

Swakeleys School for Girls Pupil Premium Strategy Statement

2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Swakeleys School for Girls
Number of pupils in school (Year 7-11)	1166 / 327 (PP)
Proportion (%) of pupil premium eligible pupils (7-11)	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plan advised)	2024/2025 - 2027/2028
Date this statement was published	January 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Ms Kelda Stevenson Headteacher
Pupil premium lead	Pat Laguillo Assistant Headteacher
Governor / Trustee lead	Bandhana Jakhu Chair of Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,648
Recovery premium funding allocation this academic year	N/A
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	£342,648

Part A: Pupil premium strategy plan

Statement of intent

At Swakeleys School for Girls, we are committed to ensuring that every pupil, irrespective of background or circumstance, makes excellent progress both academically and socially during their time with us. This commitment is at the heart of everything we do as a school.

Year on year, our pupil premium pupils continue to outperform national averages for pupil premium. In January 2026, we received a letter from the Secretary of State for Education congratulating the school on its *“excellent outcomes for disadvantaged pupils at Swakeleys School for Girls for the academic year 2024–2025. Your school’s performance places it amongst the very best nationally, and this is a significant achievement.”*

We are extremely proud of the excellent achievement and progress of our disadvantaged students. Our validated 2024 Progress 8 data shows that our Pupil Premium cohort achieved +0.49, compared to +0.64 for all pupils. For Attainment 8 (2025 validated data), our whole cohort scored 55.8, while our Pupil Premium students achieved 49.2. This is well above the national average for Pupil Premium students, which was 34.9 in 2024, demonstrating that our pupil premium cohort continues to perform strongly. Our ambition is to sustain this positive trend so that all pupils, regardless of background or the challenges they face, continue to make excellent progress and achieve highly across the full curriculum.

The focus of our pupil premium strategy is to identify and understand the specific challenges faced by our vulnerable pupils and to respond with targeted, effective support. Each year, we carry out in-depth analysis to identify individual barriers to learning for every pupil premium pupil. This analysis informs a bespoke strategy designed to meet the needs of our pupils and maximise their outcomes.

We firmly believe that high-quality teaching and learning for all pupils has the greatest impact on closing the disadvantage attainment gap, as outlined in the EEF Guide to the Pupil Premium. This approach also benefits non-pupil premium pupils. As such, ensuring that staff are well trained to deliver consistently high-quality lessons across all curriculum areas is a key priority. High expectations underpin our practice, and all pupils are challenged appropriately in their learning.

Our pupil premium strategy is fully integrated into wider whole-school education plans. Curriculum areas are invited to bid annually for additional funding to support pupils. This support is targeted at both disadvantaged and non-disadvantaged pupils to ensure equity of opportunity and sustained academic success.

Specific desired outcomes relevant to Swakeleys School for Girls include:

1) Digital Access and Equity

To review and refine the whole-school ICT strategy in order to identify and implement processes that effectively close the digital divide for pupil premium pupils.

2) High-Quality Teaching and Learning

To embed consistently high standards of teaching and learning across the school through

the implementation of targeted strategies, including calendared TeachMeets with a clear pedagogical focus and the introduction of progress teaching.

3) Literacy and Reading

To improve literacy outcomes for all pupil premium pupils, including reading ages, through the implementation of a coherent, whole-school literacy strategy.

4) Behaviour and Engagement

To reduce behaviour-related incidents for pupil premium pupils, including call-outs, alternative provision placements and exclusions, by increasing engagement and support through the expansion of the school's mentoring team.

5) Curriculum Pathways

To explore and implement alternative curriculum pathways for harder-to-reach pupils, including provision such as Academy21, structured work experience opportunities and, where appropriate, reduced timetables.

6) Parental Engagement

To increase meaningful parental engagement across the school, with a particular focus on families who are harder to reach, in order to strengthen home-school partnerships.

7) Attendance

To closely monitor attendance of pupil premium pupils and implement targeted strategies to reduce and close the attendance gap between pupil premium and non-pupil premium cohorts.

