

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harrow High School
Number of pupils in school	988
Proportion (%) of pupil premium eligible pupils	30.2%
Academic years covered by current pupil premium strategy plan	2024/25 to 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Gamble (Headteacher)
Pupil premium lead	Judy Ngatia
Governor / Trustee lead	K. Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 300,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 300,000

Part A: Pupil premium strategy plan

Statement of intent

At Harrow High School, we are committed to supporting all learners to achieve their full potential in all areas of school life and believe that progress should not be limited by background or circumstance. National research shows that disadvantaged young people are more likely to make less progress than their peers, and the Pupil Premium provides schools with funding to address these inequalities.

Our approach is informed by research, including the National Foundation for Educational Research's work on effective support for disadvantaged learners, and is underpinned by a strong focus on attendance, engagement and high-quality teaching. We believe that consistently strong teaching across the school, with a clear focus on disadvantaged learners, is the most effective way to secure equitable outcomes, while recognising that some learners will require additional, targeted support.

Pupil Premium funding is therefore used to support both whole-school approaches and carefully targeted interventions. This reflects Education Endowment Foundation guidance, which highlights that while targeted support has an important role, high-quality teaching remains the most powerful driver of educational equity. Alongside this, the strategy gives particular emphasis to strengthening outcomes in subjects, where evidence shows disadvantaged learners require additional support to sustain progress into Key Stage 4.

Pastoral structures have been shaped around learners' needs, with dedicated pastoral leads and assistants for each year group working closely to support attendance, behaviour and engagement. A key focus is improving communication between pastoral and curriculum leaders so that support for disadvantaged learners is well understood and consistently implemented, particularly at key transition points such as the move from Key Stage 3 to Key Stage 4.

Improving attendance and punctuality remains a priority. The attendance officer works closely with families and learners to address barriers, supported by tutors as the first point of contact for early concerns and by safeguarding and pastoral teams where issues are more complex or persistent.

Raising literacy and numeracy remains central to the strategy. We are committed to developing learners' reading, vocabulary and mathematical fluency so that disadvantaged learners can fully access the curriculum. Whole-school literacy initiatives are led by a literacy coordinator, alongside targeted support for learners with identified reading gaps. Additional focus is placed on mathematics, with small-group teaching and targeted intervention designed to secure stronger foundations and accelerate progress, particularly for learners approaching Key Stage 4.

Alongside academic support, the strategy seeks to build resilience, aspiration and ambition. Disadvantaged learners are supported to access a wide range of enrichment opportunities designed to develop cultural capital, including educational visits, university experiences and financial support to ensure full participation.

The strategy forms part of the school's wider approach to recovery and improvement and is responsive to emerging need. Decisions are informed by a range of evidence, including attendance and persistent absence data, internal assessment information, teacher feedback and information relating to wellbeing and safeguarding. A key strategic aim is to reduce gaps between disadvantaged and non-disadvantaged learners within the school, particularly where internal differences begin to widen in the upper year groups.

Ultimately, we adopt a whole-school approach in which all staff take responsibility for the progress of disadvantaged learners, maintaining high expectations while ensuring that support is timely, targeted and effective. In doing so, we aim to narrow internal gaps, improve outcomes for disadvantaged learners and sustain high achievement for all.

