Pupil premium strategy statement – Kenton School

School overview

Detail	Data
Number of pupils in school (Y7-11)	1306
Proportion (%) of pupil premium eligible pupils	66.5% of Y7-11
Academic years that our current pupil premium strategy plan covers	20024/25 through to 2026/27
Date this statement was published	23rd November 2026
Date on which it will be reviewed	1st October 2027
Statement authorised by	Noel Stoddart
Pupil premium lead	Sarah Rice
Governor / Trustee lead	Kevin McDermid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,029,600
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£1,029,600

Part A: Pupil premium strategy plan

Statement of intent

Everyone at Kenton School – staff, governors, parents and volunteers – is actively involved in supporting learning and removing barriers to success; we are wholly committed to developing young people who have high aspirations and who excel academically and socially, irrespective of background or other potentially limiting factors.

Year on year we have an increased proportion of students joining the school from disadvantaged backgrounds and as a result we have over twice the national average of students in receipt of pupil premium from years 7-11.

Our aim is to identify and implement strategies that help to raise aspirations, increase social-mobility and reduce the attainment gap between the most and least disadvantaged pupils. Secure foundations in literacy and numeracy amongst our students is pivotal for their success both academically and in adulthood. Our disadvantaged students require the most support in these key areas.

Whilst the barriers and challenges our disadvantaged students face are varied and complex, we have identified several barriers that we believe are particularly relevant to our disadvantaged students in our context. The key barriers we identified are listed below in the "Challenges" section.

In developing a plan for how to use our Pupil Premium Grant, we draw upon a number of sources, including the following:

- Sutton Trust report: "School Funding and Pupil Premium 2022"
- Education Endowment Foundation Teaching and Learning Toolkit
- Education Endowment Foundation: Metacognition and Self-regulated Learning Report, 2021
- The Literacy Trust report: Children and young people's reading engagement in 2022, September 2022
- EPI: Covid-19 and disadvantage gaps in England 2020, February 2022
- Sharples, J. Slavin, R. Chambers, B. and Sharp, C. (2011) Effective classroom strategies for closing the gap in education achievement for children and young people living in poverty, including white working-class boys
- INSIGHT 13: Schools, attainment and the role of higher education, April 2022

The evidence is clear that consistent exposure to high quality teaching will have the biggest impact on our students, especially so for disadvantaged students. Understanding too that the majority of our students are eligible for Pupil Premium funding, it is appropriate that the majority of our funding is spent on ensuring that our students have that high quality experience.

- Our primary focus is on embedding our GREAT teaching model.
- Further improving the attendance of disadvantaged pupils will mean they are exposed to the high quality teaching we will provide.
- Evidence based literacy interventions: phonics, comprehension strategies, vocabulary and reading programmes will rapidly increase the reading age of learners identified as being below national norms so that they can fully access the taught curriculum.
- Numeracy interventions during Y7 pastoral time and within KS4 intervention forms alongside carefully planned Connect activities in maths, will consolidate declarative

knowledge and develop learner confidence in maths and other subjects as well as support adult wellbeing.
- Small group or individual interventions will close gaps in knowledge where they are identified, perhaps due to lost prior learning.
- Emotional and pastoral support will help students arrive to lessons with the mental wellbeing, resilience and tools to allow them to be engaged learners.
- Opportunities to broaden cultural capital and consider career choices will raise aspirations and improve students' attitudes to learning.

We are aware that our disadvantaged pupils will face different difficulties throughout their time with us. Whilst this document outlines the main challenges they may face and our plans to address them, we remain adaptable and responsive when meeting individual needs.

Challenges

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

Challenge number	Detail of challenge
1	**Low reading age and literacy attainment at the start of KS3** The average reading age of incoming KS3 pupils in 2024 was low, especially among those from disadvantaged backgrounds. Early baseline tests have found that the average Year 7 Pupil Premium student has a reading age 2 years below the level of the non-disadvantaged students in that year group. On average, boys are 8 months behind girls in reading age. 'Studies show that educational disruption in relation to the pandemic had a particularly detrimental effect on children from lower-income homes. At the same time, the government has set ambitious targets for increasing the percentage of children leaving primary schools reading at the level expected of their age. Taken together with the findings above, it is clear that efforts to encourage reading and support reading enjoyment in all children, but especially boys and those receiving FSMs, must be redoubled.' Literacy Trust, September 2022. We know that nationally, the gap between disadvantaged and non-disadvantaged students at KS2 has grown since Covid.
2	**Students have gaps in numeracy and foundational maths knowledge** A significant proportion of students enter the school with gaps in declarative knowledge in maths or numeracy weaknesses which they carry through their school career and which impacts on their KS4 achievement. Nationally, the disadvantage gap is largest in the maths element of KS2 testing. A proactive approach to helping children to acquire everyday language used to describe quantity, shape and time would also benefit disadvantaged pupils, who are more likely to misunderstand instruction and activities. (DfE, 2021)
3	**Attendance of disadvantaged pupils is lower than non-disadvantaged**