Challenges

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

Challenge number	Detail of challenge
1	Feedback from our pastoral and safeguarding teams showed that some of our pupil premium students lack access to sufficient resources and study spaces during periods of revision and home study. The school has provided pupils with Chromebooks and wireless internet dongles for those who request a need but this is something that needs to be continuously reviewed to ensure that the digital divide does not negatively impact on our disadvantaged cohort.
2	Year 11 outcomes for 2024 (validated data) show the Progress 8 score for disadvantaged pupils was +0.49, compared with +0.64 for the all pupils. The ongoing challenge is to sustain this positive trend by maintaining a relentless focus on consistently high-quality teaching and learning in the classroom. This will be achieved through high-quality professional development, with INSET and training embedded within calendared meetings. Opportunities for staff development will include regular TeachMeets, lesson observations and learning drop-ins, ensuring continuous improvement in classroom practice across the school.

3	<u>2025-2026</u> Baseline assessments, KS3 data, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and literacy skills than their peers. The average reading age of our pupil premium cohort in Year 7 this year (2025-2026) is 11 years and two months compared to 12 years and 5 months for 'other' pupils in the year group. In Year 8 the average reading age of our pupil premium students is 12 years and 2 months compared with an average of 12 years and 9 months for 'other' students in that year group. This creates a barrier for learning for our disadvantaged cohort and consequently can impact their progress in all subjects. A clear and effective literacy strategy focused on reading and comprehension to continue to support these targeted pupils is necessary.
4	When looking at a break-down of our behaviour statistics for 2024-2025, 39% of all behaviour incidents recorded were by those who are FSM students despite only 27% of the cohort being FSM students. There is also a disproportionate number of FSM students who achieve alternative provision sanctions compared to non FSM. This is a significant gap and will become a key focus with the implementation of our new Praise and Behaviour policy.
5	The school recognises the importance of outstanding attendance for all pupils. Our attendance data (2024-5) demonstrates that our pupil premium pupils attend very well compared with pupil national statistics with a +3.6% difference in the attendance rate of our pupil premium pupils compared with the national trend. Attendance is very positive in all year groups for pupil premium pupils.
6	Parental engagement continues to be a challenge, especially post Covid. We would like as many of our parents as possible, especially those from disadvantaged families, to attend key events such as the parental engagement evenings and online parents' evenings. The school would like attendance to parents' evening to be over 90%. Pupil premium families will be targeted for attendance and their attendance reported on after each Parents' Evening event.

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. For our disadvantaged pupils not to face barriers to learning concerning	Successful implementation of our new IT strategy to improve the user experience of all pupil including pupil

inadequate access to technology.	premium and identify a more effective process to close the digital divide. All pupil premium pupils who require a personal device / and or internet connection when at home studying, are supported with this. This will be audited through FTs (1-1 monitoring day) arranged by ICT and Director of Operations and Compliance for the school.
2. Sustain or further improve the progress of our disadvantaged pupils through consistently high quality teaching and learning.	For pupil premium progress outcomes to be in line with 'other' national outcomes and there is no significant gap at KS4. Successful introduction of Progress Teaching to support the quality assurance of lessons and demonstrate high levels of engagement and challenge. Continued implementation of TeachMeets to further improve the quality of our teaching and learning benefitting all pupils including our disadvantaged cohort. Data analysis for our pupil premium cohort happens during every data drop at KS3 & KS4 and is used to identify and address gaps in learning. This is then followed up and addressed via Progress Meetings (Yr7-10) & TAP meetings (Yr11).
3. For our disadvantaged pupils to be fully supported to develop their reading comprehension and overall literacy skills at KS3 and for them to be able to read to an age-appropriate level of fluency.	Students receiving support with their literacy will be retested at the end of their intervention cycle (each term). There should be a measured improvement in their reading age, they should be better able to access reading materials in lessons and their progress should be in line with the progress being made of our 'other' pupils. Teachers should also be able to recognise this improvement through lesson engagement and book scrutiny. ARTS testing at the start of each year and information shared with literacy coordinator to inform intervention. Access reading tests (ARTs) take place for all pupils at the start of Year 7 & 8. Selected pupils are also retested in Yr 9-11, these are predominately from our disadvantaged cohort. The baseline data is used to inform required intervention. The weakest 10% of readers are supported by our SEND department.
4. To achieve and sustain improved behaviour statistics for all our pupils, particularly our disadvantaged pupils.	Analysis of behaviour data indicates a reduction in the percentage of call-outs, AP1 and AP2 sanctions of our PP students. This improvement is particularly evident when comparing outcomes for disadvantaged and non-disadvantaged pupils against figures from the previous academic year.