Challenges

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

Challenge number	Detail of challenge
1	Low reading ages and lower levels of literacy and numeracy upon entry prevent learners from making good progress in KS3. A significant proportion of learners eligible for the Pupil Premium have reading ages considerably below their chronological age based on the Sparx Reading tests. The overall trend reveals a persistent gap in reading proficiency between advantaged and disadvantaged groups across the school. For example, in Year 7 (2028 leavers), there is a notable disparity between the reading age and chronological age for many learners, particularly those from disadvantaged backgrounds. 42% of disadvantaged learners have a reading age which is lower than their chronological age. While the mean reading age for disadvantaged students is slightly higher than that of their non-disadvantaged peers, the average reading age gap of approximately 1 year and 6 months indicates that disadvantaged students are generally behind. This gap underscores the need for targeted interventions to support disadvantaged students in improving their reading skills. If their reading ages do not improve quickly, disadvantaged learners will remain vulnerable to academic challenges.
2	The academic profile of our learners on entry has generally tended to lower and notably amongst the disadvantaged cohort in past years. There is however a shift in Years 7-9. Nearly half of the Year 7 (2028 leavers), 8 (2027 leavers) and just over half of Year 9 learners (2026 leavers) are categorised as having middle prior attainment which is considerably higher than the Year 11 (2024 leavers). High prior attainment is highest in Year 7 at 28% and remains lower and consistent in Years 8 and 9 at 16%. The percentage of low prior attainment students is highest in Year 8 (39%) and lowest in Year 9 (21%), with Year 7 at 24%. This is based on KS2 Scaled scores. Additional support will be required to support those with lower attainment and at the same time those categorised at middle and high prior attainment as they tend to progress at a lower rate compared to those with lower attainment. To support identification of need, the school conducts termly knowledge and written assessments.
3	Lack of engagement with learning in school and at home
4	Poor home learning environment including the lack of appropriate facilities for home study
5	Attendance, persistent absence and punctuality of disadvantaged pupils with the percentage of sessions missed due to overall absence remaining higher for PP learners than non- PP learners.
6	Difficulty in building strong relationships with some of the more complex and hard-to-reach families
7	High exclusion rates for disadvantaged learners

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
1. Increase attainment and progress of disadvantaged learners by - improving the teaching of mid and low band disadvantaged learners by English, Science and Maths teachers so that their progress exceeds or	Attainment and progress gaps between disadvantaged and non-disadvantaged learners are removed across all teaching groups. By the end of the 2024/25, GCSE results and internal data will show that there is no difference

<p>matches those of non-PP (more specifically sets 4-6 in Maths/Science and sets 5-6 in English)</p> <p>-Reducing in-school gaps in attainment/progress between PP and non-PP learners in some of the Ebacc and Open bucket subjects</p> <p>To sustain and further develop the current specialised curriculum for those disadvantaged learners in years 7- 10 who need it due to very low attainment on entry to the school.</p>	<p>between the progress of disadvantaged and non-disadvantaged learners in all subjects including English language, Science and the other Ebacc and Open bucket subjects. Outcomes will demonstrate;</p> <p>By the end of year</p> <ul style="list-style-type: none"> • All year 9 learners are ready for the Key stage 4 programmes of study • Year 10 DSV learners are ready for their final GCSE year (barriers including literacy and numeracy removed)
<p>Improvement in reading and literacy leading to higher attainment in all subjects</p>	<p>Learners' reading ages are in line with their chronological age. Reading assessments and work scrutiny demonstrate</p> <ul style="list-style-type: none"> • improved literacy skills among disadvantaged learners • a reduced disparity between the scores of disadvantaged learners and their non-disadvantaged peers. • 90% or more of disadvantaged learners are reading at their chronological age. <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improve and secure attendance and punctuality that is at or above national others for disadvantaged learners, thereby significantly reducing Persistent Absence</p>	<p>The gap between persistent absence of disadvantaged and non-disadvantaged learners is significantly reduced. By the end of the current 2023/24 plan, sustained high attendance is demonstrated by:</p> <ul style="list-style-type: none"> • a reduced overall absence rate for all learners lower than the national average • a reduced attendance gap between disadvantaged learners and their non-disadvantaged peers • a reduced percentage of persistent absence which should be below the national average with the figure among disadvantaged learners below 20%
<p>Raised levels of aspirations, leading to increased motivation among disadvantaged learners and more appropriate option choices in Year 9/post-16 as well as Russell Group University progression</p>	<p>Most disadvantaged learners progress to level 3 courses followed by entry to high quality Universities</p>
<p>Reduce the number of disadvantaged learners receiving suspensions, whilst not lowering expectations and damaging the culture around the school by proactively providing support to meet their social, emotional and behavioural needs to ensure they are fully engaged in learning</p>	<p>The number of suspensions for disadvantaged and non-disadvantaged learners are proportionately in line with each other.</p> <p>Whole School Reviews and Arbor behaviour data indicate that PP learners are engaged in lessons.</p> <p>Data shows that</p> <ul style="list-style-type: none"> • targeted provision is in place to remove barriers which may lead to exclusion from lessons • there is better engagement with hard-to-reach families