	In 2023/24 attendance for Key Stage 3 disadvantaged pupils was 84.26% compared to 93.09% for non-disadvantaged. The figures for KS4 were 77.62% and 90.51% Persistent absenteeism for that year was 48.50% for disadvantaged students and 21.35% for non-disadvantaged. Students need to attend school to be safe and engaged with high quality teaching.
4	**Fewer opportunities to develop cultural capital & real world experiences** Disadvantaged students often have fewer opportunities to engage in cultural experiences outside of school. The proportion of disadvantaged students taking part in extra-curricular opportunities is lower when compared to their peers. As a result, our students do not have opportunities to build their confidence and social skills and our experience suggests these students are also less likely to engage with school, achieve their potential academically and go to university.
5	**Disadvantaged students are more likely to engage in negative learning behaviours** The proportion of disadvantaged students being issued a C4, C5 or suspension, is greater than the proportion of non-disadvantaged students being awarded these sanctions that result in time out of lessons. This may reflect a lower value being placed on the importance of education.
6	**Mental health challenges** The school serves a community in which there is a high level of need and deprivation. The Covid pandemic further compounded some of the challenges these families face and some years later these increased challenges remain. We have found that our disadvantaged pupils have increased anxiety levels and are more liable to need further support with their emotional health. Due to the markedly increased levels of socioeconomically disadvantaged Pupil Premium students attending, referral for pastoral support has increased in recent times.
7	**Disadvantaged students achieve lower levels of attainment than non-disadvantaged students** In 2024 the proportion of disadvantaged students achieving grade 4 in English and Maths was 32.9% compared to 49.0% of All students. Figures for grade 5 were 18.5% and 29.2% respectively Progress of disadvantaged and All students in English was -1.11 and -0.77, and in maths -1.05 and -0.69. Respective Attainment 8 figures were 30.7 for PP and 37.0 for All.

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.

Challenge number	Intended outcome	Success criteria
1	Improved percentage of pupils reading at their chronological age and able to access age-appropriate texts.	Lexonic data will show that those students who have received intervention will have a reduced gap between reading age and chronological age. No students will start Year 8 under the functional reading age of 9.5 years. Students will be able to access age-appropriate texts in lessons.
2	Improved Numeracy Skills	Students will have rapid recall of the times tables to 12x12. Students will have confident recall of declarative knowledge required of the Key Stage 2 National Curriculum in relation to number and geometry. Increase in attainment and progress figures in GCSE Maths.
3	Improved Attendance	There will be no gap between the attendance of disadvantaged and non-disadvantaged students. There will be no gap between persistent absence of disadvantaged and non-disadvantaged students. The attendance for all students will be 95% or higher.
4	Increased Cultural capital	All students will take part in at least one school trip each academic year. All students will have visited a University for the day by the end of Year 10. The proportion of disadvantaged students attending after school enrichment sessions will be the same or greater than the proportion of non-disadvantaged students attending. The proportion of disadvantaged students engaging in after school enrichment will increase.
5	Positive Learning behaviours	The proportion of disadvantaged students receiving a C4, C5 or suspension will not be larger than for non-disadvantaged students. The proportion of disadvantaged students receiving a C4, C5 or suspension will fall.
6	Mental Health improvements	Attendance of disadvantaged students with mental health challenges will increase. Pastoral Leaders can provide examples of support and intervention having a positive impact on disadvantaged students' wellbeing.

7	Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in English and maths.	Attainment of disadvantaged students in GCSE English and maths is in line with, or higher than, figures for all students nationally. Attainment 8 figures will rise and Progress 8 will be positive for disadvantaged students. The proportion of disadvantaged students joining the Trust Sixth Form after Year 11 will increase. 100% of disadvantaged students will be in education or employment after Year 11.

