Pupil premium strategy statement 2026 - 2027

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	1,389 (total school) 1,097 (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)**	2026-2027
Date this statement was published	September, 2026
Date on which it will be reviewed	July, 2027
Statement authorised by	Mr Chris Maher Headteacher
Pupil premium lead	Niamh Whetton – Assistant Headteacher Jake Taylor – Pupil Premium Champion
Governor / Trustee lead	Georgina Budding Rod Darby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,977
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	£224,977

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.

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. The Writing Revolution strategy alongside continual CPD 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.
3	To narrow the gap for attainment levels at KS4 between disadvantaged students and their peers. Strategies to address key misconceptions and high frequency core knowledge are required.
4	Inconsistent levels of attendance and punctuality are a significant barrier to learning.
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 through the Writing Revolution Strategy, targeted intervention and continual CPD.	• 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. • Acting upon data and delivering specific targeted intervention throughout KS3 and KS4.
2. Continue to monitor the strong culture of the school so that behaviour is excellent at all times. To also monitor rewards/house points too. Ensuring that students are highly focused on their learning will especially support disadvantaged students in closing attainment gaps.	• Learning walks show that lesson protocols ("Teach like a champion") are embedded across the curriculum and key stages. • STAR, STEPS and SHAPE are consistently evident in all lessons. • Analysis of behaviour points shows a reduction in negative points and an increase in positive points for PP students – to be monitored by PP Champion and SLT link. • Student voice interviews show increasingly positive attitudes towards learning and future aspirations.
3. Improve attainment in core subjects at key stage 4 through targeted intervention, quality first teaching and better planned in-lesson support.	• 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 subject specific tutors and Sixth Form students, leading to improved attainment in core subjects. • As of 2026, the money received for Inclusion, will also be used for an Inclusion manager to help support subject specific intervention – including identification, monitoring and implementation. • Mid and end of term assessment data shows diminishing progress gaps compared with non-disadvantaged peers.
4. Improve punctuality and attendance levels through strategic monitoring and support. Key actions will include home visits, mentoring and parental contact.	• Weekly data checks show improving levels of punctuality and attendance – monitoring by Heads of Year and SLT links. Early intervention put in for those who need it. • Attendance will be in line with non-disadvantaged students by the end of the academic year and will equal the college target.
5. To develop a positive culture and relationships between parents/carers and staff to gain positive and professional relationships as well as trust in working together to help and support disadvantaged students in all aspects of their education.	• 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 (Go4Schools, 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.
6. To continue to enhance the cultural capital of Pupil Premium students through extra-curricular activities and participation in wider school initiatives.	• Individual monitoring (through the development of provision mapping) 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 encourage students to attend wider schemes which align with these interests. • The continue the Brilliant Club with Y10 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.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Actions as of September 2026
Ensure that PP students receive high quality lessons that are well-planned, prepared and adhere to college policy. Focus this year is on checking for understanding.	High-quality instruction, formative assessment and responsive feedback support progress; use lesson checks to identify and address misconceptions. EEF, Teacher Feedback to Improve Pupil Learning (2021) Sustained CPD and monitoring support consistent implementation. EEF, Teacher Professional Development evidence review	1, 2 and 3	Mastery and TLAC now fully embedded in well planned and delivered lessons – new staff receive a copy of TLAC and take part in an induction programme. NWH and JTA (PP Champion) to continue to complete regular strategic lesson walks based off pupil data/student voice. This will be monitored through provision mapping and QA (NWH and CMA) and effective practice will be shared in whole school CPD. The use of Iris Connect within departments and 'quads' to share good practice of Mastery and TLAC techniques to help disadvantaged students in the classroom. As of August 2026 – protected time (one hour a week for each SLT