PP learners access a variety of alternative provision tailored to their individual needs.	Gap between PP and national others decreases at GCSE. Reduced NEET figures. Reduction in internal and external exclusions.
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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 £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. This will include deliberate strategies that target closing the gaps for Pupil Premium learners (e.g. targeted questioning, additional verbal and written feedback, targeted live marking during lessons, strategic seating plans).	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools</p> <p>Research from the NFER also shows that the quality of teaching is the most important lever schools have to improve attainment, particularly for those from disadvantaged backgrounds. High quality teaching must therefore be at the core of all PP work.</p> <p>The Sutton Trust also rightly recognises that the single largest factor in promoting good progress for learners of all abilities is the quality of feedback they receive. Therefore, training staff in the correct way to provide high quality feedback will improve progress and attainment.</p>	1,2,3
Redevelopment of the school CPD programme- with more department-based learning which focuses on key strategies of 'Quality-first' teaching based on Rosenshein's principles ie reviewing learning, effective questioning, sequencing concepts and modelling and guiding learners' practice	<p>The EEF Guide to the Pupil Premium- Autumn 2021 highlights the importance of 'ensuring an effective teacher is in front of every class, and that each teacher is supported to keep improving'. This supports high quality teaching which is pivotal in improving learners' outcomes and narrowing the disadvantage gap.</p> <p>The recommendation is for professional development to be used effectively to build knowledge, motivate staff, develop teaching techniques, and embed practice. As a school, we have reviewed the CPD programme and the lesson observation structure in line with research material on effective principles of instruction.</p>	1,2,3
Careful structuring of timetabling taking account of teacher specialism.	A number of different research papers highlight the importance of adapting the curriculum effectively to allow for progress without impacting on breadth of study Effective Teaching and Learning Report	1,2,3,4,5

<p>Redeployment of Inclusion and support staff to take account of experience and specialisms.</p> <p>Curriculum adaptations to be made to support the smaller groups of pupils who need specific and often individual support within class.</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within subjects has a significant impact on pupil outcomes Sutton Trust Report</p> <p>EEF research highlights the importance of effective deployment of support staff and the key role they can play in pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 121,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support and tutoring interventions for identified learners in -(Y11-13) who are not making expected progress within individual subjects</p> <p>-Y7-10 learners not making expected progress</p> <p>Implementation of strategies within lessons/additional support to address gaps</p> <p>KS3 and KS4 SLT to oversee the tutoring programme</p>	<p>Small group interventions with highly qualified staff are known to be effective (NfER, EEF)</p> <p>The EEF shows that tutoring can have a high impact (up to 5 additional months progress) when the correct resources are provided and the staff are well supported and well trained. Having a lead to oversee this support will ensure that pupil outcomes are tracked carefully and the tuition adapted if and when needed.</p> <p>EEF-education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://www.gov.uk/government/publications/school-led-tutoring-grant</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2
<p>Interventions by subject specialists to be delivered to ensure full curriculum content is delivered and gaps in learning addressed</p>	<p>EEF highlights the effectiveness of identifying and closing gaps in learning by qualified teachers. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report.</p> <p>Further to this, the EEF has published a report on the impact of school closures. Even though the study relates to primary school, interim findings report limited evidence of “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils as a result of school closures.</p> <p>There is evidence that the gaps in attainment and progress between PP with First language English and non-PP learners exist in some subjects in the school.</p>	1,2,3,4

