

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This lists our six challenges for improving outcomes for students over our three-year strategy plan. The impact that our pupil premium activity had on students for the academic year 2024-2025 is detailed below.

#### 1. Literacy: reading (comprehension, vocabulary, fluency)

##### Objective:

To improve reading comprehension and literacy skills among disadvantaged students across KS3 and KS4, addressing knowledge and skills gaps and promoting progress to close the attainment gap.

##### Success Criteria:

- Reading interventions are implemented for students reading significantly below age-related expectations.
- Measurable improvements in reading comprehension are evidenced through **Switch on Reading, Hackney interventions, targeted teacher-led strategies, and increased engagement in lessons.**
- KS3 disadvantaged reading groups are established in the library to **enhance access to reading materials and foster a love of reading.**
- Quality Assurance (QA) processes demonstrate that subjects have **embedded literacy strategies** in response to Professional Learning, supporting disadvantaged students effectively.

##### Impact:

- **Reading interventions -**

Yr 7 Hackney – 3 improved – 2 static (5 pupils total)

Improved pupils up to age related levels – 71% increase RA and 2 at 11% increase in RA

Yr 8 Hackney - 2 improved (2 pupils total) - both exceeding or at age related expectations – 88% increase in RA and 11% increase in RA

Yr 9 Hackney - 4 improved (4 pupils total) One below age-related expectation 3 exceeding age-related expectations – 1 increase RA by 7%, 2 increased RA by 31% 1 increased by 2%

Switch On – 4 improved (11% increase in RA) – 2 stayed the same – still under age-related expected level .

Teacher intervention – 2 improved (2 pupils total) 1 increased RA by 7% 1 by 13%.

Reading intervention has been highly successful – RA have improved in 13 out of 15 students 87%

All yr 8 and 9 PP students who were on the RI program are now reading at age-appropriate level

- **Library lessons -**

Targeted groups of PP students not engaging with reading passports in sessions run by HLTA – all students took a book out and completed a reading survey

Run over 3 sessions

- **Carnegie -**

All PP students invited to participate in Carnegie Club and email sent to parents

2 students joined as a result

## 2. Attendance and engagement in lessons

### **Objective:**

To improve attendance and engagement among disadvantaged (Pupil Premium) students, reduce persistent absence, and enhance behaviour and attitudes to learning, ensuring parity with non-disadvantaged peers.

### **Success Criteria:**

- Disadvantaged students achieve attendance rates comparable to or exceeding those of peers.
- Reduction in persistent absence among disadvantaged students to match non-disadvantaged students.
- Evidenced improvements in behaviour and engagement, leading to fewer suspensions or behavioural interventions.

### **Attendance:**

- Pupil Premium (PP) attendance has shown sustained improvement over time. Between 2023/24 and 2024/25, PP attendance increased by 0.3%, and the current

2025/26 year-to-date figure stands at **86.5%**, reducing the gap with the national average from **-3.7% to -1.9%**.

- Strategies contributing to this improvement include: prioritised data reviews, targeted support for vulnerable students, clear FPN protocols, strengthened home–school communication, and positive reinforcement initiatives such as weekly attendance awards.
- **Impact:** Earlier interventions and personalised support have increased engagement and reduced persistent absence, bringing PP attendance closer to parity with peers.

#### Suspensions:

- Number of PP pupils suspended **significantly decreased** from **63 in 2023/24 to 38 in 2024/25**.
- **Impact:** This reduction of **25 suspensions** demonstrates the effectiveness of behaviour-focused interventions and indicates a clear positive trajectory in reducing behaviour-related exclusions among disadvantaged students.

#### Behaviour Points:

- Across C3, C4, and in-lesson incidents, the proportion of points attributed to PP students has **declined** in all three categories.

C3, C4 and In Lesson Incident points are our key indicators of student behaviour within lessons. The tables below compare trends for disadvantaged pupils (DP) and non-disadvantaged pupils (non DP).

<b>2024-2025</b>	<b>Total</b>	<b>Non DP</b>	<b>DP</b>	<b>DP Percentage:</b>
C3	2056	1398	658	32%
C4	729	412	317	43%
In Lesson Incidents	1127	657	470	42%

<b>2023-2024</b>	<b>Total</b>	<b>Non DP</b>	<b>DP</b>	<b>DP Percentage</b>
C3	1275	835	440	35%
C4	517	248	259	50%
In Lesson Incidents	1313	583	730	56%

- **Impact:** Although PP pupils still receive a disproportionate number of behaviour points, the proportion has **decreased across all indicators**, reflecting progress towards parity with non-PP peers. This improvement is supported by the **significant reduction in suspensions**, demonstrating that behaviour interventions are having a measurable positive effect.

#### **Overall Impact:**

- A coordinated approach of early identification, personalised support, and consistent reinforcement has resulted in **measurable improvements in attendance, behaviour, and engagement** for PP students.
- Moving forward, the focus will remain on **sustaining these gains** and further reducing behaviour points and suspensions to ensure continued progress towards parity with non-disadvantaged peers.

### **3. Metacognition: resilience in learning**

#### **Objective:**

To enhance metacognitive and self-regulatory skills among disadvantaged pupils across all subjects, enabling them to take ownership of their learning and succeed in the classroom.

#### **Success Criteria:**

- Teacher reports and classroom observations indicate that disadvantaged pupils are increasingly able to plan, monitor, and evaluate their own learning.
- Homework completion rates and independent study habits show measurable improvement.
- Disadvantaged students actively participate in lessons, building confidence and promoting self-directed learning.

