

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	De Lisle College
Number of pupils in school	1,368 (total school) 1,090 (Year 7-Year 11)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	September, 2025
Date on which it will be reviewed	July, 2026
Statement authorised by	Mr Chris Maher Headteacher
Pupil premium lead	Niamh Whetton – Assistant Headteacher and Pupil Premium Champion
Governor / Trustee lead	Georgina Budding Rod Darby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,381
Recovery premium funding allocation this academic year	£0
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	£203,381

Part A: Pupil premium strategy plan

Statement of intent

All pupils, irrespective of their background or the challenges they face, are entitled to an ambitious curriculum, and access to life-enhancing opportunities to develop their interests and talents. Our intention is that personal circumstances should not set a limit on attainment or rates of progress.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those whose household incomes are low, whose families are supported by social services and who have been impacted negatively by poor physical or mental health.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped literacy skills of disadvantaged students, especially with regard to extended writing in boys. The Writing revolution strategy will enhance this and support all students especially those from a disadvantaged background.
2	Behaviour of students is generally excellent however we do not want this to slip and so remains a priority. This combined with increasing positive parental engagement with the school on a day-to-day basis as well as important milestones throughout a young person's life in education. Developing positive links and relationships with parents of disadvantaged students to create a more positive partnership between staff, parents and students. Working in collaboration with a common goal in mind that will enrich the student's education, experiences and opportunities while at De Lisle. Parents and careers to be given practical strategies in supporting their child(ren) with their education.
3	Attainment levels and grades at KS4 are not high enough for disadvantaged students. Strategies to address key misconceptions and high frequency core knowledge are required to narrow gaps between disadvantaged students and their peers.
4	Inconsistent levels of attendance and punctuality are a significant barrier to learning for some students, especially those who are disadvantaged.
5	As the cost of living crisis continues to take effect and impact families, we are aware that opportunities for students to develop their cultural capital will become further limited. This will impact student's experience of the arts, the natural environment and many other life experiences. Subsequently impacting students' ability to add richness, depth, and detail to their knowledge and understanding of the curriculum.

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. Raise literacy levels of PP students and of boys in particular through the writing revolution strategy.	<ul style="list-style-type: none"> • Diminishing gaps between PP students and non-PP peers across a range of subjects. • Writing revolution strategy – CPD for staff, reminders around different classroom pedagogy and sharing success. These strategies can also be shared via Iris to increase consistency across the school.
2. Continue to Develop and monitor the strong culture of the school, such that behaviour at all times is excellent (within the classroom, at lesson	<ul style="list-style-type: none"> • Learning walks show that lesson protocols (“Teach like a champion”) are embedded across the curriculum and key stages. STAR, STEPS

<p>change over, during breaks, and before and after school). Ensuring that students are highly focused on their learning will especially support disadvantaged students in closing attainment gaps.</p>	<p>and SHAPE are consistently evident in all lessons.</p> <ul style="list-style-type: none"> • Analysis of behaviour points shows a reduction in negative points and an increase in positive points for PP students. • Student voice interviews show increasingly positive attitudes towards learning and future aspirations.
<p>3. Improve attainment in core subjects at key stage 4 through targeted intervention, quality first teaching and better planned in-lesson support. Ensure that progress rates are as good as their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Quality-first teaching: PP students to be prioritised in all lessons, allowing the most appropriate level of support to be given. • Identified students are regularly receiving one to one or small group tutoring from Sixth Form students, leading to improved attainment in core subjects. • SEN and identified PP students receive additional HLTA support during “Prep Time”, boosting attainment in English and maths. • Mid and end of term assessment data shows diminishing progress gaps compared with non-disadvantaged peers.
<p>4. Improve punctuality and attendance levels through strategic monitoring and support. Key actions will include home visits, mentoring and parental contact.</p>	<ul style="list-style-type: none"> • Weekly data checks show improving levels of punctuality and attendance. • Attendance will be in line with non-disadvantaged students by the end of the academic year and will equal the college target of 97%.
<p>5. To develop a positive culture and relationships between parents/careers and staff to gain positive and professional relationships as well as trust in working together in collaboration to help and support disadvantaged students in all aspects of their education (Academic, spiritually, socially, morally and culturally)</p>	<ul style="list-style-type: none"> • Strategies given to parents in developing key routines to support their child’s education. • Key links with staff offering contact emails and guidance throughout the academic year. • Support and information around using our online support programmes (G0 4 Schools, Arbor, Satchel, Sparx) as well as explaining the benefits this offers their child and how this can be monitored as a parent. • Regular contact with parents/carers in person and online for those Year 11 students participating in the Pathways Programme.
<p>6. Develop the Personal Development programme with an enhance, well planned and varied curricular alongside a structured monitoring system to support staff training and delivery in all topics to support students’ knowledge and understanding of wider topics.</p>	<ul style="list-style-type: none"> • RJI and CPA to monitor and complete lesson visits regularly to observe teaching and learning and the impact this is having on disadvantages students. • Planning, reviewing and improving the SoW for PD.
<p>7. To continue to enhance the cultural capital of Pupil Premium students through extra-curricular activities and participation in wider school initiatives.</p>	<ul style="list-style-type: none"> • Individual monitoring of the extra-curricular activities in which the students take part in and encouraging those to participate if they are not already doing so. • Individual focus groups conducted to identify student interests which then helps staff to