			member) to conduct lesson walks and give targeted feedback based on checking for understanding and PRDIE – particularly focusing on disadvantaged students. Line management meetings with Subject Leaders also have regular agenda items to check PP progress through data drops – making PP students more of a focus point when teaching to further enhance outcomes.
Continue to embed and now adapt the English Mastery programme supporting students from all starting points to acquire literary reference points and esential grammar to flourish at KS4. To also continue to embed mastery checks throughout all subjects and key stages.	Explicit literacy instruction across subjects supports reading, vocabulary and writing; mastery checks should diagnose gaps and prompt responsive teaching. EEF, Improving Literacy in Secondary Schools Use formative assessment and feedback to adapt teaching. EEF, Teacher Feedback to Improve Pupil Learning (2021)	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. Mastery is now being embedded across all subjects and key stages. This is visible in book scrutiny and during case sampling June 26 – showed PP students' progress by being able to self-assess and identify misconceptions in the moment. Working through CPD (JCA+NWH) to ensure that this is consistently embedded.
Create and conduct a whole school approach to book scrutiny	Book scrutiny is a diagnostic and quality-assurance process, not an independently proven attainment intervention. Use findings to inform feedback and responsive teaching. EEF, Teacher Feedback to Improve Pupil Learning (2021) Implementation should be monitored and refined. EEF, A School's Guide to Implementation (2024)	1,3	Whole schoolbook scrutiny approach created as of August 26 by SLT – led by JCA Regular book looks during lesson visits and also Monday CPD department sessions with regular focus on PP students (PRIDE and progress). Interventions put in place if students are not making sufficient progress in books and praise given (through PRIDE postcards) if students are.
Greater awareness of PP students by class teachers, through amount of directed teacher time in lessons, questioning and quality of feedback.	Use diagnostic information to identify individual needs, adapt explanations and feedback, and provide targeted support. PP status alone does not establish a particular learning need. EEF,	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 these students in

Faculty planning time and staff briefings will be used to highlight attainment gaps and provide opportunities for problem solving. Regular updates will be distributed to classroom teachers, in order to maintain a high profile for PP students.	Guide to the Pupil Premium (2026) Feedback can help close identified gaps. EEF, Teacher Feedback to Improve Pupil Learning (2021)		order to engage and enhance involvement in lessons has been evident. Use of whole school CPD to maintain a high profile for PP students, especially those who are underachieving. During the CPD, individual students will be highlighted based off their questionnaire/focus group data to ensure individual needs are being met. During regular lesson walks it is clear that staff prioritise checking for understanding of PP students and this continues to be the case. Identified on seating plans and active observation which helps staff to keep these students at the forefront when teaching. Staff using PP students work for effective show call (as seen by lesson obs – tracked by observation spreadsheet) to help build confidence and reduce misconceptions going forwards.
All class teachers to devise, implement and evaluate seating plans which will optimise PP students' ability to learn.	Seating plans can support classroom routines and access to teacher attention. EEF, Behaviour Interventions (updated 2025)	2, 3	Seating plans looking strong with PP students accessible, even in rooms with little space. Seating plans monitored by NWH during QA sessions and regular training on how to use them effectively when 'hunting not fishing' during the use of Active Observation to enable PP students to be prioritised.
Develop the use of homework to consolidate learning, improve retention and raise attainment levels through the use of Satchel One and HW club with the support of paid TAs.	Purposeful homework linked to taught content, with feedback, can support learning; homework club can reduce practical barriers to completion. EEF, Homework Explicit study and self-regulation strategies can help pupils plan and monitor learning. EEF, Metacognition and Self-regulation (updated 2025)	2, 3	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 Homework club numbers the highest they have ever been (40-45) per session of varying year groups). Now also using sixth form students (6 per session) to help support alongside 4 LSAs and teaching staff. Y11 silent study (particularly focusing on PP students) also have the highest numbers they ever had (15 per session). This has helped students to consolidate learning and revise.

			Revision sessions such as with DMU (Dec 26) has also provided KS4 students with actionable targets for revision whilst being able to practice revision techniques during the session. Also revision workshops ran by SLT and specific workshops for Y11 pathways students has been effective in helping students practically practice revision techniques. Satchel one is still effective in helping students to balance their time effectively and prioritise homework based off deadlines. Continual use of knowledge organisers and SPO paragraphs (mastery curriculum) to help with homework and consolidation too. Subject Leaders also organised classroom sessions for individual subjects last year based on 'how to revise' and this will be taking place again.
Support PP students with homework and revision through subscription to GCSE Pod.	Revision resources and GCSEPod may support structured independent practice. EEF, Homework Teach pupils how to plan, monitor and evaluate revision. EEF, Metacognition and Self-regulation (updated 2025)	3	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. Silent study also available for Y11 students with GCSE support every Wednesday and Thursday with Y11 standards lead. GCSE Pod regularly promoted particularly to KS4 students during line up/standing assembly/pathways meetings. Uptake has increased, particularly among PP students/pathway students in Y11. Use of this monitored for pathways students by SLT 'mentor' – tracked using a pathways spreadsheet.

