

Pupil premium strategy statement 24-25 review period

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	Baysgarth School
Number of Baysgarth pupils in school	1018
Proportion (%) of pupil premium eligible pupils	33.59
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2028
Date this statement was published	03rd December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jade Driscoll, Headteacher
Pupil premium lead/Designated teacher for looked after and previously looked after children.	Andrew North, Deputy Headteacher
Governor / Trustee lead	Rob Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369225
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

Part A: Pupil premium strategy plan

Statement of intent

Education is about driving forward social mobility in our local communities. Our role is to transform opportunities and raise aspirations for all of our students and nowhere is this more important than with our disadvantaged students.

Our intent is that all of our students, whatever their background or circumstances, make positive progress during their time at Baysgarth. The aim is for all sub-groups and all subjects have a positive Progress 8 figure. The prime strategy to achieve this objective is high quality teaching and learning in every lesson, for every subject. If this is achieved, all of our students benefit. We teach in mixed ability groups across virtually the whole school and this is a deliberate strategy to ensure all of our students benefit from the best teaching.

The key priorities of the school improvement plan all revolve around this theme:

- raising attendance and reducing exclusions, particularly for our disadvantaged students
- raising attainment and progress for our low ability students, many of whom are from disadvantaged backgrounds
- raising the literacy, resilience and reading skills of our students so they have the skills and confidence to be able to succeed and prosper in the adult world

Our pupil premium strategies follow these key priorities and ensure that these goals are always at the forefront of our thinking. All our stakeholders are clear on these priorities and the strategies that sit behind them. We take a whole school approach whereby all of our staff know they are both responsible and accountable for our priorities and these are followed through from the school improvement plan to departmental improvement plans and appraisal targets.

Our interventions are grounded in research, primarily based on the work of the Education Endowment Foundation and their Teaching and Learning Toolkit. Hence, our focus on metacognition, effective feedback, Collective Reading, collaborative learning and resilience skills. These have been proven to have the greatest impact on student development and therefore form the core of our strategies and teacher CPD.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Attendance levels at Baysgarth have been below national for the last few years and disadvantaged students have a lower attendance rate than the rest of the school</p> <p>Attendance rates were below the target of 95% prior to the Covid-19 pandemic. Since this attendance rates have struggled to meet national averages or to Baysgarth pre-pandemic levels which are highlighted in the figures below.</p> <table><tr><th>Year Group</th><th>2018/2019</th><th>2022/2023</th><th>2023/2024</th></tr><tr><td>Year 7</td><td>95.13% PP 89.61%</td><td>92.9% PP 89.4%</td><td>93.3% PP 89.3% FFT NA- 93%</td></tr><tr><td>Year 8</td><td>94.78% PP 91.93%</td><td>90.6% PP 85.88%</td><td>91.6% PP 85.38% FFT NA - 91.3%</td></tr><tr><td>Year 9</td><td>93.8% PP 89.87%</td><td>88.3% PP 84.06%</td><td>88.8% 80.17% FFT NA - 90.3%</td></tr><tr><td>Year 10</td><td>93.57% PP 90.88%</td><td>87.4% PP 76.31%</td><td>86.4% PP 78.66% FFT NA - 89.8%</td></tr><tr><td>Year 11</td><td>84.74% PP 80.8%</td><td>90.7% PP 78.53%</td><td>86.1% PP 66.24% FFT NA - 89.2%</td></tr></table>	Year Group	2018/2019	2022/2023	2023/2024	Year 7	95.13% PP 89.61%	92.9% PP 89.4%	93.3% PP 89.3% FFT NA- 93%	Year 8	94.78% PP 91.93%	90.6% PP 85.88%	91.6% PP 85.38% FFT NA - 91.3%	Year 9	93.8% PP 89.87%	88.3% PP 84.06%	88.8% 80.17% FFT NA - 90.3%	Year 10	93.57% PP 90.88%	87.4% PP 76.31%	86.4% PP 78.66% FFT NA - 89.8%	Year 11	84.74% PP 80.8%	90.7% PP 78.53%	86.1% PP 66.24% FFT NA - 89.2%
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2	<p>Suspension rates of PP students is higher than it is for non PP students across the country. This is also true for Baysgarth and is something we are committed to reduce. Below you will find a comparison of the suspension rates for previous years:</p> <table><tr><th>Year</th><th>Baysgarth PP</th><th>Baysgarth Non PP</th></tr><tr><td></td><td colspan="2">Rate of suspensions (no./NOR)*100</td></tr><tr><td>2021/22</td><td>10.80%</td><td>11.8%</td></tr><tr><td>2022/23</td><td>20.52%</td><td>11.48%</td></tr><tr><td>2023/24</td><td>14.4%</td><td>2.84%</td></tr></table>	Year	Baysgarth PP	Baysgarth Non PP		Rate of suspensions (no./NOR)*100		2021/22	10.80%	11.8%	2022/23	20.52%	11.48%	2023/24	14.4%	2.84%									
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3	<p>Pupil Premium outcomes have been a significant challenge for our students since Covid. This is very heavily linked to attendance and resilience levels which are mentioned elsewhere in this report.</p> <table><tr><td>Year</td><td>Baysgarth PP P8</td><td>Baysgarth non PP P8</td></tr><tr><td>2021/22</td><td>-0.47</td><td>0.23</td></tr><tr><td>2022/23</td><td>-0.33</td><td>0.28</td></tr><tr><td>2023/24</td><td>-0.80</td><td>0.04</td></tr></table>	Year	Baysgarth PP P8	Baysgarth non PP P8	2021/22	-0.47	0.23	2022/23	-0.33	0.28	2023/24	-0.80	0.04
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4	<p>Disadvantaged students have been hit harder by the global pandemic than other groups in society and need more support and intervention to be able to reach their academic potential. This support is not only academic, but also for their SEMH needs.</p> <p>The number of SEMH pupils on our SEN list (33%) is higher than both the national (29%) and local area average (25.2%).</p> <p>SEMH pupils are the second highest primary need on our SEN list, with cognition and learning the highest at 39.2%.</p> <p>This shows the need for both academic and SEMH support for these pupils.</p> <p>There is a significant need for a broad range of interventions that support our disadvantaged students to ensure the wide range of needs they have are being met to allow them to thrive.</p>												
5	<p>Disadvantaged students at Baysgarth often lack the resilience they need to succeed in their learning and this is reflected in outcomes. We are also concerned that this lack of resilience has a negative impact on students in their post 16 education and beyond.</p> <p>A resilience strategy has been developed by the school to help develop resilience in our disadvantaged students and will form a key part of our school improvement strategy over the next three years.</p>												
6	<p>Literacy levels of disadvantaged students are below those of other students. Lockdowns have exacerbated this problem and will make it harder for disadvantaged students to succeed in their exams.</p> <p>After conducting reading tests, we have identified that the reading age gap between disadvantaged students and those who are not, is still 15 months, with the biggest gaps being in Y9 (20) & Y8 (19) and the smallest being Y10 (12).</p>												