	<p>encourage students to attend wider schemes which align with these interests.</p> <ul style="list-style-type: none"> • The start of the Brilliant Club in 2025 with Year 9 students to raise aspirations and foster interest in activities beyond the classroom. • Regular encouragement to attend both compulsory (fully subsidised) and non-compulsory (largely subsidised) trips such as to the Briars, Norfolk and DofE.
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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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions as of September 2025
Continue to embed high expectations and a positive school culture through using the schemes of TLaC and English Mastery. This will continue to be embedded by SLT through whole school CPD.	Effective CPD is underpinned by a mechanistic approach, which identifies key observable actions which can be replicated and which are essential to the desired outcome (EEF guidance document on effective CPD, October 2021). A specialist consultant will build knowledge, motivate staff and, crucially, model techniques for teachers to replicate and practise. Culture will only become embedded if staff receive regular feedback and are given opportunities for further practice.	2	<p>Mastery and TLAC now fully embedded in well planned and delivered lessons.</p> <p>NWH to have completed 'drop ins'. This will continue and will be monitored in order to share effective practice in whole school CPD.</p> <p>The use of Iris Connect within 'quad' teaching groups to share good practice of Mastery and TLAC techniques to help disadvantaged students in the classroom.</p> <p>New teaching members of staff to receive a copy of TLAC and new staff to receive induction sessions.</p>

			Opportunities to attend Research Ed conferences to view other strategies which could be implemented with PP funding.
Embed English Mastery programme across KS3, supporting students from all starting points to acquire literary reference points and essential grammar to flourish at KS4.	English Mastery is currently being evaluated as part of an EEF project. Early work conducted by the “Brilliant Club” has suggested that students make at least 4 additional months of progress compared with students in the control group of schools. The programme focuses on three elements: canonical texts, grammatical concepts and reading for pleasure.	1,3	English Mastery is now fully embedded throughout the English curriculum. This is now going to be monitored and adapted to see if any changes need to be made, such as the mastery checks, to optimise student performance especially those who are disadvantaged.
Ensure that PP students receive high quality lessons that are well-planned, prepared and adhere to college policy (Teach like a Champion).	Expectations of PP students themselves, and of staff who teach them, need to be consistently high. Providing quality first class teaching across all subject areas will help improve students’ attainment levels. Whilst high expectations must be the same for all students, PP students may require additional support to reach them. Teach like a Champion is a field manual of strategies with a substantial evidence base of success.	2,3	Head of dept to think about planning this when grouping and timetabling with the department, also thinking of specialist teachers and rooming.
Greater awareness of PP students by class teachers, through amount of directed teacher time in lessons, questioning and quality of feedback. Faculty planning time and staff briefings will be used to highlight attainment gaps and provide opportunities for problem solving.	Raising the profile of PP students across the college. Departmental time to be used to focus, review and target PP students in each subject. This will allow staff to share good practice within the classroom, share ideas and set new targets on a monthly basis. This will support improved rates of progress for PP students in all subject areas. Reading PP students books first will ensure that whole-class feedback specifically addresses the needs of DA students.	3	During lesson visits, it is clear that staff have a good understanding of PP students and how to support them in lessons e.g. through call and response, extra support, continually checking that they are answering in SHAPE answers etc. Teachers also have their PP students clearly marked on their seating plans and cold calling of