<p>Standardised assessments including Sparx testing</p> <p>Whole school literacy focus in all subjects accompanied by weekly tutor time reading sessions in KS3</p> <p>Bespoke literacy programs and nurture support for learners with reading ages below age-related expectations</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>According to the EEF research, reading comprehension strategies focus on the learners' understanding of written text with a range of techniques being taught to enable them to comprehend the meaning of what they read e.g inferring meaning from context; summarising or identifying key points;</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge</p> <p>Reading comprehension strategies, very high impact for very low cost – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2
<p>Additional reading interventions to be offered to small groups during morning reading time. These interventions will focus on both developing key reading skills and developing comprehension.</p>	<p>Reading is one of the most important skills for life. With a high proportion of disadvantaged learners struggling to read and process information, it is essential that reading is prioritised across the curriculum. Evidence has shown that for "those who struggle, reading is particularly difficult and requires careful instruction and intervention. Problem areas must be determined, and instruction and intervention to address these areas must be carefully planned and delivered."</p> <p>https://improvingliteracy.org/brief/learning-read-simple-view-reading</p> <p>EEF-guidance-reports/literacy-ks3-ks4/Simple View of Reading.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,2

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £ 171,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support and academic work built in to behaviour support provision, including home visits to support behaviour, attendance and well-being.</p>	<p>Targeted support interventions matched to specific learners with particular needs and behavioural concerns can be effective (EEF)</p> <p>Full and cohesive support for learners with SEND comes from a shared understanding of the provision and support. It is crucial that all staff are aware of</p>	<p>3,4,5,6,7</p> <p>1,2</p>

<p>A clear pathway of support and overview of interventions (including SEND and others with behavioural needs) available to ensure a whole school approach to relevant interventions</p>	<p>available interventions, those delivering them and reasons underlying the provision. The SEN publication emphasises the need to use rigorous assessments to identify precise special education needs and match the appropriate interventions to individual needs</p> <p>https://senmagazine.co.uk/content/education/1686/ten-steps-to-effective-sen-provision/</p>	
<p>External Alternative provision where learners access bespoke support with more specialist expertise in place</p>	<p>Behaviour interventions, moderate impact for low cost – EEF</p>	<p>3,4,5,6,7</p>
<p>Detailed and centralised tracking of PP provision by pastoral and curriculum teams to support academic progress and improve behaviour. All teams to take an active role in monitoring the behaviour of PP learners in/out of lessons.</p>	<p>Significant evidence linking behaviour to outcomes exists. The key aim will therefore be to ensure all actions are driven by the need to improve the behaviour of PP learners in order to maximise their time spent productively in lessons (e.g., by reducing time in isolation or exclusion).</p>	<p>3,4,5,6,7</p>
<p>Structured provision for learners who have short term withdrawals from lessons and planned support for those on longer term withdrawals.</p> <p>Assigned learning mentor to</p> <ul style="list-style-type: none"> - draw up agreed action plans with learners outlining the aims of the mentoring -offer interventions that support pupils within class and individually with their wider development. - listen to and support targeted learners to resolve a range of issues that are creating barriers to learning and guide in the implementation of strategies to raise self-esteem and build confidence 	<p>Evidence shows that well-trained learning mentors have a small positive impact on individual pupils especially with improved motivation and engagement. Learning mentors will support in breaking down barriers to learning, building confidence and relationships, to develop resilience and character, or raise aspirations.</p> <p>https://www.teachingexpertise.com/articles/learning-mentors-improve-behaviour/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>3,4,5,6,7</p>
<p>Attendance interventions through pastoral teams, SLT links to Year groups, school's attendance officer, attendance focus weeks parental engagement and, external agencies with an aim to intervene at the earliest opportunity</p>	<p>There is a clear link between attendance and achievement. Learners with persistent absence are less likely to attain in school and stay in education after the age of 16 years. (Improving Attendance at School, Charlie Taylor, DfE). Targeting disadvantaged learners first, will have a positive impact on their attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5,6,7</p>

Subsidising of Trips and Visits for PP learners	Parental engagement, moderate impact for very low cost – EEF	4
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Total budgeted cost: £ 300,000

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 learners in the 2024 to 2025 academic year.