	Call outs for PP: 61% reduction Call outs for non PP: 46% reduction AP1/ AP2 sanctions PP: 42% reduction AP1/ AP2 sanctions non PP: 33% reduction The continued exploration of alternative pathways for a small cohort of harder-to-reach Pupil Premium students will further support this positive trend. The DHT Behaviour will continue to develop appropriate provision, including work experience opportunities, off-site direction such as Academy21, and tailored curriculum pathways for selected students.
5. To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	Attendance data that shows our pupil premium pupils have high attendance that is in line with the whole school. For issues affecting the attendance of our pupil premium pupils to be identified and addressed effectively to ensure that pupils are in school feeling safe. This is happening through form tutor 1-1 conversations, pupil voice and ensuring that they have a trusted adult in school that they can speak to. YLC's will allocate specific pupils for weekly attendance mentoring. Intervention through the newly appointed family liaison officer will work closely with families to support and encourage attendance to school.
6. To improve engagement with all parents in the community but especially our disadvantaged parents. This will support the participation and engagement of our pupil premium students in extra- curricular opportunities and enrich their school experience.	For attendance at parents evenings to be 90% or more for all families including those our disadvantaged families. For attendance to our Parental Engagement evenings to be as well attended by our pupil premium families when compared to our 'other' families YLC's / FT's to build positive relationships with families and maintain regular contact through phone calls, emails and texts. This will build up trust between families and the school. A few examples of the strategies we use include family events like the Winter Bazaar, Community Iftar, family breakfast mornings and postcards home.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two pastoral assistants added to the team. A Family Liaison Officer (FLO) and a safeguarding officer FLO will work with our hard to reach families and on home visits. This is new capacity and a new project helping families overcome barriers that prevent attendance and engagement with school, and providing support and signposting to local services. They will also lead our Young Carers programme which involves many of our disadvantaged families.	EEF Teaching and Learning toolkit: Supports that view that behaviour interventions do have a positive impact through increased time that pupils have for learning (+4 month) Using the FLO and PSAs should free up the time year learning coordinators spend on dealing with behaviour issues and can focus more on academic achievements of their year groups. EEF also supports the view that mentoring interventions have a positive impact in improving academic outcomes for pupils.	4, 5, 6
Mentoring meetings offered through the pastoral support team. To look at the number of meetings that take place annually and what % are with our PP cohort.		4, 5, 6
Literacy Coordinator Literacy Festival / World book day Improving literacy in all subject areas through whole school literacy approach Accelerated reading programme and paired reading programme to start with targeted pupils.	EEF Teaching and Learning toolkit: The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary through having weekly focus 'literacy word of the week'. For Literacy coordinator to lead on some CPD strategies with whole staff by Feb half term. Reading comprehension strategies focus on the learners understanding of written text. The average impact is +6 months over the course of a year.	3, 6
Staff CPD based on latest educational pedagogy– including regular calendared TeachMeets for all teaching staff. Development of meta- cognition and self-regulation strategies for	EEF School improvement planning Continued professional development for staff is essential for consistent and high quality teaching and learning. This will ensure that staff are able to embed the most effective strategies to raise attainment for disadvantaged pupils.	2 & 5

