Pupil premium strategy statement – Bower Park Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1050 (PAN) (999 on roll as of December 2025)
Proportion (%) of pupil premium eligible pupils	373 students 38%
Academic year/years that our current pupil premium strategy plan covers	**2025/2026** 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Eddie Aylett
Pupil premium lead	Dave Sears (2024/2025) Ryan Browne (2025/2026)
Governor / Trustee lead	Bex Cox Leanne Hathaway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£395005
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*	£395005

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive Academy, our intention is to provide a safe and stimulating teaching and learning environment that delivers quality first teaching. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Our values of Respect, Effort, Aspirations and Learning underpin the strategic aims of our Academy Improvement Plan with a foci on the three keys areas of behaviour, attendance and high-quality teaching and learning.

We strive to: remove the barriers of low expectations, raise lifelong aspirations and promote the importance of academic achievement. Our Pupil Premium Plan aims to address the main barriers our students face and through careful planning and rigorous tracking, targeted support and intervention, providing all students the access and opportunities to enjoy academic success.

Challenges

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

1. To provide targeted academic support, such as additional intervention and resources for
2. To support the quality of teaching and learning, such as staff professional development; additional staffing
3. To tackle non-academic barriers to success in the Academy, such as attendance, behaviour and social, emotional and wellbeing support.

Challenge number	Detail of challenge
1	PP% of overall students. Higher than average numbers of PP students within the borough and local area 38%. National average of Primary and Secondary schools 28.1%. PP Secondary school of 37.8%.
2	A persistent and hard to shift gap in average attainment across all subjects of over a grade between PP and NON-PP students.
3	Access to SMSC and Personal Development opportunities in context of cohort. High levels of Social, Emotional, and Mental Health concerns and access to wellbeing support. Some students lacking cultural capital and low aspirations for future destinations. All students have access to a wider range of personal development opportunities to enrich their wellbeing and SMSC
4	Low levels of literacy and numeracy with a particular focus on MPA and LPA students. There is also a need for supporting students with developing their reading skills, at both Key Stage 3 and 4. To ensure students can access GCSE texts. Current year 7 PP students half of PP students have a reading age of 8Yrs and below 45% Current year 8 PP students third of PP students have a reading age of 8Yrs and below 32% Current year 9 PP students third of PP students have a reading age of 8Yrs and below 31%

5	Negative impact on progress caused by poor attendance, behaviour and disruption to learning. Attendance of PP% vs NPP students. December 2025 attendance PP 86.82% NPP 93.02% December 2025 lates PP 8.84% NPP 5.30%
6	Gap between PP and NON-PP white, British, boys, is bigger than the overall PP Gap with the exception of 2022 and 2025 results.

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) PP students have the same outcomes and opportunities as their NON-PP classmates.	• PP students on roll have access to the same opportunities of their NPP counterparts. With data comparable to that of their peers in attendance, behaviour and teaching and learning outcomes
(2) Close the attainment gap between PP and NON-PP students so that the average gap is below 0.5.	• GCSE outcomes for PP students in line with that of their NPP counterparts
(3) Increase access to SMSC and Personal Development opportunities to develop higher levels of Social, Emotional, and Mental Health coping strategies and access to wellbeing support.	• Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations to secure post 16 destinations. 100% of PP students attend a meeting with the careers officer in year 11. • Post 16 NEET figures for PP are in line with, or lower than, national average. • All PP students to take part in at least one cultural capital learning experience throughout per year in their secondary education
(4) Improve literacy and numeracy levels so that pupils are able to access the whole curriculum	• 80% of KS3 read at, or above, chronological reading age. PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. Standardised reading scores are in line, or above, national averages. • Create a culture of reading. Sparx Reading tests used to develop KS3 literacy programme. • Forward planning Introduction of Lexia programme for academic year 25/26 in conjunction with Sparx Reader

(5) Improve attendance and behaviour of PP students to allow better access to quality first teaching.	• 80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • Reduce the number of behaviour incidents logged for PP students, improved attendance for PP students (and reduced PP Vs NPP gap) and bring figures in line with the national average for all students. • ATL scores show that all PP students are' always' and 'usually' meeting expectations. (With an average ATL of 3+)
(6) Close the attainment gap between PP and NON-PP white, British boys so it is in line with national.	• Assessments in English and Maths are in line with other schools in the Trust and also assessment scores for key groups are in line with comparable sub-groups. • 80% of PP students to achieve, or exceed, 4+ basics, in line with national average for all students, including WBB. • PP/NPP gap closes over time. 80% KS4 PP students to engage with Teams revision to prepare for PPEs and GCSEs