Activity in this academic year – 2026/27

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £514,800

Activity	Details and evidence that supports this approach	Challenge number(s) addressed
Develop all teachers through a programme of instructional coaching with additional layers of support where required	Continue to utilise the expertise of the Trust Director for Teaching and Learning and the newly appointed Director of EBACC to develop newly qualified teachers and those in need of support. Utilise an evidence based model of teacher development - Embedding Formative Assessment - subsidised programme | EEF Case study evidence of instructional coaching impact - Steplab Case Studies When discussing curriculum implementation, CPD time is given for teachers to discuss and develop strand 1 (Understanding the content) and strand 4 (Activating hard thinking) of the Evidence Based Education Great Teaching Toolkit.	1, 2, 4, 5, 7
Quality-first teaching and recruitment of highly qualified staff	Our GREAT teaching model and NLT learning cycle are based around accepted best practice and established teaching principles. We activate prior knowledge in Connect before carefully designed guided practice in Learn. Students apply strategies in Apply before having an opportunity for structured reflection in Reflection.	1, 2, 3, 5, 7

	Modelling pedagogy is embedded into CPD training as an adapative teaching strategy to scaffold for pupils. EEF blog: Supporting self-knowledge through modelling | EEF The EEF describes these strategies as part of their meta cognition and self-regulation guidance. The EEF evidence suggests that this can accelerate student progress by +7 months. Incorporating these strategies into our teaching practice allows our disadvantaged pupils to improve and "learn how to learn", which is a skill they can take to their future education.	
Leadership development opportunities	Leadership opportunities have been developed to enable staff with proven track records for supporting all pupils, to extend their sphere of influence beyond their department to support our targets for disadvantaged pupils. This supports us in retaining the most impactful teachers. Develop existing school leaders through the Living Leaders programme.	4, 7
Explicit teaching of context-specific Tier 3 vocabulary which is clearly defined and progressively mapped in the SoL of all subjects.	Low levels of vocabulary are associated with lower self-esteem, negative impacts on behaviour, poorer academic outcomes in all subjects, and greater difficulty in getting work after school. We have adopted a morphology based approach to teaching vocabulary which allows students to learn new words identified in SoL, as well as building strategies for establishing the meaning of other new words they encounter.	1, 7
PLP programme facilitates opportunities for subject teams to discuss the implementation of the planned curriculum	CPD time is given for teachers to discuss and develop strand 1 (Understanding the content) and strand 4 (Activating hard thinking) of the Evidence Based Education Great Teaching Toolkit. Weekly CPD is evidence based designed around building knowledge, motivating staff, developing bespoke teaching techniques and embedded practice as outlined in recommendation 1 and 2 of EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2, 4, 5, 7
Pupil Progress Tool will be used to facilitate QLA	Question Level Analysis has been used well by some departments and has contributed to improved academic outcomes for all students. Licensing Pupil Progress will support all departments to do this.	5,7

	Question Level Analysis allows teachers to adapt future teaching according to the strengths and weaknesses of their class. QLAs will allow middle leaders to identify strengths and weaknesses in curriculum planning and/or delivery and refine SoLs or plan support accordingly. QLAs for individual students will increase the effectiveness of 1:1 and small group interventions. Students will receive individualised reports detailing strengths, weaknesses and next steps. Feeback +6 months (EEF)	
Teachers will model effective reading strategies	Teachers will use visualisers and a ruler to model effective reading strategies to their class. Reading comprehension strategies +7 months (EEF)	1,3,4,5,7
Engage with and implement guidance on SEND pupil learning plans	Over two thirds of our SEND students are also in receipt of Pupil Premium funding. Teachers will put in place actions to support progress in the classroom, recognising that learners are individuals with individual needs, whilst also acknowledging that these students may be doubly disadvantaged.	1, 2, 3, 5, 6, 7
Accelerate classes in Year 7 and 8	In years 7 and 8 small teaching groups are provided for some of our most vulnerable and lower achieving pupils. This intervention aims to support our more vulnerable students to make the adjustment socially from primary and provides them with the opportunity to have a more bespoke experience where scaffolding and support is in place to allow them to access the school curriculum. The group is supported by learning support assistants. Reducing class sizes +2 months (EEF) Teaching Assistant interventions +4 months (EEF)	1, 2, 3, 4, 5, 6, 7
Speech and language and processing	All Year 7 students will complete a speech and language screener. Those with identified processing difficulties will complete interventions. Work with a SALT will support staff development to ensure classroom instructions are sufficiently appropriate to upskill teachers in this area. This will improve students processing as well as social and communication needs. EEF | Teaching social communication skills EEF | Teaching and modelling language	1,3,4,5,7