students and to have this as a focus during one of our teachmeets sessions.	If pupils are engaged and enjoy lessons, they are also more likely to attend school. EEF Teaching and Learning Toolkit Metacognition and self -regulation – high impact of +7 months	
Curriculum and Pastoral resources (equipment, celebration assemblies, revision resources, rewards, prom ticket etc) YLCs / FTs and CLs to identify pupils who may require specific financial support.	Research shows that families from disadvantaged backgrounds face greater financial pressures than other families. They are often unable to afford the same resources putting their children at a disadvantage. Providing these resources such as revision guides, text books and paying for tangible rewards to motivate pupil, ensures that ensures equal access and opportunities for higher outcomes. https://ifs.org.uk/publications/living-standards-poverty-and-inequality-uk-2024	1 & 6
Unifrog – careers package purchased for all pupils Supply of independent careers advisory service (EDT)	The DFE have made it statutory guidance for schools to have a duty of care to provide careers guidance. The Careers and Enterprise Co. have published reports that support the importance of effective careers interventions for disadvantaged young people.	1,2,6
Purchase of Chrome books and wireless internet dongles To conduct a survey to ensure that those who need the resources the most have access to them	EEF Teaching and Learning toolkit: Consider how the use of digital technology can support and improve attainment.	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Curriculum Intervention Small group intervention by subject teachers to support June Exams – happening across a wide range of subjects	EEF Teaching and Learning Toolkit: The average impact of small group tuition is 4 additional months' progress, on average, over the course of a year. DFE's advice to deliver a recovery curriculum to close gap created by the lockdown.	1,2,3
Maintaining smaller class sizes in core subjects for our weaker and disadvantaged pupils` This support happens with our maths and English cohorts, especially at KS4.	EEF Teaching and Learning Toolkit: Reducing class size has a small positive impacts of +2 month, on average.	1,2,3
Easter School Programme for all subjects for pupils in KS4	EEF Teaching and Learning Toolkit: The average impact of small group tuition is 4 additional months' progress, on average, over the course of a year.	1,2,3,6
Brilliant Club for KS3,KS4 & KS5	The Scholars Programme report significantly higher levels of self-efficacy for university-style learning, compared to pupils who did not take part in the programme. The programme focuses on targeting disadvantaged pupils.	1,2,3,6
Attendance mentoring for all pupils under 95% including those who are disadvantaged.	EEF Teaching and Learning toolkit: Numerous DFE publications highlight the importance between attendance statistics and academic achievement.	5, 6
Accelerated reading programme or similar alternative programme for KS3 (literacy initiative) Paired reading programme for KS3 (literacy initiative)	EEF Teaching and Learning toolkit: Improving literacy in Schools 2019. The need to improve disciplinary literacy across curriculum with all subjects teaching Tier 2/3 vocabulary	2, 3

	Reading comprehension strategies focus on the learners understanding of written text. The average impact is +6 months over the course of a year.	
Educational trips for PP pupils (revision conferences, theatre trips GCSE drama, art exhibitions, STEM etc)	Higher level of pupil engagement and increased attainment	6
Subscriptions to platforms such as Seneca to support learning across all GCSE subjects.	DFE's advice to deliver a recovery curriculum to close gap created by the lockdown. EEF Teaching and Learning Toolkit Metacognition and self - regulation – high impact of +7 months	1, 6
HWK Club after school run and supervised by TA's. Access to the LRC to complete hwk each day after school.	EEF Teaching and Learning toolkit Homework has the impact on average of an additional 5 months over the course of a year.	1,6
Widening participation work inviting departments to work collaboratively so that careers are linked to each curriculum area. Collaboration with many Universities including our local one to raise aspirations and encourage pupils to apply to University	The Careers and Enterprise Co. have published reports that support the importance of effective careers interventions for disadvantaged young people. To meet aspiration about careers, University and further education pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.	6

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

Budgeted cost: £233,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2B services (4 days a week) –		4,5,6

counselling services 1-1, small group, self-referrals	EEF Teaching and Learning toolkit Public Health England reports that pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.	
The expansion of a pastoral support team including; family liaison officer and one safeguarding support assistant.		
Kevin Hayes revision techniques and stress busting workshops		
FAB - School Activities Days (subsidised for PP students)	Public Health England reports that pupils with better health and wellbeing are likely to achieve better academically.	6
Parental Engagement evenings & Year 10 Graduation event and parenting courses and workshops	EEF Teaching and Learning toolkit Supports the view by the DFE (2010) that parental engagement has a large and positive impact on children's learning.	6
Review of the Behaviour policy. Appointment of new deputy Headteacher to review and implement new reward and behaviour strategies. (Zero heroes, off-site direction strategies using Academy 21)	EEF Teaching and Learning toolkit The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours	4,6
Careers focus fortnight events & additional workshops	EEF Teaching and Learning toolkit The DFE have made it statutory guidance for schools to have a duty of care to provide careers guidance.	4,5,6