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2027/28 demonstrated by: Whole School Attendance exceeding 2% of NA Attendance of disadvantaged students exceeding 3% of NA.
To significantly reduce the rate of exclusions for disadvantaged students	Sustained low exclusion rates from 2027/28 demonstrated by: Exclusion rate for Multiple FTEs to be below 2% Whole school exclusion rate below 8%
Disadvantaged students at Baysgarth perform as well as non disadvantaged students nationally.	The average progress 8 score of disadvantaged students will be at least 0.13, which is the current national average for non disadvantaged students.
Disadvantaged students make excellent progress in their time at Baysgarth, both academically and in their personal development.	Disadvantaged students at Baysgarth are on or above target levels and achieve excellent GCSE outcomes. Learners have access to a wide range of SEMH interventions that support their needs.
Disadvantaged students have the resilience to cope with the rigours of the GCSEs and post 16 education.	No NEETS. Increased attendance over the GCSE period. Homework completion of disadvantaged students at 90%+
Improved reading comprehension among disadvantaged pupils	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.

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: £239,996 65%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Leadership of Teaching and Learning across the school. Planning and quality assuring the CPD programme and ensuring all lessons are highly effective.	<p>CPD is most effective in improving teachers' practice and pupils' achievement when it is sustained and evaluated. Research from 2006, 2011 and 2012 shows that the evidence is clear that CPD is effective when it is targeted, evidence-based, collaborative, sustained and evaluated:</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Education evidence Guidance reports Metacognition and Self-regulated Learning</p>	3, 5, 6
Strategic Leadership of Behaviour and Attendance across the school.	<p>Leadership is required to ensure the effective implementation of the whole school strategy for attendance as outlined by the DFE.</p> <p>Ambitious leadership: setting high expectations for every child. We must back head teachers to create strong school cultures that deliver the best outcomes for every child. To do this, we must ensure schools have the support and capability to set clear and high expectations of behaviour and outcomes</p>	1, 2, 3