<p>Regular updates will be distributed to classroom teachers, in order to maintain a high profile for PP students.</p>			<p>these students in order to engage and enhance involvement in lessons has been evident.</p> <p>Use of whole school CPD to maintain a high profile for PP students, especially those who are underachieving.</p> <p>During the CPD, individual students will be highlighted based off their questionnaire/focus group data to ensure individual needs are being met.</p>
<p>Develop the use of homework to consolidate learning, improve retention and raise attainment levels through the use of Satchel 1 and HW club with the support of paid TAs.</p>	<p>The EEF toolkit suggests that homework may have high impact for a comparatively low cost. Involvement of parents to provide the optimum conditions at home for students to complete tasks is very important in ensuring effectiveness.</p>	<p>3</p>	<p>PP specific H/W support up and running with 30-40 students attending each Tuesday and Thursday (academic year 24-25). LSAs and teaching staff also there to support with IT and subject specific questions</p>
<p>All class teachers to devise, implement and evaluate seating plans which will optimise PP students' ability to learn.</p>	<p>Research shows that PP students may be less attentive in class than their non-PP students. Reducing extraneous load ("cognitive load theory") for all students, but especially focusing on PP students is likely to have a positive impact.</p> <p>A well thought-through seating plan will ensure that extraneous load is reduced for PP students.</p>	<p>2, 3</p>	<p>Seating plans looking strong with PP students accessible, even in rooms with little space.</p>
<p>Support PP students with homework and revision through subscription to GCSE Pod.</p>	<p>There is a strong correlation between the amount of study undertaken by students between lessons (usually as homework) and their final outcomes.</p>	<p>3</p>	<p>H/W Club and the engagement of Y10 and Y11 form tutors in order to make sure all GCSE PP students have the correct equipment and revision guides needed for their exams.</p>

			Silent study also available for Y11 students with GCSE support every Wednesday and Thursday with Y11 standards lead.

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

Budgeted cost: £84,500

Activity	Evidence that supports this approach and current actions	Challenge number(s) addressed
Gather baseline and progress information on students' reading completion through application GL assessments and "No more marking" assessments.	Identified pupil premium students will be given targeted support with reading and reading comprehension. In turn, this will raise attainment levels across the curriculum. Students' confidence with reading will increase, leading to improved levels of engagement with text-based materials in lessons.	1
Review and embed a programme of whole-class reading across KS3, to support development of tier 2 vocabulary, reading fluency and a love of reading.	There is a significant attainment gap at KS4 between boys and girls, which is particularly pronounced in students of lower prior attainment. Improving reading confidence at KS3 will support improved progress rates across a range of subjects at KS4. The EEF Toolkit suggests that reading comprehension strategies may have a significant impact for modest cost. The EEF guidance report (September, 2021) specifically recommends providing targeted vocabulary instruction and opportunities for structured talk. During the academic year of 2024-2025, all Pupil Premium students were invited to a focus group where they discussed reading and were able to select a reading book of their choice which they were able to keep.	1
Embed a Year 11 Pathways to Success Programme for Year 11 students who need guidance in their future	As of the academic year 24-25 a new Pathways to Success Programme was ran by CCR which has been extremely successful.	3