	The Careers and Enterprise Co. have published reports that support the importance of effective careers interventions for disadvantaged young people.	
Recreational options including Crossfit, Botwell Gym, Zumba classes, Archery, First Aid training	EEF Teaching and Learning Toolkit Physical Activity, there is evidence that this has a small positive impact on academic performance (+1month) but the impact is much wider in terms of mental well-being and other benefits and opportunities.	4,5,6
Uniform support grants	EEF Teaching and Learning Toolkit School Uniform small impact of 1 month	6
Alternative pathways and provision – explore this with some of our most vulnerable pupils to support them better and avoid suspensions and / or permanent exclusion	EEF Teaching and Learning Toolkit Vulnerable pupils struggling with mainstream education receive 1-1 support through Academy21 – online alternative provision. This has been helpful to keep pupils focused and support with their reintegration back at school.	6

Total budgeted cost: £ 342,648

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact evidence for PP Strategy

School Performance Data

Headline figures for 2024-2025			
	Whole cohort (224 pupils)	Pupil premium (54 pupils)	National Average Pupil premium
Attainment 8 (validated 2025 data)	55.91	49.2	34.9
Progress 8 (2024 validated data)	+0.64	+0.49	-0.57
English & Maths Grade 5+	59%	40.7%	25.6%

Our disadvantaged students have consistently out-performed national progress and this can be evidenced from the **Achievement** section of the SEF.

Literacy and Reading Interventions

There was a targeted focus on reading strategies and improvement during the 2024-25 academic year. The Literacy Co-ordinator implemented and supported a range of initiative, including:

- Research and implementation of a whole school reading programme (Sparx Reader)
- ARTS testing for all students Y7-10 to get up to date reading ages and abilities.
- Sparx Reader testing for all students Y7-10 to compare reading data with ARTS
- Literacy INSET for new staff
- Handwriting support for targeted students in Y11-13 to support with exam success
- Literacy house competition
- Weekly literacy focus in form time "Word of the Week"

- Paired reading programme (Y7&Y8) – this group had the opportunity to work with an older student on a weekly basis to practice reading and followed a structured programme. They also were introduced to the new Sparx system purchased by the school as a pilot group approximately 2 months before the whole year groups.

Paired Reading Programme (Y7–Y8)

- **Y7:** 73% of PP pupils improved reading ages by **0.75–4 years**.
- **Y8:** 100% of PP pupils improved reading ages by **0.3–7 years**.
- Non-PP pupils also improved (69–82%), but PP progress was particularly strong, indicating accelerated literacy catch-up.

SEND Reading Group (Y7)

- 26 pupils attended; **19% were PP**.
- **80%** of all participants improved reading age, with an **average gain of +2 years 4 months**.

EHCP Booster Sessions (Y7–Y8)

- Y7: 50% PP; Y8: 67% PP.
- All PP pupils made measurable progress in targeted literacy and cognitive skills.

SEND Homework Club

- Average weekly attendance: 23 students; **48% were PP**.
- Improved engagement, task completion, and self-regulation noted in teacher feedback.

English Intervention (KS4)

Year 11 English Language & Literature Intervention

For the **whole PP cohort (59 pupils)**:

- English Language: 66% achieved 9–5; 30% achieved 9–7.
- English Literature: 81% achieved 9–5; 30% achieved 9–7.

Targeted intervention demonstrably raised attainment in both strands, particularly in Literature.

Easter School Programme (KS4)

- **71%** of PP cohort attended Easter School across a range of subjects.
- For English, **77% of invited PP pupils attended**, and **65% of those achieved Grades 9–5**, showing a strong link between attendance and attainment.