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach and actions as of Sep 2026	Challenge number(s) addressed	Actions as of September 2026
Continue to gather baseline and progress information on students' reading	Assess reading accurately to diagnose decoding, vocabulary and comprehension needs, then select and review targeted interventions.	1 and 3	GL still used alongside Sparx reading age tests to identify students needed for intervention. This is monitored alongside internal subject assessments.

completion through application GL assessments and "No more marking" assessments. Reading ages to also be used more when deciding upon intervention and support.	EEF, Reading Comprehension Strategies (updated 2025)		Students identified needing support given opportunities for tutoring (LSU, JMO and CPE). Staff to also be more aware of reading pages – these are now visible on Go4S as of June 25. Staff to use to guide support and intervention. These students are also monitored through case sampling, lesson walks and student voice to ensure if intervention is needed to increase attainment it is provided.
Review a programme of whole-class reading across KS3 and Y10, to support development of tier 2 vocabulary, reading fluency and a love of reading.	Explicit comprehension instruction, vocabulary teaching and disciplinary literacy support reading across subjects. EEF, Improving Literacy in Secondary Schools Comprehension strategies have positive average effects when taught explicitly and practised. EEF, Reading Comprehension Strategies (updated 2025)	1	Whole class reading still embedded in prep time with regular training from Literacy Lead (BTA) on 'control the game' which helps to improve the reading and comprehension skills of PP students. PP students again this year will be allowed to buy and take home a book of their choice to encourage excitement when reading.
Embed a Year 11 Pathways to Success Programme for Year 11 students who need guidance in their future 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.	Mentoring, parental communication and revision coaching should be evaluated separately; explicitly taught revision and self-regulation strategies have stronger evidence than aspiration raising alone. EEF, Metacognition and Self-regulation (updated 2025) Positive, personalised parental communication can support learning. EEF, Parental Engagement	3, 4 and 5	Pathways to success is continually embedded and this year 15/30 students are PP students. Students are mentored by an SLT mentor once a fortnight and focus on attainment, aspirations, interview skills and revision techniques. Since Y10 EOY results to Y11 Advent results pathways students have improved in terms of attainment. Further focus now on those who didn't get their grade 5 English and Maths match through sixth form tutoring and teacher led tutoring.
Tuition through for students in Year 10 and 11, focusing on English and maths. This will be strategically planned through staffing so additional hours	Small-group tuition is most effective when focused on diagnosed gaps and closely linked to classroom learning. EEF, Small Group Tuition	1, 3	Two tutors employed directly from the school last year, still tutor two days a week for KS5 students. LSU has also been employed for supporting those with English in KS3. 30 PP Y10/ Y11students have Maths tuition and 30 PP

can be used by staff for this.			Y10/Y11 students have English tuition once a week. Focusing on core knowledge and those students who are two or more below target. Successfully seen an increase in attainment in Dec 25 mock exams to students changed round accordingly. Regular changes – timetable reviewed by NWH every 2 months (see spreadsheet).
Inclusion foundational skills HLTA – As of November 2026 the inclusion budget will be used for an inclusion foundational skills HLTA to help support PP students	Targeted intervention should be selected from diagnosed needs, delivered by trained staff and monitored for impact; phonics should only be used where decoding needs are identified. EEF, Guide to the Pupil Premium (2026) Use reading diagnosis to choose support. EEF, Reading Comprehension Strategies (updated 2025)	3,4 and 5	The inclusion HLTA will focus on the tracking and implementation of strategies to benefit PP students for example they will identify students who need early intervention, put in place this intervention and evaluate the effectiveness. This will have a strong focus on phonics but also extra-curricular activities and trying to encourage all PP students to engage.