<p>aspirations and achieving their potential at GCSE. This will be run by a permanent member of staff each year to make the programme more effective.</p>	<p>Each student is given a mentor from SLT or the pastoral team where students receive personalised drop-in sessions to advise on career options, revision techniques and how to optimise their potential.</p> <p>Regular meetings occur with parents/guardians both in person and online to ensure they are best equipped with how to support their child throughout the exam period and choosing their next steps</p> <p>There are also participation in sessions to enhance cultural capital and improve outcomes such as interview practice with external agencies and revision workshops.</p> <p>This has been extremely successful in 24-25 and will continue in the academic year of 25-26.</p>	
<p>Strategically deploy TAs and HLTAs in Year 11 English and maths lessons, in order to provide improved support for disadvantaged students.</p>	<p>HLTAs will be directed strategically to support year 10 and 11 students with maths and English skills, exam techniques and application of knowledge.</p> <p>Strengths of the HLTAs will be used to fully support students by taking the class so the teacher can work with PP students or the HLTA can work with PP students to challenge and inspire them leading to success.</p> <p>The EEF Toolkit suggests that deployment of teaching assistants can have a positive impact on student outcomes, provided it supplements teaching and does not replace high-quality interactions with the class teacher.</p>	<p>1,2,3 and 4</p>
<p>Tuition through for students in Year 10 and 11, focusing on English and maths. This will be strategically planned through staffing so additional hours can be used by staff for this.</p>	<p>Tuition allows students to receive support outside the curriculum, who are unable to stay after school (for example, those who are reliant on school transport). Students will work in pairs or threes, under the direction of a qualified teacher, focusing on content identified by the class teacher. PP students are prioritised.</p> <p>Given that the NPT funding is no longer available as a school we will need to provide this provide this by paying tutors ourselves in order to support students with revision.</p>	<p>3</p>

	As of 2025, we now have two tutors who are employed directly by the Trust which allows them to build relationships with the students and students will have the same tutor throughout their time at De Lisle.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,881

Activity	Evidence that supports this approach and current actions	Challenge number(s) addressed
<p>Provide pastoral guidance and support, through small group mentor sessions with pastoral staff and Art therapy.</p> <p>Enable identified students (from all year groups) to develop strategies for effective problem-solving and behavioural self-regulation through work with a well-being coach.</p>	<p>Social and emotional learning interventions are identified by the EEF as being effective in improving students' decision-making skills, interaction with others and their self-management of emotions. In turn, these improvements enable students to engage more effectively with their academic studies.</p> <p>Improved attendance links directly to improved attainment.</p>	4, 5
<p>Improve the focus of the college pastoral team on PP students having this as a constant agenda item.</p>	<p>Research and feedback from staff suggest that DA students experience greater extraneous cognitive load than their more advantaged peers. By ensuring that DA students are prioritised during “walkabout” lesson visits, and that Prep Time is being used constructively, the pastoral team will bring about improvements in concentration and time management.</p> <p>Regular emails by HOY/SLT links and NWH with PP students who are achieving the lowest amount of house points to ensure staff are creating opportunities for these students to receive praise. Also regular emails sent out to staff to remind them which PP</p>	2

	students are close to their next house badge to try and encourage authentic praise of these students.	
Monitor behaviour of PP students across the curriculum, through analysis of points, awards of rewards and sanctions and attendance (through application of Go 4 Schools behaviour module)	Issues can be identified before they escalate ensuring minimal disruptions to lessons. Monitoring of G4S is essential in making sure that students are performing well.	2, 5
Attendance Officer and pastoral leaders to support improvements in attendance through targeted actions to include: <ul style="list-style-type: none"> • Home visits. • Monitoring attendance. • Liaison with parents. • Intervention with target students. 	Improved attendance will lead to raised levels of self-esteem and stronger academic attainment (DfE report into the link between attendance and attainment, 2015).	4
Plan and implement a counselling and Sixth Form peer-mentoring scheme.	Although the EEF toolkit suggests that mentoring approaches only have a small positive impact for moderate cost, involvement of Sixth Form students is likely to be more effective and less expensive – Sixth Form students are closer in age to their mentees, and have direct experience of their issues.	2, 4
Provide students with essential resources, in order to optimise engagement with school (e.g. uniform items, revision guides, text books, specialist subject equipment, and financial support towards school trips).	PP students will be provided with various support material, including revision guides, uniform, equipment for lessons, and given guidance in making optimum use of resources. Greater IT equipment will also be provided for use in homework club such as headphones so that PP students can access homework/revision that they may not have the equipment for at home. As of 2025, new laptops have also been purchased which select PP student can use in lessons to aid their learning.	2, 3