Attendance and Wellbeing Support

Attendance Mentoring Programme (2024-2025)

The school recognises the importance of outstanding attendance for all pupils. Our attendance data (2024-5) demonstrates that our pupil premium pupils attend very well compared with pupil national statistics with a **+3.6%** difference in the attendance rate of our pupil premium pupils compared with the national trend. Attendance is very positive in all year groups for pupil premium pupils. This is as a direct result of intervention including intensive intervention and mentoring and the work that Place2Be do in our school, as well as WPA our EWO service. Without doubt the widening of the pastoral team continues to be sustained and effective. This said, there is still a 3.6% gap between pupil premium and non -pupil premium students.

The attendance mentoring programme was very effective for PP students. Of the 472 mentoring allocations made across the 3 terms, 37.9% (179 mentoring allocations) of student allocations on this programme were PP students. Of the PP allocations to the programme, 61.4% of the mentoring allocations had a positive impact on the attendance of the individual student.

23.1% of all persistent absences in 2024/5 were disadvantaged pupils with 27.7% of severely absent pupils being disadvantaged students. This remains a focus for this academic year.

Place2Be Counselling

- 6 of 17 students (35%) were PP.
- **96% of students reported improved mental health**, demonstrating strong wellbeing outcomes from the Place2Be counselling services.

Behaviour and Rewards Impact

	2023-24	2024-2025	Impact
Callouts PP	68	26	61% reduction
AP sanctions (AP1 and 2) PP Students	123	72	41.5% reduction
Callouts non-PP	119	64	46% reduction
AP sanctions (AP1 and 2) Non-PP	213	142	33% reduction

A range of targeted strategies has strengthened behaviour across the school and had a demonstrable impact on Pupil Premium students. The school's ISDR highlights that suspensions for disadvantaged pupils are significantly below the national average, reflecting the effectiveness of our preventative and relational approach. The introduction of the Zero Hero programme has further embedded a culture of positive behaviour; 17% of those achieving the status were pupil premium students, indicating strong motivation and engagement with our expectations. Alongside this, the launch of our reward shop has provided students with a tangible sense of achievement by exchanging points for prizes. Since its introduction, Pupil Premium students have shown a marked increase in achievement points, demonstrating improved consistency in meeting behaviour expectations.

Our Values Curriculum, delivered during form time, has strengthened students' understanding of the school's core values and how these apply both within school and in the wider community. The opportunity for structured 1:1 conversations with form tutors has helped build stronger, more trusting relationships; staff report that Pupil Premium students are increasingly confident in discussing challenges and reflecting on their behaviour, contributing to earlier intervention and reduced escalation. Uniform standards have also improved significantly. The introduction of a uniform loan shop has removed financial barriers and ensured all students can meet expectations. As a result, incidents of uniform infringements among Pupil Premium students have reduced term-on-term, supporting a more consistent and settled start to learning each day.

Looking ahead, we will maintain a strong focus on tracking the behaviour of Pupil Premium students to ensure early identification of emerging concerns. This will support our aim of further reducing the number of disadvantaged students receiving alternative provision sanctions, ensuring that pupils remain fully included in the school community and benefit from sustained, high-quality learning experiences.

Parental Engagement

Parents' Evenings Attendance

- Yr8: 57% PP vs 75% all pupils
- Y9: 64% PP vs 80% all pupils.
- Y10: 75% PP vs 86% all pupils.
- Y11: 72% PP vs 80% all pupils.

This shows an increase from 2023–24, indicating improved parental engagement and school partnership.

Digital Access and Inclusion

Chromebook and Wi-Fi Provision

45 pupils supported overall, 33% of these were PP pupils and they received Chromebooks. This increased their online participation with school work, homework completion and better access to learning resources.

Enrichment and Cultural Capital

Subsidised FAB Trips

PP Contribution to Fab trips 2024-25	
Head for Heights	667.00
WalkEatTalkEat	75.00
Roller Express	310.00
Curtain and Canvas	72.00
Animal Magic	9.50
Glide to Chessington	696.00
Bowled Over by Thorpe Park	900.00
Snow and Roll	318.20
Bournemouth and Cinema	304.50
Southend and Cinema	188.50
Ninja Life	465.00
	4005.70

- **£4,005.70** invested in PP enrichment trips.

PP participation and sense of inclusion significantly increased, promoting aspiration and social cohesion.