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

Budgeted cost: £257,400

Activity	Details and evidence that supports this approach	Challenge number(s) addressed
Targeted reading intervention programmes.	A combination of Lexonik LEAP, Lexonik Advanced and Lexia is be used to develop reading skills in those identified as requiring intervention. Reading comprehension strategies +7 months (EEF) 1,3,4,5,7	1, 3, 5, 7
Targeted speech and language interventions	Use of language link to improve social and communication interactions EEF | Teaching social communication skills EEF | Teaching and modelling language	1, 3, 5, 7
Employ 1:1 tutors to work with individuals	Short term interventions to address gaps identified in question level analysis of assessments in English, maths and science at both KS3 and KS4 One to one tuition +6 months (EEF)	7
Year 11 after school, weekend and holiday Academic Enrichment sessions	Teachers run exam preparation sessions for Year 11 students based on question level analysis of mocks, and examiners reports. Students report greater confidence and achieve higher outcomes if they attend these.	7
Adapt the Review of Student Progress (ROSP) process	Students judged not to be making expected progress as part of the ROSP process are given a classroom-based intervention by their teacher. PP students will be prioritised when making the interventions classed as most impactful in the EEF Teacher Toolkit.	1,3,5,7
EAL language exams	Make home language exam entries in Year 10 for those students for whom English is an Additional Language. This provides these students with an opportunity for exam success	7

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

Budgeted cost: £257,400

Activity	Details and evidence that supports this approach	Challenge number(s) addressed
Employment of family support workers	Family liaison officers have had impact working with families of students with low attendance. They have been identified as being a key factor in our improving attendance figures and have been key in ensuring students complete appropriate work if they are physically unable to attend. They will continue to be a key part of our wider strategies.	3, 6, 7
Reset	A specialist provision focusing on restorative interventions to ensure suspensions, particularly that of disadvantaged students, are kept to a minimum.	3,5,6,7
Bridge	A specialist provision based on therapeutic interventions for anxious students to minimise absence and limit lost learning. In 2024/25 76% of the students accessing this provision qualified for PP funding.	3,6,7
PLC	A specialist and bespoke academic intervention in which students can receive pastoral and	
Haven	Following a successful trial in the later part of 2024/25 using a building in the local community, Haven has moved to a larger scale building on the grounds of Kenton School. Students who have historically been non-attenders, primarily for mental health reasons, access Haven as a stepping stone back to mainstream education. In Haven they access work set by teachers in the school, supported by a Haven Manager and other professionals, and build from shorter to full school days whilst also increasing contact with the main school.	3, 6, 7
Aspire	Aspire is the Northern Leaders Trust's internal alternative provision. It has had great successes engaging students who were at risk of permanent exclusion. Students access a curriculum as broad as the offer in our schools and benefit from additional behaviour interventions and trips aimed at securing their next steps in education or employment. Their academic progress is monitored closely by the schools to which they belong. Behaviour interventions + 4 months (EEF)	5, 6, 7