	This will support their learning, and reduce perceived differences between PP students and those who are more advantaged.	
Morning and break time snacks provided for all PP students to optimise performance and concentration in the classroom.	<p>Whilst a proportion of PP students will have access to FSM, usually students will remain hungry throughout the school day.</p> <p>As of the start of the 2023 academic year, morning and break time snacks have been provided for students to ensure they are not hungry and are able to concentration when attending lessons. This has continued to be a great success in the academic year of 2024/2025 as students have said that it has aided their concentration and encouraged them to attend school. This will continue for the academic year of 2025/2026.</p>	4
Schemes to encourage aspiration such as through the 'Brilliant Club'	As of the academic year 2025/2026 fourteen Year 9 students have been selected to participate in the 'Scholars Programme' through the external agency 'The Brilliant Club'. Students work with a university PhD researcher in small groups to give them an experience of what it's like to study at university. At the end of the programme, students complete a final assignment of 2000 words. Students will also attend a Graduation Event at a local university to celebrate their achievements. This will help to enhance students' cultural capital and hopefully improve Year 9 Pupil Premium attendance.	3,4,5 - 7
Devise and implement a programme of extra-curricular activities, to include music, sport and drama which will improve access for disadvantaged students to cultural capital.	<p>Cultural capital will remain the preserve of those from educated or wealthy backgrounds, unless schools actively provide opportunities for students. Life chances are directly linked to social mobility, which in turn depends on having access to "powerful knowledge". (Parent Power, 2018: Sutton Trust report).</p> <p>All compulsory trips (such as the GCSE Geography coastal trip) will be paid for in full for all PP students. A significant proportion of non-compulsory trips such</p>	4

	<p>as DoFE will also be paid for to improve cultural capital.</p> <p>Through Arbor, ensuring that all clubs, trips and leadership opportunities (e.g. Eco, Chaplaincy and School Council) have a record of how many PP students are attending so this can be monitored and specific PP students can be encouraged to attend. This will also be monitored on a spreadsheet where each individual Pupil Premiums student will be monitored to view their extra-curricular attendance and interventions will be put in place if they are not accessing these.</p>	
Conduct cards	Conduct cards to be designed, created and monitored by all staff to improve the culture of the corridors in school.	2
Free school meals	2p per student per day for their free school meal – £2.60 per day per student	5
PE new kit for PP students	Support with buying PE kit (and school uniform) when necessary. New PE kit at school also available for students to borrow	5
Easter Revision staffing	Staffing to deliver revision sessions for year 11 students for 3 days of the Easter holidays.	1 and 3
Summer rewards trip for Pupil Premium students	To allow all students to attend the summer rewards trips allocated to their year group.	7

Total budgeted cost: £203,831

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 pupils in the 2024 to 2025 academic year.

Throughout the previous academic year, attendance rates have been closely monitored. This remains a target with disadvantaged students for next year more specifically in working with families positively to encourage greater levels of attendance, particularly for our Pupil Premium students starting Year 10.

Our behaviour culture continues to be a positive aspect of the school providing all students with clear expectations and rewards. This in turn means the culture in and around school is positive and purposeful. The implementation of conduct cards has also helped to reduce lateness and improved conduct in unstructured times.

The use of IRIS connect has been positive and this will continue to be a focus for next year to have a clear and reflective strategy around teaching and learning, so students are getting well planned, delivered lessons.

Student results in KS4 were also above the national average and we aim to narrow the gap even further between Pupil Premium students and their fellow peers.

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	36	36.6	34.9	Close to average (non-sig)	50.3	-13.7	Widening	-
2024	30	40.4	34.6	Above (non-sig)	50.0	-9.6	Widening	-
2023	29	43.0	35.0	Above (non-sig)	50.3	-7.3	Not available	-

We have also reflected on the cost-of-living crisis and as a result we successfully embedded a snack initiative. This allows for all PP students to receive a breakfast and breaktime snack continues to be a huge success and has made a difference to students' attention and attendance levels.

Externally provided programmes

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

Programme	Provider
English Mastery Programme	ARK UK Programmes