

Pupil premium strategy statement –

Bristol Cathedral Choir School

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	762 (of which 241 are PP eligible in Dec 2025)
Proportion (%) of pupil premium eligible pupils	31.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Wade Nottingham
Pupil premium lead	Michael Brodie
Governor / Trustee lead	Barney Angliss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 192,425 (deprivation premium), £86,790 (PP+) and (£15,780 held by local authorities for CiC students)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 279,215

Part A: Pupil premium strategy plan

Statement of intent

We recognise that our school community is diverse. Drawing from over 50 feeder schools, which range from some of most deprived to the wealthiest in our city. We believe firmly that it is important for our school to move beyond equality of opportunity in the classroom and to strive for equity for disadvantaged pupils in the fullness of the life of our community. At BCCS, we are 'Gathered together, that all may thrive'.

At BCCS, our primary aim is to ensure that all pupil premium students are able to achieve their potential across the curriculum. Specifically, this means ensuring pupil premium students make accelerated levels of progress so that outcomes compare favourably against their non-pupil premium peers. We aim to ensure that all students have access to a curriculum that is knowledge rich and powerful, planned with student engagement at the forefront and relevant to the experience of our pupil premium cohort. We also provide a curriculum that enables our pupil premium students to play a full and prominent role in our school community and develop the skills necessary to become well-rounded, active and employable members of society. Finally, we seek to ensure that our pupil premium cohort thrive throughout their time at our school. We are determined that our students build positive relationships; feel valued and respected within our school community. As a means of ensuring pupil premium students thrive in our school, we provide them with a range of rich and diverse extra-curricular and cultural opportunities, particularly in music, which broaden their horizons and develop their existing interests and talents. Our strategy works towards achieving these objectives in a number of ways:

- By making use of careful diagnostic assessment we are able to identify specific areas of need and barriers to learning within our context and design strategies to help students make accelerated progress, deploying early and well-targeted interventions to support those who do not.
- Through the prioritisation of literacy and numeracy we ensure that students have the necessary foundational knowledge, skill and understanding to access and engage with our curriculum and make sustained and rapid academic progress.
- By focusing on parent/carer engagement we recognise the important role they play in supporting academic attainment and involvement in extracurricular activities and in fostering engagement in school more generally.
- We ensure that all staff understand that they have a role to play in developing, implementing and reflecting on our curriculum. This helps to promote student engagement, leadership and employability amongst premium students. There are some key principles underpinning our approach:
- We believe that high quality teaching and learning is the most significant means by which to ensure that our pupils can achieve their potential. Therefore, we prioritise investment in learning opportunities for our staff, so that they understand the latest academic research and can deploy the most effective strategies inside and beyond the classroom. At BCCS, we expect all our colleagues to act as advocates for our pupil premium students.
- We believe that offering an engaging, relevant, and challenging curriculum, which inspires students, provides them with employability skills and affords them with opportunities to develop leadership skills will have a positive impact on student wellbeing, engagement and esteem. We also recognise that it will enable students to make rapid and sustained progress, encourage students to take greater pride in their work and contribute to higher levels of attendance and punctuality.

Challenges

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

Challenge number	Detail of challenge
1	Literacy - There has been a trend over recent years of the average NGRT SAS score of PP students being significantly lower than the average score of non-PP students and often 100<. In addition, a significant proportion of our PP cohort enter the school with SAS reading scores of 90<. This means that our PP cohort often have a more limited vocabulary, less secure background knowledge, have difficulty identifying key points and struggle to draw inferences from or summarise text. As a result, it is often more difficult for our PP cohort to engage with our curriculum in comparison to their non-PP peers.
2	Attendance - PP students are overrepresented amongst students with poor attendance and punctuality records. PP attendance at the start of the 3-year strategy was 91.9% in 2023/4 compared to 93.5% non-pupil premium. We know from cross-referencing the progress and attainment of our PP students with their attendance that attendance is the single-most significant impact on academic performance in our school and therefore it is imperative that we address this issue if we are going to be effective at closing the attainment gap in our school. This target is situated within the context of a 'generational challenge of school absence' outlined in one of the government's six missions laid out in the Breaking Down Barriers to Opportunity - UK Government - 2024 .
3	Behaviour – It is clear that our PP cohort are overrepresented in our higher-level behaviour incidents which require a sanction. At the start of the strategy in 2023/24, the PP cohort were issued 49.73% of Level 2 detentions for behaviour and 55.89% of all internal suspensions in our Behaviour Support Unit. 51.40% of SLT detentions were accrued by PP students in 2023/4 which again means the PP cohort were significantly overrepresented in this sanction.
4	Extra-curricular Involvement and Provision – Our records demonstrate that students who are eligible for the PPG are underrepresented in some of our core extra-curricular activities. Despite our standing as a Music Specialism at the start of this 3-year strategy, only 12.63% of peripatetic music lessons are undertaken by PP students and only 10.1% of those enrolled in our Trailblazers scheme were PP. This is significantly below the school-wide percentage of PP students. PP students are also underrepresented in other initiatives where students can show leadership such as Year 7 Camp and the Duke of Edinburgh Award Scheme. We also recognise the need for our extra-curricular provision to reflect the interests, activities offer a range of opportunities to develop their cultural capital, physical health, leadership and new skills.
5	Presentation and pride - It has been recognised by our school improvement partners and in observation and book scrutiny that the there is a gap between the presentation quality and pride demonstrated in classwork between our PP and non-PP cohorts. In addition, PP students are overrepresented in behaviour points given for poor classwork, failing silent starts and lack of equipment.