KS4 GCSE 2025 Analysis (July 2025 Examinations)

Cohort context and stability

In 2025, disadvantaged learners continued to achieve outcomes above national disadvantaged benchmarks despite the cohort being identified as low stability, with higher-than-average pupil mobility across Key Stages 3 and 4. Maintaining strong outcomes in this context is a positive indicator of the effectiveness of support provided. The disadvantaged GCSE cohort comprised 43 learners, forming a substantial group whose performance meaningfully reflects whole-cohort outcomes.

1. Attainment 8 (overall performance)

Overall attainment remained strong. Attainment 8 for disadvantaged learners was 42.3, compared with 34.9 nationally, confirming that disadvantaged learners at the school achieve well above similar learners nationally. However, while performance remains strong, the gap to national non-disadvantaged learners widened in 2025, indicating the need for continued strategic focus.

English and Mathematics grade 5+ measure

In the combined English and Mathematics grade 5+ measure, 30.2% of disadvantaged learners achieved the threshold, exceeding the 25.6% national disadvantaged rate. However, outcomes remain significantly below national non-disadvantaged figures, highlighting the need to secure stronger passes for disadvantaged learners, particularly at higher attainment thresholds.

English (area of strength)

English remains a clear strength. 60.5% of disadvantaged learners achieved grade 5 or above, significantly exceeding the 41.2% national disadvantaged rate. Outcomes in English are closer to national non-disadvantaged figures than in other subjects, indicating more equitable performance for disadvantaged learners in this area.

Mathematics (priority area)

Outcomes in mathematics were slightly above national disadvantaged averages, with 32.6% achieving grade 5 or above compared with 30.7% nationally. However, the gap to national non-disadvantaged learners remains substantial, making mathematics a key strategic priority for improvement.

English and Mathematics grade 4+ measure

At the standard pass threshold, 48.8% of disadvantaged learners achieved grade 4 or above in English and Mathematics, compared with 43.5% nationally for disadvantaged learners. While this indicates stronger performance than similar learners nationally, the gap to national non-disadvantaged learners remains wide, showing that further work is needed to close attainment gaps at this level.

Attendance and inclusion

Attendance outcomes further support this positive picture. Disadvantaged learner attendance was 91.0%, compared with 88.2% nationally, and persistent absence was significantly lower than national disadvantaged figures. This indicates that disadvantaged learners are attending more regularly than their peers nationally and are therefore better positioned to benefit from sustained teaching and learning.

2. Performance in other subjects

While the Inspection Dashboard Report does not provide a disadvantaged-only breakdown for individual non-EBacc subjects, it does present overall subject performance through Average Point Scores (APS). This allows us to infer relative performance for disadvantaged learners because APS reflects whole-cohort outcomes—where disadvantaged learners make up a significant proportion of entries. Across the wider curriculum, performance in several non-EBacc subjects shows important variation.

Art & Design (Fine Art) and GCSE PE both have “Below” national APS ratings, indicating that learners, including disadvantaged learners, achieve notably lower outcomes than the national picture in these practical subjects. Religious Studies also sits below national APS, suggesting weaker attainment overall. In contrast, Statistics is identified as “Above” APS, showing stronger performance, while Italian—despite strong KS3 outcomes—shows a “Below” APS rating at GCSE, signalling that disadvantaged learners may not sustain their earlier advantage into Key Stage 4. Taken together, these patterns show that while English, languages (overall), and some humanities subjects provide strength, several Open-bucket subjects—particularly Art, PE and RE—are contributing to a less secure picture for disadvantaged learners.