Tackling PP persistent absence	The PP students are the focus for first day response calls home each day, the PP students also make up the bulk of the SLT challenge 90 cohort each week. We have made use of patterns of analysis for absences to ensure that PP students receive home contact to prevent absences taking place.	
Pastoral care and signposting of mental health support	Pastoral Year Leaders have seen an increasing focus on mental health in school, as Pupil Premium students in particular have found the lasting effects of the pandemic particularly challenging to adapt to, due in part to home circumstances and wider societal issues and changes in routine. Pastoral leaders work closely with their year groups allowing them to spot signs that pupils are struggling. Wider staff also make referrals for pupils they have concerns about and many pupils self-refer. Pastoral staff then offer the most appropriate support, whether that is in-house, utilising the school nursing team or signposting to outside agencies. Social and emotional learning +4 months (EEF)	3, 5, 6, 7
Pastoral care – signposting pupils and their families to appropriate external support	Weekly Inclusion meetings take place with a key focus on each year group. The pastoral team attend the meeting with SEND and attendance. During the meeting, pupils with varying vulnerabilities, particularly those qualifying for PP funding. and protected characteristics are discussed; to ensure the school is signposting the pupils and their families to the most relevant and appropriate support. This could range from Children's Social Care to wellbeing/counselling support, Young Carers, NTAR and the Violence Reduction Unit (VRU). The school has also used some funding to commission some specific intervention through a private Educational Psychologist.	3,5,6,7
Kenton CORE and after-school enrichment opportunities	Kenton Core involves students selecting activities they which to take part in for the final 35 minutes of three school days of the week. There are 29 different activities available and these change three times during the academic year. Sports, arts, music and drama are all strongly represented. This is a chance for students to try something new or to take part in something they are already familiar with but don't get the opportunity to take part in outside of school. Kenton CORE encourages a sense of belonging amongst our student community. We also allocate funding to enable Pupil Premium students to access a range of enrichment activities and after school clubs. The support of academic trips and visits is important for Pupil Premium students as it allows them to succeed in all subject areas, helps to improve cultural capital by allowing	3, 4, 5, 6, 7

	them to access opportunities that they may otherwise not be able to participate in and helps to promote and encourage academic achievement and school attendance. Arts participation | EEF Physical activity | EEF	
Next steps guidance and experiences	Funding is allocated to allow pupils access to a range of work places and education providers as part of our comprehensive CEIAG programme. Pupils in receipt of the pupil premium are less likely to have access to a network of employers through family connections, which could limit their aspirations and narrow their job and career awareness. One to one interviews allow pupils to access expert support with future career and education decisions. The Risk of NEET Indicator (RONI) will continue to be used to identify those disadvantaged students in need of priority interviews. Critical Role of career guidance in Preventing NEET young people	4, 5, 7
Educating parents on how to support students	In addition to our annual parents evenings, we will organise events dedicated to educating parents on how they can support their students with reading, maths and exam revision. Parental engagement +4 months (EEF)	7
Online and physical learning resources	We make lessons available online so students can access them to revisit after a lesson or to keep up with their class if unavoidably absent. We have invested in a number of online learning platforms to support students in different subjects, such as Sparx maths, GCSE Pod, Language Nut and now Sparx Science. Students in Key Stages 4 and 5 have also been provided with revision guides from departments to increase engagement at home, boost exam skills and improve attainment.	1, 2, 7
Free peripatetic music lessons	Pupil Premium students wanting to learn a musical instrument are supported with free 1:1 or small group music lessons. Arts participation | EEF +3 months	3,4,5,7
Hardship interventions	Pupil Premium students can access free stationery without stigma, through their form tutors and teachers. This allows them to fully engage in all lessons and reduce pastoral and behavioural issues. Uniform is provided for those families who are struggling financially and we encourage our Year 11 leavers to donate their preloved uniforms. Reducing Stigma Associated with Growing Up Poor: How to Create a More Equitable Future for Working Class Adolescents	3, 4, 5, 6, 7

Total budgeted cost: £1,029,600

Part B: Review of the previous academic year (2025/26)

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Challenge number	Intended outcome	Success criteria	Review
7	Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in English and maths.	Attainment of disadvantaged students in GCSE English and maths is in line with, or higher than, figures for all students nationally. Attainment 8 figures will rise and Progress 8 will be positive for disadvantaged students. The proportion of disadvantaged students joining the Trust Sixth Form after Year 11 will increase. 100% of disadvantaged students will be in education or employment after Year 11.	The proportion of disadvantaged students achieving a Grade 5 in English has risen year-on-year from 32.9% in 2023/24 to 41.3% in 2025/26. The disadvantage gap continues to narrow. The proportion of disadvantaged students achieving a 5 in maths has risen from 23.1% to 42.3%. This is Above the national average for disadvantaged students and the disadvantage gap continues to narrow. **The proportion of disadvantaged students achieving a 5 in both English and maths rose from 18.5% to 32.1%. This is Above the national average for disadvantaged students and the disadvantage gap continues to narrow.** The proportion of disadvantaged students achieving a Grade 4 in English rose from 44.5% in 2023/24 to 59.7% in 2025/26. This figure has overtaken that for national and the disadvantage gap continues to narrow. The proportion of disadvantaged students achieving a 4 in maths has risen from 38.7% to 54.1%. This has overtaken the national average for disadvantaged