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £264628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	• Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools with a focus on literacy.	1, 2, 3, 4, 5, 6
Additional small group tutoring to target a minimum of 80% PP students to improve reading, writing and numeracy skills in KS4.	• EEF T and L Toolkit highlights that mentors who typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, during school, at the end of the school day, in small groups can have an impact of +4 months. • In addition, our mentors have a reading and academic focus to support self-regulation strategies which has an impact of up to 7 months. (July 2021)	2, 4, 6

Run a homework club to ensure PP students have access to after school support to complete homework and extended learning. Targeting WBB.	• EEF T and L Toolkit shows that homework can have an impact of up to +5 months (July 2021) Our club has an inclusive ethos and provides a safe and supportive environment for students attending.	2, 4
CPD for staff	• National College staff CPD and PIXL courses to improve subject and professional pedagogy. Continue to develop the teaching, pedagogy and subject of science, with a particular focus on making lessons accessible to PP students.	1, 4, 6
Teacher recruitment and retention	• EEF Teaching Recruitment and Retention (2018 and Welcome Trust 2018)	2, 6
Behaviour Mentor year 9	• EEF T and L Toolkit highlights that behaviour interventions can increase academic achievements by up to 3 months.	5
After school intervention	• EEF T and L Toolkit highlights that extending school times can increase academic achievements by up to 3 months.	2, 4, 6

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

Budgeted cost: £9432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Intervention sessions. Closing the gap interventions targeted at supporting Year 11 Pupil Premium students. This includes the providing of resources such as books, revision guides.	• The Sutton Trust details that tuition is a cost-effective way of boosting attainment and ensuring disadvantaged pupils do not fall behind, with the EEF Toolkit suggesting it can boost progress by up to 5 months.	2, 6
Literacy KS3 Curriculum	• EEF T and L Toolkit highlights that reading comprehension strategies can increase academic achievements by up to 7 months. • EEF T and L Toolkit highlights that phonics strategies can increase academic achievements by up to 5 months. • EEF Lexia Core 5 Improving Literacy 2020. Lexia Programme and designated Literacy programme co Ordinator using reading text data.	2, 4, 5
Literacy KS4 HPA Curriculum	• EEF T and L Toolkit highlights that oral language interventions can increase academic achievements by up to 6 months. • EEF Interactive Reading 2024 KS4 reading 'book club' with author visits to promote the joy of reading	2, 4

Literacy and Reading	• EEF T and L Toolkit highlights that mastery learning strategies can increase academic achievements by up to 5 months. • Weekly discussion of TIER 2 subject specific vocabulary in all lessons as part of retrieval practice. • Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. (Matthew Effect, Didau, 2018). EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	2, 4, 5, 6
Curriculum – Year 11 Boot Camp. Contribution to Year 11 'Boot Camp' for Core subjects to support small group revision and wellbeing close to the examination period, targeting disadvantaged students and key topics from most recent PPE examination analysis.	• EEF T and L Toolkit research shows that small group tuition has an average impact of four months' additional progress over the course of a year and small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF T and L Toolkit, 2021)	2, 4, 6
Mental Health Well being	• EEF T and L Toolkit highlights that social and emotional learning strategies can increase academic achievements by up to 3 months. • Fruition Tuition, Elsa Support Ltd, Hear to Listen, School counsellor, educational psychologist	3, 6

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

Budgeted cost: £120945

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMSC / Cultural Capital / Well being	• EEF T and L Toolkit highlights that social and emotional learning strategies can increase academic achievements by up to 3 months. • EEF T and L Toolkit highlights that behaviour interventions can increase academic achievements by up to 3 months. • A well planned and comprehensive programme of Personal Development opportunities for all students, PP and NPP.	3, 6
Attendance drives to focus on improving attendance across PP and NPP	• DfE Report (March 2025) highlights the links in GCSE outcomes and attendance. • Deployment of staff, EWOs and Attendance lead, in conjunction with rewards to promote attendance and link to improved outcomes.	2, 4, 6