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

Budgeted cost: £74,977

Activity	Evidence that supports this approach and current actions as of Sep 2025	Challenge number(s) addressed	Actions as of September 2026
Provide pastoral guidance and support, through small group mentor sessions with pastoral staff and Art therapy. 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.	Targeted pastoral and self-regulation support may improve engagement EEF, Behaviour Interventions (updated 2025) Attendance is associated with attainment; support should address individual barriers. DfE, Link Between Attendance and Attainment (2025)	4, 5	Increase in PP students attending pastoral mentoring (tracked on a spreadsheet) and also Art Therapy. This helps students to manage emotions, self-regulate and manage their emotions which has in turn helped to increase attendance in school too. NWH/JTA continues to conduct focus groups and Microsoft form questionnaires at the start and end of the year for every PP student. This helps to identify barriers/aspirations and any issues which can then be acted on for students e.g. struggles

			with transport to school – bus passes can then be accessed.
Improve the focus of the college pastoral team on PP students having this as a constant agenda item.	Consistent expectations, positive relationships and targeted support underpin effective behaviour approaches. EEF, Behaviour Interventions (updated 2025)	2	Focus on PP students during line management meetings with SLT for behaviour/attendance/positives. Discussions with SLT link and/or NWH to help increase PP attendance (e.g. Y10 – NB – using a taxi for door to door service as struggling to use public transport). Continual reminders via email for staff to look out for certain PP students when giving out house points to ensure these students are regularly and authentically praised.
Monitor behaviour of PP students across the curriculum, through analysis of points, awards of rewards and sanctions and attendance (through Arbor).	Systematic behaviour monitoring can identify pupils needing timely support, alongside consistent classroom approaches. EEF, Behaviour Interventions (updated 2025)	2, 5	HOY regular monitor behaviour through negative and positive points – recorded on weekly line management meeting spreadsheets. Intervention when necessary e.g. STODs, LTODs or the BIU to correct behaviour and individual discussions with students about how to improve their behaviour. Often this involves the careers officer CGR who helps PP students with their aspirations and how this correlates with their behaviour at school.
Attendance Officer and pastoral leaders to support improvements in attendance through targeted actions to include: • Home visits. • Monitoring attendance. • Liaison with parents. • Intervention with target students.	The DfE's 2025 analysis finds a positive association between attendance and attainment, accounting for prior attainment and pupil characteristics. DfE, Link Between Attendance and Attainment (2025) Family engagement can support tailored action. EEF, Parental Engagement	4	Regular attendance tracking from Attendance Officer and HOYs. PP attendance is above national average and targeted intervention/AP where appropriate is used. Attendance tracker also used, with PP highlighted, to identify who needs intervention and those at risk of being PA so we can put the correct support in place.
Plan and implement a counselling and Sixth Form peer-mentoring scheme.	Structured cross-age academic peer tutoring can be effective at improving attainment. EEF, Teaching and Learning Toolkit	2, 4	Increased uptake of PP students in the peer mentoring scheme. Helped to increase attendance (MJ – good example in Y10).
Provide students with essential resources, in order to optimise engagement with school (e.g. uniform	Providing essential resources removes practical barriers to participation. EEF, Guide to the Pupil Premium (2026)	2, 3	Continuous providing of uniform, revision guides and tangible goods.