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
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<p>To achieve significant and sustained progress for students in their NGRT SAS as they move through and completed KS3 and to ensure that there is a significant drop in the raw number of PP students who have a NGRT SAS score of under 100 by the end of Year 9.</p>	<ul style="list-style-type: none"> The raw number of PP students who have NGRT SAS reading scores of under 100 will decrease as the students move through KS3. All PP students will make at least an average of +5% progress over the course of KS3 in their NGRT SAS scores from their baseline in Year 7. PP students who receive targeted reading comprehension interventions will make accelerated progress in the NGRT SAS scores. PP student surveys will reflect an increase in the number of students who read for pleasure outside of school. Lesson observations, external reviews, department development studies and coaching statistics will demonstrate that reading comprehension strategies, particularly focusing on oracy are well embedded within the school.
<p>To achieve and sustain improved attendance for our disadvantaged pupils</p>	<ul style="list-style-type: none"> PP attendance will average at 96% attendance across all year groups. There will be no attendance gap between PP and non-PP students. PP students will not be overrepresented in data on lates. There will be a decrease in the raw number of pupil premium students who are classified as persistent absentees.
<p>To reduce the overrepresentation of PP students by at least 10% in L2-5 behaviour during the course of this strategy.</p>	<ul style="list-style-type: none"> PP students will not be overrepresented in L2 behaviour points and detentions, including SLT detentions. There will be a significant reduction in the overrepresentation of PP students in the school's internal and external exclusion data. PP students engage with personalised behaviour-related interventions.
<p>To ensure our extra-curricular offer ensures that the PP cohort are actively engaged, proportionally represented and exposed to new experiences which develop their physical and mental health, cultural capital and leadership skills.</p>	<ul style="list-style-type: none"> PP students are proportionally represented in the take up of peripatetic music lessons, choirs, sports and Duke of Edinburgh PP students are able to access both domestic and international trips and are proportionally represented in these. All PP students, where possible, access Year 7 Camp. The extra-curricular offer of the school reflects the interests of the PP cohort. That extra-curricular activities offer a range of opportunities to develop their cultural capital, physical activity, leadership and new skills. PP students report a strong sense of belonging in the school.
<p>PP students achieve and sustain consistently high levels of presentation and pride in their work.</p>	<ul style="list-style-type: none"> Book scrutiny, classroom observations and external reviews reveal consistently high levels of pride and presentation across the curriculum with no discernible difference between PP and non PP students. Qualitative data from student voice, student and parent surveys and teacher observations reveal PP students have pride in work. PP students are rewarded proportionally in line with their numbers across the school for 'responsibility'. Positive rewards are given to PP Students in proportion to their numbers for their use of the STAR method for listening and attention in the classroom. PP students consistently take part successfully in SIT time to review and revise their own work.