#### **Actions and Impact**

- **Adaptive Teaching:** Lessons are tailored to the individual needs, prior knowledge, and learning profiles of disadvantaged pupils, enabling them to engage effectively and take ownership of their learning.
- **Differentiated Scaffolding:** Teachers provide step-by-step guidance, targeted questioning, and appropriately challenging tasks, helping pupils reflect on their thinking and develop effective learning strategies.

- **Explicit Metacognitive Instruction:** Pupils are guided in planning, monitoring, and evaluating their learning using goal-setting, self-assessment checklists, and structured reflection activities.
- **Prioritised Classroom Engagement:** Disadvantaged pupils are actively involved in questioning, discussion, and collaborative learning opportunities, fostering confidence and independent study habits.
- **Formative Assessment:** Continuous assessment allows teachers to address misconceptions promptly and support pupils in regulating their own learning effectively.
- **Homework and Independent Study Support:** Monitoring completion and providing feedback encourages responsibility, discipline, and self-directed learning.

#### **Impact Achieved:**

- Observations from the Quality Assurance programme show **disadvantaged pupils demonstrating greater metacognitive awareness and self-regulation.**
- **Improved engagement and confidence** in lessons across all subjects.
- **Higher homework completion rates** and more consistent independent study habits.
- Overall, targeted strategies have **strengthened resilience, self-regulation, and ownership of learning**, enabling disadvantaged pupils to make measurable progress and actively monitor their own achievement.

#### **4. Attainment: particularly in English at KS4**

##### **Objective:**

To accelerate the progress of disadvantaged students—particularly boys—in English, ensuring they meet or exceed South Wolds School Targets, narrow the attainment gap with peers, and achieve strong outcomes at KS4.

##### **Success Criteria:**

- Progress 8 scores and key attainment gaps between disadvantaged and non-disadvantaged pupils are reduced compared with 2024 outcomes.
- Knowledge and skills gaps from lost learning are identified through subject improvement plans, enabling targeted adjustments to teaching.
- Disadvantaged students are systematically monitored through progress reviews to ensure timely intervention.
- Improvement in attainment is evidenced through feedback from English catch-up tutors and teacher assessments.

Headline Measure	18/19 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams	25/26 IA
Non PP - Average Total Attainment 8	54.01	56.08	54.72	55.61	56.42	52.8
PP - Average Total Attainment 8	43.4	40.2	37.25	34.57	34.04	36.96
Gap	-10.61	-15.88	-17.47	-21.04	-22.38	-15.84

Disadvantaged						
Headline Measure	23/24 Exam	Gap	24/25 Exam	Gap	25/26 IA	Gap
Students Achieving 9-7 in English and Maths	7.1	-15.6	0	-23.9	0	-11.8
Students Achieving 9-7 in English	7.1	-24.9	8.7	-27.5	4.2	-18
Students Achieving 9-7 in Maths	14.3	-23.2	4.3	-31.2	4.2	-20.8
Students NOT Achieving 9-7 in English or Maths	85.7	32.6	87	34.8	91.7	27.1
Students Achieving 9-7 in English but NOT Maths	0	-9.4	8.7	-3.6	4.2	-6.2
Students Achieving 9-7 in Maths but NOT English	7.1	-7.7	4.3	-7.3	4.2	-9

#### Success Criteria:

- **Progress 8 and attainment gaps are significant and the gap widened in 24/25.**
- **Focused interventions** and monitoring systems ensure that disadvantaged students are identified early and support is put into place.
- **Internal assessments for 25/26** show the gap narrowing across key measures, indicating the plan's interventions are having a measurable, positive effect on pupil outcomes.

#### 5. Parental Engagement

##### Objective:

To increase engagement of parents and carers from disadvantaged families with school events and communications, ensuring they are fully involved in their child's education.

##### Success Criteria:

- Parents and carers from disadvantaged families attend all scheduled parents' evening appointments.
- Evidence of improved two-way communication between school staff and parents/carers.

### **Actions and Impact:**

- **Priority Access to Parents' Evenings:** Pupil Premium families are offered priority booking for parents' evenings, enabling them to discuss progress, interventions, and support strategies with teachers.
- **Class Charts App:** The academy has implemented the Class Charts app, providing real-time updates on attendance, behaviour, and learning. Uptake among parents of disadvantaged pupils is currently **78%**, compared with **83%** for non-disadvantaged families.
- **Targeted Follow-Up:** To close the remaining engagement gap, regular reminder letters are issued, and the pastoral team actively promotes the app during communications with families.

### **Impact Achieved:**

- Disadvantaged parents now have **enhanced opportunities to engage with teachers and school staff**, improving home-school collaboration.
- Uptake of Class Charts demonstrates **high engagement levels**, ensuring parents are informed about their child's progress and can respond proactively to any concerns.
- These initiatives have **strengthened communication**, increased parental involvement in educational planning, and supported student progress.

### **6. Lack of aspiration: opportunities for personal growth**

#### **Objective:**

To support all students in becoming well-rounded, successful individuals by ensuring **equal access to opportunities** and encouraging **high aspirations**, with a particular focus on disadvantaged students.

#### **Success Criteria:**

- 100% of KS4 disadvantaged students attend a careers meeting with a Level 6 careers advisor.
- All Year 9 disadvantaged students receive tailored careers guidance prior to making options choices.
- Gap between NEET (Not in Education, Employment, or Training) figures for disadvantaged students and their peers is reduced.
- Increased applications to sixth form from disadvantaged students.
- Increased participation of disadvantaged students in extra-curricular activities.

- Targeted promotion of cultural experiences to encourage attendance by disadvantaged students.

## Externally provided programmes

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

Programme	Provider
N/A	