3. Attendance & Inclusion

Attendance

Attendance for disadvantaged learners at the school was 91.0%, compared with 88.2% nationally, meaning disadvantaged learners attend more regularly than similar learners across the country and are therefore better placed to benefit from sustained learning. Persistent absence for disadvantaged learners was also significantly lower at 25.5%, compared with 34.5% nationally, indicating that the school’s pastoral and attendance systems are effective in supporting disadvantaged learners to remain engaged in their education.

KS3 Internal Assessments- (Years 7 & 8)

The July 2025 KS3 Data Capture showed a consistently strong picture for disadvantaged learners across Years 7 and 8. In Year 7, over 70% of disadvantaged learners are on or above track in English, maths, geography, history, computing and languages. The only exception is science, where just 52% are meeting expectations. A similar pattern appears in Year 8, where disadvantaged learners again show very high proportions on or above track (typically 80%+) across all subjects, with science slightly weaker at 68%. The report explicitly notes that “gaps to disadvantaged are minimal across subjects”, which is borne out across both year groups in the written assessments.

Overall, KS3 disadvantaged outcomes are strong in both knowledge and written assessments, with disadvantaged learners performing broadly in line with their peers and showing particularly high performance in English, maths and the humanities. Science and Computer Science stand out as relative weaknesses, a pattern that mirrors the Inspection Data Summary Report, where GCSE Average Point Score outcomes in these subjects are below national benchmarks

Crucially, the KS3 profile aligns closely with KS4 patterns in the core subjects. English is consistently strong at KS3, and this strength carries through to GCSE English, where disadvantaged learners significantly outperform national disadvantaged figures. Maths is solid but somewhat weaker than English throughout KS3, and this continues into GCSE, where disadvantaged learners achieve slightly above national disadvantaged but show a widening gap to national non-disadvantaged. Science is the weakest KS3 subject, and this predicts the weaker science outcomes at GCSE, where disadvantaged learners fall further behind at higher grades. Languages perform strongly at KS3 and maintain this strength into GCSE, where disadvantaged learners achieve well relative to national benchmarks.

The only subjects where the KS3 and GCSE pictures do not fully align are the creative and practical subjects—Art, PE and RE. These subjects appear weaker at GCSE (each showing a “Below APS” rating), but this underperformance is not visible in KS3 because the KS3 report does not provide detailed subject-specific outcomes for them, meaning early indications of weaker performance cannot be identified at Key Stage 3.

Unlike the KS4 picture, the KS3 data does not yet show the widening gap to national non-disadvantaged learners, so although disadvantaged learners are performing strongly internally, there is a need to maintain high expectations and sharpen challenge—particularly in maths and science—to ensure these positive KS3 outcomes translate into sustained GCSE performance.

Year 10 GCSE Projections (July 2025)

The Year 10 predictions present a similar picture to KS3 and GCSE outcomes. Disadvantaged learners are broadly on track within internal expectations, but perform below non-disadvantaged peers across most subjects. The widest gaps appear in maths and science, where disadvantaged learners are predicted to finish significantly below their peers unless progress accelerates in Year 11. English shows a smaller gap, aligning with the stronger GCSE English performance for disadvantaged learners, while humanities present moderate but manageable gaps.

Art and PE show narrower gaps in Year 10 than at GCSE, but this does not match historical outcomes. This likely reflects the nature of internal assessments, which emphasise early skill development and partial coursework rather than the full complexity of GCSE demands. As expectations rise in Year 11—extended written analyses, practical refinement, evaluative language—disadvantaged learners have previously fallen behind. To prevent this, Art and PE will need to strengthen alignment with GCSE criteria through more rigorous portfolio checkpoints, technical skill development, and regular moderation against GCSE standards.

Reading

Many students continued to progress well through the reading programmes leading to greater engagement in lessons and better access to their curriculum. Some have now graduated from the phonics intervention into the comprehension and fluency intervention. Others have graduated out of reading intervention entirely. This will continue to lead to improved progress over this coming academic year.