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: £130,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School CPD, implementation, monitoring and review on new behaviour system and PACE strategies.	<u>Breaking Down Barriers to Opportunity - UK Government - 2024</u> The government has made its long-term mission in education to ensure every child can 'achieve and thrive at school, through excellent teaching and high standards.' The government also states that this 'will include a focus on disadvantaged children and those with special educational needs and disabilities.' Therefore, our implementation of the EEF's '5 a day' approach for SEND learners reflects this mission.	1,2,3,5 £21134
Staffing – Inclusion Roles The Inclusion team includes lead teachers for PP and a Designated Teacher and the Elevate Programme. It also includes lead teachers for the areas of Social, Emotional and Mental Health, Cognition and Learning and Communication and Interaction ensuring PPSEND students (44.4% of our SEND cohort) are effectively supported.	<u>Supporting the attainment of disadvantaged pupils - 2015 - DFE</u> The DfE assert that schools which are effective at narrowing the attainment gap 'have clear, responsive leadership' and 'ensure their staff have the skills and training to take on more specialists roles.'	1,2,3,4,5 £86,000 (contribution)
Senior Coaching The school has appointed four senior coaches to work with teaching staff to support aspects of teaching as part of our CPD offer across the school.	<u>Effective Professional Development - Guidance Reports - EEF</u> The EEF recommends the prioritisation of high-quality teaching and learning as the most significant means by which to improve the progress and attainment of pupil premium students. Designed to ensure all students have access to high quality teaching and learning across the curriculum.	1,3,5 £23,534

	<p><u>Breaking Down Barriers to Opportunity - UK Government - 2024</u></p> <p>The government has made its long-term mission in education to ensure every child can 'achieve and thrive at school, through excellent teaching and high standards.' The government also states that this 'will include a focus on disadvantaged children and those with special educational needs and disabilities.' Therefore, our use of senior coaches to drive improvement in teaching and learning is reflective of this.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £115,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevate A bespoke programme focussing on Pupil Premium Plus students, which is designed specifically around their needs at that moment in time. Additional weekly sessions of Maths and English that focus on numeracy and literacy skills and building leadership through pre-teaching.	<p><u>One to one tuition - Teaching and Learning Toolkit - EEF</u></p> <p>The EEF argues that PP students typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. The EEF suggests that one-to-one tuition can have an impact of +5 months.</p>	1,2,3,5 £41000
Behaviour/Pastoral Support from Behaviour Manager and pastoral support leads.	The EEF identifies behaviour interventions as a low-cost approach with moderate impact, typically linked to +3 months additional progress over a school year. Evidence suggests behaviour support is most effective when it is targeted, consistent, and sustained. Employing a Behaviour Support Manager and strengthening pastoral support enables the school to identify pupils with behavioural or social-emotional needs early, coordinate appropriate support, and ensure consistency across the school. By reducing disruption and improving self-regulation, pastoral behaviour support increases pupils' engagement with learning and time on task. This is particularly important for disadvantaged pupils, who are more vulnerable to exclusion and lost learning time.	1,2,3,5 £40,000 (contribution)

	<p>Behaviour interventions - Teaching and Learning Toolkit - EEF</p>	
English as an Additional Language PP Support – Including EAL tutor group, EAL Lead and LSA support.	<p>A recent analysis from EEF-funded trials examining pupils with EAL shows that targeted interventions can produce measurable gains in literacy, equivalent to +1 month's additional progress and that the benefits are stronger for pupils who have arrived more recently in the UK. Our EAL tutor group and EAL provision particularly targets these students. It highlights the value of early, focused support can significantly impact overall engagement, access to the curriculum, and long-term attainment.</p> <p>Investing in a dedicated EAL tutor group and LSAs with timetabled lessons allows the school to deliver targeted, consistent, and sustained interventions, aligned with best evidence.</p> <p>Educational Endowment Foundation, IPD meta-analysis: The impact of EEF-funded trials (Durham, November 2025)</p>	1,2,3,4,5 £27,238 (contribution)
Targeted Year 11 Homework/Revision Intervention A programme targeting key Year 11 students with poor homework completion and lower attainment and progress. Ran by Designated Teacher and Deputy PP Lead.	<p>Homework - Teaching and Learning Toolkit - EEF</p> <p>The EEF suggests that prioritising homework completion for disadvantaged students can have an impact of +5 months. Homework is most effective when it is closely linked to classroom learning, focused and purposeful, and includes high-quality feedback rather than being routine or punitive. Therefore, this is the model on which the homework intervention is based.</p>	1,3,5 £3360
Small group Reading A tutor time programme with small groups of pupil premium students in KS3 who have low SAS scores in the NGRT test and/or and have demonstrated little progress in this test over time.	<p>Reading Comprehension Strategies - Teaching and Toolkit - EEF</p> <p>The EEF suggests that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Teaching Assistant Interventions - Teaching and Learning Toolkit -EEF</p> <p>The EEF suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	1,2,3 £2000