	<p>for all children, as well as to put in place the support that individual children may need to meet these.</p> <p>Timpson Review of School Exclusion</p>	
Strategic Leadership of Literacy across the school.	<p>Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects. Our strategic lead for literacy will be ensuring the guidance from the improving literacy in secondary schools report is embedded across the school.</p>	3,6
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3, 4, 6
Development of the Resilience strategy	<p>Resilience levels are proven to affect the outcomes in a wide range of factors, including academic, mental health and even life expectancy. The below report outlines the crucial role schools have and the role can play in improving resilience levels of their students</p> <p>Building children and young people's resilience in schools</p>	1, 3, 5

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

Budgeted cost: £73,845 20%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Hub	Severe absence in schools is at record levels across the country and is also a problem at Baysgarth. It is proven that this can often be a result of students lacking a sense of belonging. Therefore we will open our own Attendance Hub to tackle this problem. Improving school attendance	1,3
<i>The purchase of reading books to support the whole school literacy strategy. Staff read with their Collective Reading group for 80 minutes each week</i>	The proportion of children who reported that they seldom read stories or novels outside school has increased significantly in England. Therefore, we have introduced Collective Reading to ensure all students have good exposure to high quality texts. Reading for pleasure	3, 5, 6

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

Budgeted cost: £55,384 15%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part funding of the Interventions Manager, Learning Manager, Early Help Manager and SENSO. Their roles in school are to provide targeted interventions aimed at stopping exclusions and repeat exclusions and sharing the most effective strategies with staff.</i>	Tailor targeted approaches to meet the needs of individuals in your school. Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs. Improving Behaviour in Schools Guidance Report Education Endowment Foundation EEF	1, 2, 3, 4

<i>Supporting parents of Year 7 disadvantaged students with the cost of school uniform</i>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p> <p>Teaching and Learning toolkit School uniform Education Endowment Foundation EEF</p>	1,2
<i>Funding our Gateway and Resilience curriculums to ensure students can develop key employability skills, access cultural capital and access a diverse range of enrichment activities. Including supporting disadvantaged students to ensure they can access all trips and visits.</i>	<p>By ‘Character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes. At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Guidance for teachers Life skills and Enrichment Education Endowment Foundation EEF</p>	1, 2, 5
<i>Chromebook leasing support</i>	<p>Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.</p> <p>Guidance for teachers Using Digital Technology to Improve Learning Education Endowment Foundation EEF</p>	3

Total budgeted cost: £369,225

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See separate report.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Nationally, overall and persistent absence rates decreased in 2024/2025 compared to the previous autumn and spring terms combined, while the severe absence rate increased.

- The overall absence rate fell to 6.63% in combined autumn and spring terms 2024/25, down from 6.93% in the previous autumn and spring terms, though still above pre-pandemic levels when they were consistently below 5%.
- 6.92% of possible sessions were recorded as absence in spring 2024/25, an increase from 6.38% in the autumn term.
- Just over half of absence was due to illness, which accounted for 3.31% of possible sessions in autumn 2024/25 and 3.47% in spring 2024/25. The level of absence due to illness reduced compared to the combined terms for autumn and spring 2023/24, but remained higher than the pre-pandemic levels.
- 17.63% of pupils were persistently absent in autumn and spring 2024/25 (i.e. missed 10% or more sessions). This is a decrease from 19.23% in autumn and spring 2023/24 but remains above the pre-pandemic rate of 10.53% in autumn and spring terms 2018/19.
- The percentage of severely absent pupils (i.e. missing 50% or more sessions) continued to increase to 2.26% in autumn and spring 2024/25, up from 2.14% in the previous autumn and spring terms.

At Baysgarth School we have continued to embed initiatives to target our SA and PA students with support from our Local Authority EIO, Sherry Dailey.

These include:-

- Alignment of the inclusion team following a review of the inclusion team structure resulting in learning managers working directly with an attendance team member and SENSO to target first day absences.
- Attendance Assistants each have a caseload of students to work with, exploring barriers to attendance and strategies to overcome these, this is reviewed regularly
- Attendance Team participate in bi-weekly Team Around the Child meetings and contribute to these, ensuring students are identified and discussed where attendance is or remains a concern
- Weekly challenge meetings with parents whose child has attendance is between 80 and 90% and absences could have been avoided.
- Targeted attendance plans for students who are PA and SA.