			students and the disadvantage gap continues to narrow. **The proportion of disadvantaged students achieving a 4 in both English and maths rose from 32.9% to 46.9%. This is Above the national average for disadvantaged students and the disadvantage gap continues to narrow.** There was no Progress 8 figure for students in 2024/25 or 2025/26; in 2023/24 it was -1.20 for disadvantaged students. Over the course of this plan, **Attainment 8 for disadvantaged students has risen from 30.7 to 36.5 and has overtaken the national disadvantage figure.** 96% of disadvantaged students went on to be in Education, Employment or Training after finishing Year 11 in in 2023/24. The provisional figure for 2024/25's Year 11 is 90.4%, and 96.5% for 2025/26. All of these figures are above national averages.
1	Improved percentage of pupils reading at their chronological age and able to access age-appropriate texts.	Lexonic data will show that those students who have received intervention will have a reduced gap between reading age and chronological age. No students will start Year 8 under the functional reading age of 9.5 years. Students will be able to access age-appropriate texts in lessons.	In 2025/26 the number of Y7 students with a below functional reading age decreased from 42.4% to 30% In 2025/26 the number of Y8 students with a below functional reading age decreased from 25.7% to 15% By the end of 2025/26 72% of KS3 students had an above chronological reading age. This is an improvement of 21%.

2	Improved numeracy skills	Students will have rapid recall of the times tables to 12x12 and other basic numeracy calculations. Students will have confident recall of declarative knowledge required of the Key Stage 2 National Curriculum in relation to number and geometry. Increase in attainment and progress figures in GCSE Maths.	The proportion of disadvantaged students achieving a 5 in maths has risen from 23.1% to 42.3%. This is Above the national average for disadvantaged students and the disadvantage gap continues to narrow. The proportion of disadvantaged students achieving a 4 in maths has risen from 38.7% to 54.1%. This has overtaken the national average for disadvantaged students and the disadvantage gap continues to narrow. Maths A8 has risen from 6.2 to 7.3 and overtaken national average. ROSP documents show an increase in KS3 numeracy ability. Schemes of learning and books show that times tables and maths foundations are constantly revisited.
3	Improved attendance	There will be no gap between the attendance of disadvantaged and non-disadvantaged students. There will be no gap between persistent absence of disadvantaged and non-disadvantaged students. The attendance for all students will be 95% or higher.	Attendance of DA students improved from 83.3% to 85.4% from 2024/25 to 2025/26 PA decreased from 45.9% to 39.7% for this group in the same time period.
4	Increased cultural capital	All students will take part in at least one school trip each academic year. All students will have visited a University for the day by the end of Year 10.	48% of disadvantaged students took part in after-school enrichment sessions in 2025/26. This was up from 26% in 2024/25. 52% of non-disadvantaged students attended enrichment in 2025/26.

		The proportion of disadvantaged students attending after school enrichment sessions will be the same or greater than the proportion of non-disadvantaged students attending. The proportion of disadvantaged students engaging in after school enrichment will increase.	65% of students in Years 7-10 took part in at least one educational visit in 2025/26. All students in Year 10 had the opportunity to attend the My Futures Careers Fair.
5	Improved learning behaviours	The proportion of disadvantaged students receiving a C4, C5 or suspension will not be larger than for non-disadvantaged students. The proportion of disadvantaged students receiving a C4, C5 or suspension will fall.	We have achieved a 10% decrease in the number of lesson removals. The internal data shows a sharp reduction year on year. Although more work is still needed to reduce the gap between Disadvantaged and Non Disadvantaged students. Disadvantaged students have fallen by 16% Some intense focus on reintegration meetings and a variety of intervention packages delivered by pastoral staff is seeing a reduction in the number of pupils suspended for both Disadvantaged and Non Disadvantaged. Regular Inclusion Meetings focusing on the support these pupils need are also supporting this reduction. The number of disadvantaged students being suspended has decreased from 16.48% of the disadvantaged cohort in 2024/25 to 10% in 2025/26.
6	Mental Health	Attendance of disadvantaged students with mental health challenges will increase. Pastoral Leaders can provide examples of support and intervention having a positive impact on disadvantaged students' wellbeing.	There were external counselling and EP referrals for 13 disadvantaged children. This improved their attendance by 18% on average