<p>Sixth Form Mentoring A tutor time programme with small groups of pupil premium students in KS4 who would benefit from additional support across a range of subjects.</p>	<p>The EEF highlights that structured mentoring and peer support can have a positive impact on both academic attainment and wider outcomes such as motivation, confidence and engagement, particularly for disadvantaged pupils. They suggest it can have +6 months impact on progress. Using sixth form students as mentors provides relatable role models who can support with study habits, organisation, revision strategies and transition to post-16 pathways. The EEF also emphasises that effective interventions are those that are regular, targeted and embedded within the school day, making tutor time an appropriate and sustainable slot.</p> <p>Peer Mentoring - Teaching and Learning Toolkit - EEF</p>	<p>1,2,3,5 £1961</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32988

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Peripatetic Music Lessons</p> <p>Music is the core specialism at BCCS and the school supports the pupil premium cohort with a 50% discount on the cost of peripatetic music lessons.</p>	<p>Arts Participation - Teaching and Learning Toolkit - EEF</p> <p>The EEF summarise the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. They also recognise the value of participating in arts in and of itself.</p>	<p>3,4,5 £4891</p>
<p>House of Basketball</p> <p>An educational community programme dedicated to improving the skills for success in basketball on and off the court through mentoring and basketball coaching.</p>	<p>Mentoring - Teaching and Learning Toolkit - EEF</p> <p>The EEF recognises that mentoring in education can be extremely beneficial for young people who have low aspirations and self-esteem mentoring can build confidence, develop resilience and raise aspirations. It can also embed the skills required for strong lasting relationships built on trust.</p>	<p>2,3,4,5 £1900</p>
<p>Universify</p> <p>We work to deliver two programmes: one which is locally based in partnership with Bristol's universities and one national programme which partners with the</p>	<p>University Destination Data - Impact Report 2024 - Universify Education</p> <p>Breaking Down Barriers to Opportunity - UK Government - 2024</p> <p>The government has made its long-term mission in education to ensure every child can't build skills for opportunity and growth so that every young</p>	<p>2,4 £1200</p>

University of Oxford. The programmes provide an aspirational course to inspire disadvantaged students to aspire for Russell Group universities.	person can follow the pathway that is right for them.' Therefore, focusing on opening up pathways to elite universities for our gifted and talented PP students is an appropriate use of funds.	
Subsidised Bus Passes Funding of monthly bus passes for students from PP backgrounds facing economic hardship.	We know that attendance closely correlates with outcomes and those in receipt of the bus pass have traditionally had higher attendance than the average amongst the PP cohort. We are unique in the city in that we do not have a catchment area which means that the vast majority of PP students travel significant distances to get to school, relying on public transport.	2 £15318
Subsidised School Trips and experiences	We know that there is a significant gap between PP and non-PP students in accessing school trips and the cultural capital opportunities that they provide. Therefore, we subsidise PP students' costs where possible. We ensure that all PP students have access to this across their time at school by subsidising our Year 7 Camp trip which involves the whole year group. The EEF teacher toolkit identifies art participation as having +3 months impact for relatively low cost.	£12000 1,2,4
Breakfast Club Provision of daily breakfast in the school canteen overseen by Deputy PP Lead and sixth form students. Open to all, including non-PP students.	The EEF (2024) literature review on the impact of Breakfast Clubs on attendance demonstrated a small but positive impact. <u>Education Endowment Foundation, Breakfast Interventions: Rapid Evidence Assessment (August 2024)</u>	2,3 £2580

Total budgeted cost: £279,215

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Priority 1: Literacy

GCSE outcomes for our Pupil Premium Cohort in 2025 continued to be very strong. The outcomes show a clear and significant improvement in attainment for Pupil Premium students across almost all headline measures. The Average Attainment 8 Grade has risen notably, with Attainment 8 increasing from 39 to 44.89 and the average grade rising from 3.9 to 4.49. Strong improvements were also evident in English and Maths, the proportion of pupil premium students achieving grades 9-5 in both subjects has increased sharply to 45.7%, with English at 77.1% and Maths at 48.6%. Similarly, the 9-4 measures have improved, with 74.3% achieving 9-4 in English and Maths. These upward trends indicate that the interventions and provision for PP learners have had a positive impact in 2024/25.

In Key Stage 3, the year 7 PP cohort of 2025/26 have entered the school with an average SAS score in the NGRT of 101.5 which demonstrates that the cohort collectively are above average readers. However, of our Year 7 students with SAS scores below 103, 42.9% are PP. This highlights that PP students are significantly overrepresented amongst our less confident readers in year 7.