- Increased phone calls and home visits focussing on any household where no contact has been made to explain absence from school including first day absences.
- Tutors meet with students following an absence and make phone calls home to discuss attendance with parents and carers
- Termly meetings with the EIO to discuss “stuck cases” where no progress is being made despite attendance plans being agreed with parent and student and relevant steps taken following advice and guidance from them
- We continue to raise the profile of good attendance with several initiatives to celebrate and reward students individually and collectively via - .
 - The 100% Attendance Club, following 2 successful years, continues to run and has helped create a positive culture around attendance. Seeing students rewarded regularly simply for attending school every day.
 - Attendance Leagues where Forms collectively compete throughout the term and the Winners of the Leagues are rewarded. Attendance is discussed by form Tutors each week using notices in the Tutor Powerpoint
 - Year Group Targeted attendance rewards run by the Year Teams

Our Attendance Hub was opened in September 2024 with the aim of supporting severely absent students to return to school. This was a major success which saw 6 Year 11 Students access this and complete GCSE's who may have otherwise remained absent. This has expanded to support students returning from long periods of absence or students with a variety of medical absences/needs, providing them with a small, welcoming space where they are able to feel safe, supported and valued. This is staffed by the Attendance and Inclusion Team and Teachers who deliver lessons. Students have built positive relationships with the staff and other students, creating a sense of belonging and a positive impact on their education and social emotional development.

To significantly reduce the rate of exclusions for disadvantaged students

Baysgarth has been able to evidence a reduction in overall suspensions over the last 2 academic years with the overall suspension rate for 2023/2024 18.82% reducing to 14.84% in 2024/2025. When looking at suspensions for pupil premium vs non-pupil premium for these years the data evidences that the rate of exclusions for disadvantaged students remains higher than those who are not considered disadvantaged. This continues to be an area of focus as we move through this 3 year plan.

Pupils with SEN and FSM eligibility continue to have some of the highest rates of suspensions and permanent exclusions nationally. Year 9 remains the year group with the highest suspension rate nationally.

Building on the success of reducing the rate of overall suspensions in 2024/2025 we have further developed our universal offer of interventions and further invested in targeted interventions to address the needs that the students in school are presenting with.

These interventions and strategies include:-

- 12 FTE placements at Headway available to commission for students at Baysgarth School
- 10 FTE placements at Pathways (Y7 and 8 provision)
- 9 FTE placements in Elevate (Year 10 provision)
- Alignment of the inclusion team following a review of the inclusion team structure resulting in learning managers working directly with a SENSO and an SLT link per year group. Inclusion Manager and Assistant SENCO working in conjunction with each other to further develop the inclusion team.
- Intervention before suspension which is now reflected in the Behaviour Policy.
- Termly PDP meetings with Governor presence. Updated letter with clear line of challenge for students who continually choose not to adhere to the expectations.
- Increase in parent meetings for students whose behaviour repeatedly challenges the expectations
- Targeted form groups led by Deputy Inclusion Manager (Current focus being Year 8 girls and Year 9 girls)
- Detentions overseen by one person to improve attendance
- Bi-weekly Team Around the Child Meetings per year group to have targeted discussions around behaviour, attendance, concerns.
- Further development of the attendance hub building on lessons learnt in 2024/2025

We continue to invest in Think for the Future (1 day per week) who deliver resilience and behaviour mentoring across KS3. All of the above interventions have meant our suspension rate is significantly below the Local Authority average.

Disadvantaged students at Baysgarth perform as well as non disadvantaged students nationally. (ACU)

The headline figure for Pupil premium students is -0.8 however, those who regularly attend school achieved a P8 score of -0.15 which is an improvement on last year's figure of -0.33. This cohort has been decimated by attendance issues and 20% of PP students had an attendance rate of below 50%. Work with these students is a key priority and a range of strategies are being employed to improve this in the years to come.

Disadvantaged students make excellent progress in their time at Baysgarth, both academically and in their personal development. (ERI)

Please see the outcome above for academic information.

For personal development, we offer a range of SEMH interventions. This includes those provided internally by the SEN team, such as CBT, Zones of Regulation and Bridges Social Intervention and those provided by the Inclusion team, with a dedicated member of staff offering interventions to students on a variety of areas including relationships, managing emotions, managing social media, exam stress and mental health. We are able to make

referrals for students to external services who provide interventions for mental health including With Me in Mind, Think for the Future and Youth Counselling Services as well as EP/ ASET/ BST/ CoBE teams, where appropriate.