Other measures (Behaviour, attendance and Punctuality, July 2025)

Attendance (Years 7–10)

Across Years 7–10, attendance for Pupil Premium (PP) learners averages 89.8%, compared with 92.4% for non-PP learners, giving an overall gap of 2.6 percentage points. Attendance gaps are moderate in Years 7, 8 and 10, where PP learners sit between 1.3–2.0 percentage points below their peers. The pattern becomes more concerning in Year 9, where PP attendance drops to around 86.5% compared with 91.1% for non-PP, creating a gap of approximately 4.6 points. This indicates that while younger PP learners attend reasonably well, attendance declines more sharply for disadvantaged learners as they move into upper KS3. Attendance remains a top priority for the school – we are committed to making sure that we do not become complacent and continue to drive attendance. We will continue to work with pastoral teams to ensure the gap between Disadvantaged and non-disadvantaged is narrowed.

Punctuality (Years 7–10)

PP learners showed higher levels of lateness across Years 7–10. On average, PP learners are late to approximately 2.3% of sessions, which is double the lateness rate of non-PP learners at 1.1%. The punctuality gap is relatively small in Years 7 and 8, but it increases significantly in Years 9 and 10, where PP learners' lateness rises sharply. This suggests that punctuality becomes a growing issue for disadvantaged learners as they progress into later year groups

Behaviour and Achievement Points (Years 7–10)

Behaviour and achievement data also showed a consistent difference between PP and non-PP learners. Across Years 7–10, PP learners receive around 178 points per pupil, compared with 243 points per pupil for non-PP learners. The gap is fairly small in Year 7, where PP learners achieve around 320 points compared with 353 for non-PP, but it widens through Years 8 and 9 and becomes largest in Year 10, where PP learners receive approximately 46 points compared with 134 for their non-PP peers. This

indicates a decline in positive engagement for disadvantaged learners as they move into upper KS3 and early KS4.

Summary

Overall, across Years 7–10, disadvantaged learners have lower attendance, higher lateness and fewer achievement points than their non-disadvantaged peers, with gaps becoming most pronounced in Years 9 and 10. While performance in early Key Stage 3 is more stable, the increasing divergence in the upper year groups highlights the need for targeted support, particularly focused on attendance, punctuality and engagement as learners transition from Key Stage 3 into Key Stage 4.

Although the Inspection Data Summary Report shows the school performing above national disadvantaged benchmarks—particularly for attendance and persistent absence—internal Years 7–10 data indicates that gaps between disadvantaged and non-disadvantaged learners are beginning to emerge within the school. This suggests that, while outcomes compare favourably at a national level, internal gaps widen earlier, especially in Years 9 and 10, and therefore require focused and timely action.

The school will continue to monitor the progress of disadvantaged learners using a range of evidence, including external progress measures, internal subject assessments and book scrutiny. In addition, pupil, parent and staff voice will be used to identify barriers to learning and inform targeted support. As set out in the school's intent statement, the strategy will continue to be informed by Education Endowment Foundation guidance, with particular emphasis on implementation guidance to strengthen planning, delivery and evaluation of Pupil Premium provision.

Externally provided programmes

Programme	Provider
Corrective Reading	McGraw Hill Education
HegartyMaths (Sparx Maths)	C. Hegarty
Lexia Reading intervention and Sparx Reader	Lexia learning systems/Sparx
City Year mentors	City Year UK
AI Tutoring	Century Tech/Ulearn
Football Journeys/Watford	Football Journeys

Further information (optional)

Additional activities include;

1. Provision of uniforms, shoes, equipment, note books, revision guides etc. for Disadvantaged learners
2. Provision of free lunches to learners qualifying for free school meals and breakfast
3. Provision of discretionary bursary payments to sixth form learners on free school meals
4. Payments for trips and activities for those on free school meals/ eligible for pupil premium.
5. Instrumental music lessons
6. Varied rewards