Contribution to educational visits	• EEF's report on outdoor adventure learning highlights the access provided to opportunities they would not normally experience. • Funding to support wider curriculum and extension to core curricula for students to access educational visits	3
Pay for PP students to partake in work experience to raise aspirations broaden their understanding of the world of work.	• EEF T and L Toolkit review found that work experience has a range of positive impacts including providing the knowledge and skills demanded for successful school-to-work transitions and giving young people relevant work experiences as well as practical insights into how. (EEF Press release, 11 Jan 2018)	6
Breakfast provision	• Pearlman's research on Maslow Before Bloom (July 2025) highlights how Maslow's Hierarchy of Needs is an important in student outcomes. • Family Action (NSBP) *note* national provision ends August 2026 and will not be budgeted for 26/27*	3, 6
Uniform, equipment and student resources	• Pearlman's research on Maslow Before Bloom (July 2025) highlights how Maslow's Hierarchy of Needs is an important in student outcomes. • Move towards targeted Uniform and Equipment support rather than blanket approach.	2, 3, 6

Total budgeted cost 25/26: £264628, £9432, £120945 = £395005.

Summary breakdown of total expenditure for 24/25 for reference

In school events, including workshops, external speakers, activity sessions £26879. Breakfast provision £1899. Uniform £7973. Reading, literacy and oracy £5174. Subscriptions to external providers £9326. Equipment and stationary £4974 and well being £3016. Staff salaries £184525 (including on costs). TOTAL: £243766

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Disadvantaged Outcomes

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils*

Year 11 Class of 2025

For 2025 there was a gap between whole school measures of PP and Non-PP. On average, this equates to a grade. The basic measures for our PP cohort showed only a third of students passing English and Maths at a grade 4+. Our non-PP figures put us in line with our Trust targets. We continue to focus on Quality First Teaching and closing gaps for our most vulnerable learners, especially PP. In Drama and French, PP students outperformed non-PP students. Both subjects delivered targeted intervention programmes from December 2024. The gap in the Core subject remains significant, which also ran targeted intervention programmes; with science three-quarters of a grade, English a grade and Maths more than a grade. There were significant gaps in PP/ Non-PP achievement, and this remains a focus addressed within quality first teaching CPD and targeted interventions.

In Havering, our results for disadvantaged students achieving Grade 5+ in English and Maths out us ahead of 2 other schools and broadly in line with other schools with similar numbers of disadvantaged students in their 2025 cohort. This shows that our additional interventions running targeting the Core are having an impact. The work we do around aspirations and cultural capital is clearly having an impact because our percentage of students that stay in education, employment or an apprenticeship is higher than 5 other schools. However, we need to continue our drive on quality first teaching across all subjects as our attainment 8 score for disadvantaged students is below other schools in the borough.

- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

Year 11 Bespoke Revision Programme

All throughout the year, 100% of Pupil Premium students had access to revision materials provided by all departments – these were accessible each and every half term and focused specifically on key revision tasks, literacy development and providing opportunities for wider reading. Revision sessions also took place within the Half term breaks, and this was also supplemented by 10 weeks of Year 11 virtual Revision sessions across a range of curriculum areas, including English, Maths and Science. Targeted revision sessions also took place after school across four separate blocks.

Year 11 'Boot Camp' Revision weekend

Boot Camp ran this year across English, Maths and Science. 23 students attended a weekend residential aimed at securing the grade 4 or 5 borderline. The completed intensive revision in those three subjects as well as confidence boosting activities. The average point score of the Boot Camp group was 38.26, which is higher than the year group average of 37.28. The Basic measures of 5+ EM and 4+ EM were not as high as the year group average however, they fell slightly below -5% (5+) and -4% (4+). The students selected for boot camp were on the borderline of these grades, so this is not unusual. Unfortunately, this year it did not provide the boost that it has done in previous years. There was most

success in English literature, especially at Grade 4 (+10%) and Language (+5.4%). However, the rest of the subjects were broadly in line with the year group average. Moving forward, we will consider this year if changes to timings and the number of subjects that it focusses on will be made in order to ensure value for money or whether a different model will be more suitable.

Curriculum Enhancements

- Art Packs: Equal access to specialist materials allowed PP students to complete coursework independently, improving quality and creativity.
- English Revision Guides: Removing financial barriers ensured PP students could revise effectively at home, boosting confidence and exam preparation.
- PE Rock Climbing: Offered PP students an alternative individual sport, improving practical scores and engagement.
- Music Lessons: Free instrumental tuition for PP students enhanced performance skills and self-worth, positively impacting GCSE outcomes.
- KS4 Revision Boot Camp: Intensive weekend sessions raised average point scores above the year group average, with notable gains in English Literature (+10%).

