonics. To provide interventions across year groups throughout the academic year. Employment of a member of staff to teach part literacy and part ELSA to support and develop our disengaged and disadvantaged students Employment of specialist SEN teacher in the ARP provision to work with small group of vulnerable students	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact EEF TA interventions Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Phonics EEF Lexia	2 and 3
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Reciprocal reading and explicit teaching of Tier 2 vocabulary. Outwood Reads will be run for all Y7-9 students weekly to improve verbal fluency and vocabulary. Delivered by individual PD mentors Variety of reading interventions for disadvantaged & disengaged students will be identified and planned throughout the academic year.	EEF Read Write Inc. Phonics and Fresh Start EEF Reciprocal Reading - evidence of impact - further studies underway Teaching students to have a rich vocabulary, including tier 2, supports access to the curriculum. EEF Vocabulary	
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Use of Classcharts, Edukey and oCloud to aid teacher knowledge of student needs. Weekly Inclusion meetings to ensure updated information on vulnerable students will be developed and shared with staff	Edukey is an online provision mapping tool which allows us to record, in one place, the special 'additional to and different from' provision, as described in the SEND Code of Practice, that is made for the children and young people in your setting. Allowing the appropriate interventions to take place. https://www.edukey.co.uk/blog/	2 and 3
Weekly CPD for teaching staff High quality coaching to be provided for staff bi-weekly on a range of different strands of teaching pedagogy to improve teaching standards and outcomes for disadvantaged students in school Opportunity to access NPQ-equivalent qualifications to support progression and succession management. Ruth Miskin Fresh Start Phonics training for Reading Leader and cascaded to TAs. Online Flick Training - regular updates for key policies. Strategic School Improvement Partner training for subject specialist input	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between PP and non PP students. EPI The effects of high-quality professional development on teachers and students CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Large, structural changes to the school system, while effective at improving pupil outcomes, incur substantial costs in terms of staff turnover and dissatisfaction. EEF What are the characteristics of effective teacher professional development? A systematic review and meta-analysis	2 and 3

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

Budgeted cost: £61,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tutors in maths, English and science to support students with gaps in knowledge and key skills. Academic Mentoring sessions twice a week with Y10 and Y11 to embed prior learning and additional core teaching time.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF educationendowmentfoundation.org.uk And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 and 3
Introduced small group teaching adopting key elements of KS2 teaching model to support learning and transition of students in years 7 and 8. Increased the number of sets within most year groups, this has allowed smaller teaching groups and more in class interventions to take place and support of closing the PP attainment gap.	Using group theory, Finn et al. (2003) argue that students in small classes are more visible and more likely to engage in learning and social behaviours during class. Conversely, large classes permit students to reduce their visibility. Also, smaller classes encourage participation or interaction as students may receive more support from classmates. Because social and academic interactions are the focal point of higher education, these classroom dynamics are critical to positive learning outcomes (Demaris and Kritsonis, 2008). DfE Class size research report	2 and 3

Accelerated Reader delivered to Y7-9 - one hour per week during English lessons. Reciprocal reading for groups that cannot access independent reading. Literacy classes timetabled for students with low literacy levels	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: EEF Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:	2 and 3
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in Y9 and enhanced literacy input for students in Y7 and Y8. Lexia programme to raise literacy levels. Keyword displays in classrooms LRC used for homework club every night after school supported by the librarian and TAs. The LRC Manager will focus on raising the profile of reading - competitions, prizes, tracking AR and supporting interventions. Outwood Reads programme allows for one reading session per week delivered by PD mentor to improve vocabulary and expose students to a variety of written texts	OUP Why Closing the Word Gap Matters Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF Reading Comprehension Strategies EEF Phonics EEF Lexia EEF Read Write Inc. Phonics and Fresh Start EEF Reciprocal Reading - evidence of impact - further studies underway EEF Vocabulary	
Designated members of staff appointed to DEEPs roles to drive the raising of literacy across the academy with a focus on reading. Embedding reading approaches and strategies into the tutor programme. Literacy RAG runs weekly to discuss interventions and progress of individual students with qualified staff	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation ↓ EEF	2 and 3