items, revision guides, textbooks, specialist subject equipment, and financial support towards school trips).			Laptops have also been effective in school for those who need to use them in lesson or homework club due to a lack of access at home. Refurbed laptops also given to KS4 PP student to use at home to study.
Morning and break time snacks provided for all PP students to optimise performance and concentration in the classroom.	Food provision can address hunger and improve access to learning; use local uptake, student voice and attendance data to assess the snack initiative rather than claiming proven attainment gains. EEF, Guide to the Pupil Premium (2026)	4	Students have provided qualitative data stating how much they enjoy their morning and break time snack (on their student voice). Many PP students said they would usually come to school without having breakfast so this then aids their concentration. Numbers have rapidly increased this year in terms of uptake (tracked by an uptake spreadsheet). On average we give out 420 snacks weekly.
Schemes to encourage aspiration such as through the 'Brilliant Club'	EEF, Teaching and Learning Toolkit	3,4,5	The Brilliant Club was extremely successful. All 14 selected Y10 students attended every session and 'graduated' at the University of Sheffield. This has helped to increase aspiration as four more students now wanted to attend university and there is anecdotal evidence that students want to raise their attainment (SD and S-BH asking how they can move from Foundation to Higher Mandarin and TB asking for support in attending Oxbridge in the future).
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.	Arts participation has positive average academic effects and wider intrinsic benefits; removing cost barriers supports equitable access. EEF, Arts Participation	5	Continuing to help advance the cultural capital of PP students – including trips, music and clubs in school. Using the PP focus groups to track (on a spreadsheet) the extra-curricular involvement of these students and encourage those not involved to take up an extra-curricular activity (e.g. JH DofE, NJB piano lessons and CC drum lessons). Also increasing talks for PP students about the benefits of these activities e.g. a DofE talk (increased numbers to 9 PP students with 1 the year before) and the Ethics Cup. This helps to advance cultural capital, aspiration and thus encourages attendance and increased attainment in school.

			Focus on those who already do extra-curricular to uptake leadership roles. Discussions with Chaplains to increase PP uptake in leading COTW and in sporting roles in interhouse.
As of 2026 – devise a more rigorous monitoring system so that all PP students have a profile which includes the monitoring of varying data sources e.g. attainment, extra-curricular, lesson walks, book scrutiny, student voice and aspirations (led by JTA)	Diagnose your pupils' needs | EEF – Diagnosing specific student's needs and barriers rather than generalising.	1-5	To produce a mapping spreadsheet/provision map to continual monitor and evaluate the progress of PP students both academically and socially.
Free school meals	FSM provision addresses access to food; assess impact on participation and wellbeing locally rather than claiming direct attainment effects. EEF, Guide to the Pupil Premium (2026)	5	Students also given an uplift for Dec 26 for the full free Christmas dinner package.
Easter Revision staffing	Well-structured additional learning time aligned with the curriculum may support attainment; monitor attendance and progress. EEF, Guide to the Pupil Premium (2026)	1 and 3	Easter revision sessions were really successful last year in helping to improve KS4 attainment. These will be happening again this year with subject specialists.
Summer rewards trip for Pupil Premium students	Subsidised rewards trips improve equitable access to enrichment. EEF, Arts Participation	5	

Total budgeted cost: £224, 977

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 2025 to 2026 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 in Year 11 who have a high PA.

Our behaviour culture continues to be a positive aspect of the school providing all students with clear expectations and rewards. The implementation and consistent use of conduct cards have also helped to reduce lateness and improved conduct in unstructured times.

The use of IRIS connect continues to be positive and this will continue to be a focus for next year (alongside the Teaching and Learning focus of checking for understanding) to have a clear and reflective strategy around teaching and learning, so students are getting well planned, delivered lessons.

We also continue to embed our successful snack initiative providing all PP students with a morning and break time snack. This continues to make a difference to students' attention and attendance levels.

The Brilliant Club was a huge success for our Y10 students last academic year. All fourteen students who participated had better attendance than the previous year after being on the programme and all attended the graduation event at the University of Sheffield which enriched their cultural capital. This programme will continue during this academic year.

Pupil Premium student results in KS4 were also above the national average and the gap between PP students and their peers has narrowed since the previous year.

KS4 examination results 2026:

	Pupil Premium	**Non PP**	**Gap reduction from 2025**
% 5+ Grade 9 – 4 (inc Eng & Mat)	58.3%	82.6%	**13.3%**
% Grade 9 – 4 in Eng & Mat	63.9%	88.6%	**13%**
% Grade 9 – 5 in Eng & Mat	41.7%	69.2%	**27.9%**
Attainment 8	4.6	5.9	**Gap of 1.3 compared to a gap of 2.3 last year.**
% Grade 4+ in English	75%	91.8%	**15.1%**
% Grade 4+ in Maths	75%	91.3%	**15%**

Pupil Premium students have done a grade between on average that the previous year's cohort. Furthermore, there has been a 20% improvement on 4+ in English and 22% increase in Maths, highlighting the improvement in outcomes.

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
Ten Ten Resources (PHSE)	Independent – Clare O'Brien and Martin O'Brien