Seneca subscription

The Seneca subscription has had a measurable impact on supporting academic progress across the school, particularly in the second half of the year. Usage statistics highlight its significant adoption within the science department for Key Stage 3 students, where it was employed to set and reinforce home learning. This consistent usage has provided students with access to a structured and interactive platform, enabling them to consolidate their learning outside of the classroom. The targeted use in science also demonstrates how the platform can effectively align with subject-specific objectives, improving both student engagement and retention of material. In addition to its academic benefits, the integration of Seneca supports broader school strategies related to attendance, behaviour, and wellbeing. By encouraging independent study habits, the platform fosters a sense of responsibility among students, which can translate to improved classroom engagement and behaviour. Furthermore, the accessibility and gamified nature of Seneca contribute to student wellbeing by reducing the stress often associated with traditional homework, offering a more enjoyable and manageable way to complete tasks. As Seneca continues to be embedded across the curriculum, its potential to impact other key areas of school life, including attendance and external program participation, should be explored further.

KS4 Breakfast club prior to Mock and Summer examinations

The introduction of the breakfast club, including targeted Year 10 and 11 morning revision sessions prior to mock exams, has yielded measurable benefits in academic support and student wellbeing. Attendance at these sessions increased significantly, correlating with a reduction in late arrivals to exams and demonstrating improved punctuality. Students expressed appreciation for the opportunity to engage with teachers during these sessions, citing the calming environment, last-minute guidance, and question-answering as key factors in reducing pre-exam anxiety. This initiative not only supported academic preparedness but also positively impacted student behaviour and confidence, underscoring its value as a holistic strategy for enhancing both performance and wellbeing.

Form time revision initiative – Year 11 English, Maths and Science revision cards

Revision materials were purchased for PP students to support the implementation of Form time revision activities throughout the academic year. These sessions were led by Heads of department in Core subjects and supported an improvement in students' preparation for the final examinations and enhanced their confidence.

Literacy, Oracy and Reading – World Book Day

In February 2025, a local artist transformed the library with artwork inspired by *The Boy, The Mole, The Fox and The Horse*, our World Book Day focus. This initiative created a welcoming, visually engaging space that aligns with school values and significantly improved student wellbeing. Disadvantaged students now have a calm, inspiring environment to read and reflect, increasing their use of the library during breaks and after school. Teaching Assistants also utilize the space during lessons to provide PP students with a quiet, supportive area for learning.

Author Visits

Author workshops enriched the cultural capital of disadvantaged students by giving them direct access to professional writers. PP students participated in small-group creative writing sessions, boosting confidence and writing skills. Books provided to form classes ensured every student, regardless of background, had access to high-quality reading material. This initiative strengthened the school's reading culture, promoting reading for pleasure and reducing the perception of reading as purely academic.

KS3 Literacy Curriculum

Targeted literacy support for PP students in KS3 delivered measurable progress in spelling, punctuation, and grammar. Although staffing challenges paused the initial 10-week programme, the introduction of the Lexia intervention for 2025/26 ensures sustainable impact. Lexia reduces teacher workload while providing accurate, trackable data, enabling disadvantaged students to close gaps in reading age and literacy skills. All PP students who completed the Autumn/Spring programme demonstrated clear improvement in core literacy competencies.

HPA Literacy Programme

A KS4-focused approach raised attainment for PP/HPA students through structured Masterclasses. Data shows that PP/HPA students attending 75% or more of sessions achieved top grades (G7+) in English Literature and Sociology. For example, 100% of HPA students achieved G4+ in Sociology, and 90% achieved G5+ in English. This demonstrates a strong correlation between targeted intervention and improved outcomes for disadvantaged high-attainers.

Numeracy – LEGO Robotics

The LEGOLAND robotics workshop transformed abstract mathematical concepts into hands-on challenges, significantly boosting engagement among PP students who often lack confidence in maths. By applying real-world problem-solving with LEGO SPIKE Prime, disadvantaged learners improved persistence, teamwork, and reasoning skills. Many reported increased confidences tackling multi-step problems, directly supporting progress in STEM subjects.