Y11 academic enrichment - one hour per day after school on Monday, Wednesday, Thursday and Friday each week delivered by subject specialist teachers. Enrichment activities are available to students in all year groups after school four days per week to support the delivery of a rounded, culturally rich curriculum.	There is a strong evidence base for the provision of a curriculum beyond the academic, including the benefit of access to wider arts and physical activities. EEF Life skills and enrichment	3
A range of software purchased to support students with 'out of lesson' learning e.g. Sparx, GCSE Pod, Accelerated Reader. New digital screens purchased for each classroom in the school to ensure that all staff have access to the most updated technology to aid the teaching and learning of all students, including disadvantaged, vulnerable and disengaged.	EEF Using Digital Technology to Improve Learning	3

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

Budgeted cost: £326,727

Activity	Evidence that supports this approach	Challenge number(s)) addressed
<i>Attendance team</i> Increased capacity to make home visits, support families and pursue ACCs for persistent absentees. Appointment of a senior leader with attendance as a key strategic priority. Raise the profile of attendance through rewards schemes, parental engagement, promotion through social media and PD Mentor/SLT mentoring. Attendance discussion weekly in PD time - recorded in student planners and on signage around the academy.	Attendance interventions are delivered to students and/or parents. New knowledge/support/ skills. Short term outcomes - behaviour change of the student (increased attendance at school/reduced absenteeism). Long term outcomes/ impact - improved attainment and improved social, behavioural and youth justice outcomes. DFE - Working together to improve school attendance EEF Evidence brief on improving attendance and support for disadvantaged pupils	1, 4 and 5
<i>Mental wellbeing</i> Additional capacity to support mental health and raise the profile within school. Personal Development Programme and whole school activities to get students to gain a wider understanding.	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Which in turn will enhance the attainment of our students and the progress they make on their secondary journey. Children and Young People's Mental Health Coalition - Promoting children and young people's mental health and wellbeing	4 and 6

<i>Pastoral team</i> Learning Managers and SLT links are allocated to each year group. Their role is to track and effectively intervene in all pastoral and progress areas. They work	DfE Promoting and Supporting Mental Health and wellbeing in Schools and colleges Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at	1, 3, 4, 5 and 6
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with the attendance team to improve attendance and the SLT and Inclusions teams to challenge underachievement and support changes in behaviour. They are instrumental in supporting students with SEMH and communicate with parents/carers daily with regards to student welfare. Capacity to support our students who are struggling to access the mainstream curriculum and lessons, through our Personal Development team.	reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. EEF Behaviour interventions British Educational Research Association - the evidence of the impact of pastoral care.	
<i>Inclusion provisions</i> Provisions delivered within the Transporter and Infinity rooms are designed to support students who experience issues with attendance or disengagement. Staff work with vulnerable students on an individual basis to reintegrate them back into mainstream lessons on a full time basis. Educational Psychologist to support the identification of specific needs.	DfE Promoting and Supporting Mental Health and wellbeing in Schools and colleges	1, 4 and 6

<i>Pastoral support officer</i> To support the work of learning managers with day to day tasks. They work with the attendance team to improve attendance, support with home visits and attainment in school.	Pastoral care: a whole school approach to creating the ethos of wellbeing that culminates in better engagement and improves academic achievement of learners. British Educational Research Association - the evidence of the impact of pastoral care.	1, 4 and 5
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<i>Onsite independent careers advisor</i> Progress Careers support our students to make informed choices about their next steps. With a priority list of students including PP. Holding interviews with individuals to allow them to discuss options for post 16.	Offering careers guidance can not only help pupils make more informed decisions, it can inspire them to achieve new goals. With more developed career-planning skills, pupils are inevitably more confident about making their post-16 choices, with a firm understanding of the requirements needed to pursue certain courses. Benefits of Career Advice	6

Total budgeted cost: £581,847

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - September 2025

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1 Attendance is below national average

Whole school attendance has improved in the year 2024-25 compared to the previous academic year. The school attendance figure for the year was 87.1%, an improvement on the previous year, although this is below the national average. The PP attendance was 83.1%, again below the national average but still an improvement on previous years. The challenge remains to continue to improve the whole school and PP attendance across the school, to bring it in line with the national average.