There is also a dedicated page on the school website for students to access self-help tools and guidance with lots of ideas of coping strategies to deal with intense and difficult emotions specifically aimed at young people.

We support pupils with life skills development through our nurture provision/ personalised options pathway. These option pathways combine both academic and personal development aspects, to encourage future independence. In addition, Y7-8 nurture pupils undertake dedicated SEMH lessons, to enhance their emotional development. We also created and employed for the role of Discover TLR, which focuses on ensuring a rigorous and appropriate curriculum offer for pupils on our personalised learning pathways- a role which started September 25. This role will not only consider academic progression but also ensure a strong element of preparation for adulthood throughout the curriculum, further supporting personal development for disadvantaged students. There is also a focus on identifying trusted adults for those pupils who require this, to provide further emotional support.

In 2024-2025, we also moved forwards in the planning/progression of the variety of pathways available to meet the range of additional personal development, or special educational needs, which were a barrier to the progression of some disadvantaged students. This included the Pathways Provision for Y7-Y8 (open September 2025), Elevate for Y10 (open September 25) and SRP autism provision (KS1 open April 2025, with KS2 September 26, and KS3 September 27).

Support students through our Resilience Curriculum -

Disadvantaged students have the resilience to cope with the rigours of the GCSEs and post 16 education.

In KS3 we have purposefully designed a curriculum based around building the resilience of our students which in turn aims to support some of our most disadvantaged students. Students have one timetable Resilience Lesson per fortnight, across KS3 in which students to part in a series of activities in which conditions are created to challenge students' resilience. Sessions are designed to create a safe environment for students to fail, and tasks have been purposefully designed to include a degree of failure before success will be achieved. The aim is also to design activities that are enjoyable and structured to incorporate as many of the Ginsburg's 7 strands of resilience as possible; **Competence, Confidence, Connection, Character, Contribution, Coping, Control.**

The programme culminates with an end of Year resilience challenge, our 10 mile walk. Students resilience is assessed through 2x self-assessments using the Wagnald and Young assessment in addition we have our own resilience assessment criteria using a 4 tier grading system linked to Ginsburg's 7 Cs.

Enhancing careers advice and work experiences

Disadvantaged students have additional support in comparison to their peers. They have priority meetings with the school's Career advisor. Additional support is put in place dependent

on these sessions including whether we expect a potential NEET. This can be additional career meetings and support with applications to colleges / apprenticeship placements to communications with home to offer more parental guidance and support with attending open events.

In Elevate we are developing new ways to offer work experiences. Nat Osgar, our employability mentor, is working on a bank of virtual work experience placements allowing students to complete them in a designated Elevate session (something we need to look to explore in Headway).

Closing cultural gaps

We are also looking to ensure that we actively aim to reduce gaps we have identified between groups of students that we have identified within our Culture Passport tracking. Recently we have looked at creating more trips for this specific group of students. We are also looking at prioritising disadvantaged students for career work experiences when placements are limited until we have developed our whole school approach.

Improved reading comprehension among disadvantaged pupils (HWO)

Our overall SAS score for the whole-school FSM cohort for June 2025 is 97.1, compared with 98.9 in June 2024. FSM pupils are slightly below the national average reading norm, but — on a standardised scale — they remain broadly within the 'average' range.

In the June 2025 NGRT Reading tests, progress across FSM cohorts showed a mixed pattern when compared with previous testing points.

- Year 7 FSM students demonstrated an average SAS score of 95.3 in June 2025, compared with 102.0 in June 2024.
- Year 8 FSM students demonstrated an average SAS score of 96.2, a slight decrease from 96.4 in both June 2024 and December 2023.
- Year 9 FSM students achieved an average SAS score of 97.3, showing an increase from 96.0 in June 2024 and closing the gap on previous attainment levels seen in 2023.
- Year 10 FSM students demonstrated an average SAS score of 96.7 in June 2025, compared with 102.0 in June 2024 and 99.3 in December 2023.
- Year 11 FSM - obtaining from NLA

Across all year groups, the whole-school SAS performance remains consistently higher than that of FSM students. Gaps range from 4 to 7 SAS points, with the widest difference evident in Year 8.

The Summer 2025 outcomes indicate that FSM performance has declined compared with 2024, whereas whole-school averages have also dipped but remain substantially above FSM levels.

Increasing the amounts of reading interventions will be a key part of our new literacy strategy for 2026-28.