Year 7 Maths Challenge

Students completed the Maths Challenge to recognise outstanding ability in Mathematics. 10 students got a participation certificate, 7 bronze certificates, 1 silver certificate and one student went on to the next level of the challenge.

Disadvantaged Attendance

Attendance Incentives - vouchers

Reward vouchers funded through PP improved attendance during critical periods, supporting sustained engagement for disadvantaged learners. The purchase of vouchers as part of the attendance rewards initiative for Pupil Premium (PP) students across Years 7-11 has had a significant positive impact on both academic support and overall wellbeing. By offering vouchers as incentives for improved attendance, students were motivated to attend school regularly, reinforcing the connection between consistent attendance and academic success.

Attendance Incentives – "pizza parties"

The KS3 and KS4 Pizza Attendance Parties had a positive impact on Pupil Premium (PP) students by rewarding their good attendance during the term. This initiative encouraged PP students to maintain consistent attendance, fostering a sense of accomplishment and reinforcing the importance of regular school participation. The lunch event also provided an opportunity for students to socialize and build relationships with their peers in a relaxed, supportive environment, promoting wellbeing and a sense of community. By acknowledging and celebrating their commitment to attending school, the reward helped motivate students to continue making positive attendance choices, with long-term benefits for their academic success and personal development.

Disadvantaged Behaviour

Behaviour Mentorship

Using selected identified students based on behaviour data assigned a behaviour mentor to focus on causes and solutions to ensure their individual behaviour incidents reduce over time. Students speak to behaviour mentor in pre-planned non-core lessons.

Just Like Us – talk/workshops

Sessions booked as CPOMS data and analysis demonstrated necessity to. The "Just Like Us" talk, funded through the Pupil premium fund, had a significant impact on the wellbeing and inclusivity of Pupil Premium (PP) students by providing them with an engaging and informative session led by the LGBTQ+ charity. This external talk offered students the opportunity to learn about LGBTQ+ issues, fostering a sense of acceptance, understanding, and belonging within the school community. By targeting PP students, the initiative ensured that those who might face additional challenges in terms of support and representation had access to important resources and discussions about diversity and inclusion. The session not only promoted positive mental health and wellbeing but also helped to break down barriers related to prejudice and discrimination, encouraging students to embrace differences and support one another in a more empathetic and informed way.

External Speaker Paul Hannaford – talk/workshops

Sessions booked as CPOMS data and analysis demonstrated necessity to. The external speaker session with Paul Hannaford, funded through the Pupil Premium (PP) budget, had a significant impact on students' awareness and understanding of substance misuse. Paul Hannaford shared his personal story, which highlighted the dangers of substance misuse and its long-term consequences. This engaging and impactful session was specifically targeted at PP students, offering them an opportunity to hear from someone with real-life experience, which helped to reinforce key messages around resilience, decision-making, and wellbeing. The session not only supported students' personal development but also contributed to the wider curriculum by addressing critical issues of health and safety, empowering students to make informed choices and promoting positive behaviours.

Disadvantaged Well Being

Wellbeing – Breakfast Club

PP funding for breakfast provision addressed hunger-related barriers to learning. Students reported improved concentration, punctuality, and readiness for lessons. Weekly behaviour and attendance meetings alongside breakfast support resulted in 100% attendance at least once a week and an 80% engagement rate in behaviour sessions. Achievement points for PP students increased significantly from Summer Term 1 to Term 2, evidencing improved behaviour and academic engagement.

Wellbeing – Year 11 Prom

Funding for prom tickets ensured PP students could participate fully in this milestone event, promoting inclusion and a sense of belonging at the Academy.

The provision of prom tickets for Pupil Premium (PP) students has had a positive impact on both their academic motivation and overall wellbeing. By offering prom tickets as a reward for academic

achievements, positive behaviour, and consistent attendance, this initiative provided an additional incentive for PP students to engage more fully with their studies and school activities. The opportunity to attend the prom also contributed to students' social and emotional development, allowing them to feel included in an important school tradition and boosting their sense of belonging. This initiative helped foster a positive school culture, encouraging PP students to continue striving for success and reinforcing their connection to the wider school community.

Uniform Support

Providing PP students with school uniform removed a key barrier to attendance and reduced feelings of social isolation, ensuring equal participation in school life.