2 Reading ages for many are below chronological age

In addition to raising the profile of reading within the academy through the employment of a highly dedicated and efficient librarian, we use curriculum time with English teachers and the Accelerated Reading programme to support all students to improve their reading ages. The new PD programme involves 30 minutes of reading for all Y7-9 students within their mentor group each week also.

Interventions

	Impact - All		Impact - Disadvantaged	
	Number	Ratio gain	Number	Ratio gain
1:1 Reading intervention	4	2.63	2	4.87
FLASH!	14	2.04	7	0.40
Lexia Power Up	23	1.28	12	1.35
Literacy and Lexia	0	-	0	-
Literacy, Lexia and Rapid Plus	10	0.26	7	0.40
Miskin	82	0.24	57	0.70
Miskin and Lexia	0	-	0	-
Rapid Plus	166	0.86	107	0.69
Reading Buddies	7	0.52	5	-0.13

A ratio gain of 1 suggests that students are keeping up with or exceeding the expected gain for the time elapsed between tests.

The table above demonstrates that last year out of the 107 PP students on RapidPlus (largest intervention for PP) the ratio gain was below 1 indicating that they had made less than expected progress. Out of the interventions in place only 2 had a significantly positive impact on PP students suggesting this is an area for improvement in this plan.

The Learning Resource Centre has received investment so that it is a welcoming and resource rich environment that students can access during social times and after school for reading and homework clubs. This is made available for all students including PP students.

3 Progress for students in core and EBacc subjects is below national benchmark

A carefully constructed programme of strategies to develop the quality of teaching and learning - a three year plan - has resulted in a narrowing of the disadvantaged gap. The introduction of academic tutor groups, coupled with highly focused small group interventions, and well attended after school enrichments has enabled us to reduce the gap between the outcomes of PP students and non-PP students as shown in the following table.

	2023-24	2024-25	PP gap reduction from 23-24 to 24-25
	PP vs non PP	PP vs non PP	
Attainment 8	-13.07	-8.66	44%
Maths 4+	-23.3	-19.6	16%
Maths 5+	-19.5	-6.3	77%
English 4+	-22.5	-12.4	45%
English 5+	-23.9	-12.4	48%

4 Suspensions and consequences are high, impacting on learning of a minority

Our determination to reduce fixed term suspensions to improve attendance, and maximise teaching time for all students is demonstrated by a range of strategies and their impact: the deployment of Learning Managers, dedicated inclusion meetings and the use of our Hub where students received bespoke interventions.

This has had a remarkable impact on the reduction of suspensions within school over the course of the year for all students, including a significant reduction in PP students. There was a 47% drop in the number of episodes of PP students being suspended from school, although this does fall below the 56% drop for all students so there is still work to be done in reducing the gap.

5 Parental engagement for key students needs to improve

Parental voice response remains low across the school, which includes the parents of PP students. The average response is below 50% for surveys that are sent out by school. This is an area which needs further attention in order to be classed as improved.

6. Availability of extra curricular activities has increased across the year

The number of academic visitors and educational trips increased dramatically throughout the year with all departments being set a target of at least two each academic year. There were over 55 trips made out of school in 24-25 with PP students being given access to those and support financially under certain circumstances. The increase in availability has had an overwhelmingly positive effect on students, and a recent student voice with PP students across year groups found 100% of them were happy with the increase and agreed that they were being advertised to all students in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE Pod	
Sparx	
MIND Counsellor	
StepLab	