Wellbeing – ELSA Programme

18 PP students accessed tailored emotional literacy support, improving mental health, social skills, and school enjoyment. Student voice confirmed reduced anxiety and increased confidence, contributing to better attendance and engagement.

ELSA subscription

The ELSA subscription provided targeted academic support and wellbeing interventions, offering students tailored resources such as reading material, activities, and worksheets to address specific needs like anxiety and anger. The impact on student mental health and wellbeing was significant, with students reporting improved social skills, reduced anxiety, and increased enjoyment of school. Additionally, many students felt a positive shift in their overall wellbeing, which was reflected in the feedback collected through student voice. Attendance and engagement also saw improvements, as 18 students participated in ELSA sessions this year. These sessions were widely appreciated, highlighting their effectiveness in fostering a supportive and nurturing environment for students facing emotional challenges.

Educational Visits

PP funding enabled disadvantaged students to access cultural and curriculum-linked experiences:

- Hamilton & A Christmas Carol: Live theatre visits enriched understanding of set texts, improving written responses and cultural capital.
- Geography Field Trip: Covered costs for compulsory GCSE element, removing financial barriers.
- International Residential (France): Increased curiosity about language and culture; some PP students opted for French at KS4 as a result of the educational visit.
- Future Frontiers Careers Programme: 87% of PP participants reported higher motivation; 78% improved career readiness scores.

Additional trips (Supreme Court, ENO, Ben Kinsella, Ski Austria) further broadened horizons and aspirations for disadvantaged learners.

SMSC – History VR Workshop

120 students (70% PP) accessed immersive VR experiences of WWI trench life, deepening historical understanding and empathy. This unique opportunity enhanced SMSC values and cultural capital for disadvantaged learners.

Cultural Capital – Heart Global & Performing Arts

Heart Globals international performing arts event and African drumming workshops gave PP students enriching cultural experiences, boosting confidence, creativity, and teamwork. Feedback highlighted increased motivation and classroom participation, with many students discovering new talents and forming friendships that strengthened their sense of belonging.

Additional in school events and workshops

- Streetwise year 7 workshop. Impact – students aware of local surroundings.
- British Science Week VR KS3 workshop. Impact – students able to experience a sci-fi VR workshop. All year 7 PP students, rolling yearly programme.
- Just Like Us an LGBT young person's charity. Impact – students' awareness of LGBT History month. All KS3 students, rolling yearly programme.
- Joy Uplifts – poetry workshop for KS3 and KS4 girls
- Humanutopia – building relationships workshops. Impact – all year 9 students
- Lifeline projects
- Matt Pinkett misogyny workshop. Impact – all KS3 and KS4 students
- Authors Aloud workshops, Past and Present History workshops
- First Give charity curriculum workshops for Religious Studies. Impact – all year 9 students
- Wise up team building workshops. Impact – all KS3 students
- Team up for social mobility workshops
- Learning Performance year 11 parent revision workshops. Impact 70 families attended session to improve revision strategies in year 11.
- Mind of the Student mental health and young person's wellbeing charity. Impact – focus on students' mental health and wellbeing. All KS3 and KS4 students.
- Red Medusa poetry workshop. Impact – broadening English curricula
- Paul Hannaford – substances misuse awareness workshop. All KS3 and KS4 students.
- Talk Consent workshop. Impact – connections to Citizenship and RSE curricula. All KS3 students.

Extra-Curricular Clubs

- Photography Club: PP funding for cameras enabled disadvantaged students to access creative opportunities, building technical skills and confidence.
- Science Club: Increased science capital among PP students through practical experiments and career-linked discussions, raising aspirations and engagement.
- Homework Club: Despite strong Year 7 attendance, PP participation across other year groups remains low (3.85%). Targeted promotion will address this gap to improve progress.
- Year 11 Virtual Interventions: 70% of PP students accessed online subject support, improving exam readiness and confidence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year. Total planned expenditure £25000

Programme	Provider
Safeguarding software	CPOMS
Breakfast provision (NSBP)	Family Action
Counselling services	Hear to Listen
NPQ (SEND)	Ambition Institute
Maths/Literacy Tuition	Fruition Tuition

Pastoral /form resources	Picture News Ltd
National Education Group	The National College CPD
Seneca Learning platform	Seneca Learning Ltd
Pro Excel 2002 Ltd Performing Arts placements	Pro Excel 2002 Ltd
SISRA Juniper Education	SISRA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

n/a