Our current Year 8 cohort have an average SAS score of 102.5. This represents a marginal decline since year 7 to an average SAS score of 102.7. In the same period, non-PP students progressed from an average SAS score of 113.5 to 117.7. In addition, 27.3% of the students in the year group who made 'higher' or 'much higher' than expected progress were pupil premium students. In comparison, 50.0% of students who made 'lower' or 'much lower' than expected progress were PP. This indicates that PP students are overrepresented among lower progress outcomes in reading and underrepresented among the highest progress brackets, highlighting a clear and growing attainment gap that requires targeted intervention in this year group. However, last year we invested in a pupil premium reading group in year 7 and those students involved have made on average progress of 10.9 in the NGRT test. As a result of this significant success, we have continued this group into year 8 and rolled it out to our new cohort of Year 7s.

Year 9 cohort shows a positive improvement in reading attainment, with the average SAS score rising from 94.8 at the previous testing point to 99.1. This represents strong progress for PP students and exceeds the progress made by non-PP students, whose average SAS increased only marginally from 113.6 in Year 8 to 113.9 in Year 9. This suggests that the Year 9 cohort has begun to close part of the historic reading attainment gap. However, PP students remain overrepresented among those with an SAS below 103, accounting for 46.3% of this group. Encouragingly, PP students also make up 41.7% of those achieving 'higher' or 'much higher' than expected progress, showing that a significant proportion are making excellent progress. At the same time, PP students are similarly overrepresented among those making 'lower' or 'much lower' than expected progress, with 40.0% of this group being PP students. This indicates that while many PP students are making strong gains, a sizeable minority continue to require targeted support to secure more consistent progress.

Table 1: Pupil Premium outcomes since 2020/21

Headline Measure	20/21 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams
Average Total Attainment 8	47	47.17	40.87	39	44.89
Average Attainment 8 Grade	4.7	4.72	4.09	3.9	4.49
Average KS2 Prior Attainment	103	103	103	102	-
Average Estimated A8	51.41	48.26	44.66	41.24	-
Average Total Progress 8	-0.17	-0.06	-0.2	0.22	-
Students Achieving 9-5 in English and Maths	33.3	53.7	34.1	32.4	45.7
Students Achieving 9-5 in English	66.7	80.5	52.3	50	77.1
Students Achieving 9-5 in Maths	46.7	53.7	38.6	44.1	48.6
Students Achieving 9-4 in English and Maths	80	70.7	50	64.7	74.3
Students Achieving 9-4 in English	86.7	80.5	72.7	76.5	80
Students Achieving 9-4 in Maths	80	73.2	56.8	67.6	77.1

Priority 2: Attendance

The school continues to support punctuality and attendance via celebration assemblies and other rewards. The school also continues to implement a staircase of intervention, which begins with tutors and can escalate to intervention with an educational welfare officer.

The attendance of PP students in school slightly declined in 2024/25 as a result of the number of complex absence cases in Year 10. Last year, the attendance for the pupil premium cohort was 87.60 which represents a decrease from 88.34% in 2023/24 but a very slight increase on our 3-year 87.30% trend since 2022/23. However, there remains a significant gap in attendance between our PP and non-PP students. Our current attendance statistics continue to compare favourably to the national average for FSM attendance in 2024/25 of 86.26% and the City of Bristol average of 83.66%. Those attendance of those who receive a bus is 92.3%, significantly above the PP average attendance for the school.

The school has arrested the previous trend of declining PP attendance from Year 7 to Year 11. However, it is clear that there is a continued issue with the attendance of the cohort in the Year 10 cohort of 2024/25 as they have moved through the school. This year group contains a number of complex cases which will continue to be prioritised going forward. It is pleasing that there was a significant increase in Year 11 PP attendance last year of over 5% and this no doubt contributed to continued strong outcomes at GCSE. Nonetheless, it is clear that PP attendance remains a significant challenge for the school and remains significantly below the school target of 96%.

Lateness data for 2024/25 shows a mixed picture across year groups, with a small overall increase from 8.07% to 8.16% when compared with 2023/24. Year 7 lateness has remained broadly stable, rising only marginally from 6.09% to 6.15%. However, Years 8 and 9 have seen more substantial increases, with Year 8 rising from 6.54% to 8.48% and Year 9 increasing from 8.01% to 10.6%, now representing the highest level of lateness across the school. Year 10 lateness remains consistently high, increasing slightly from 9.19% to 9.32%. In contrast, Year 11 shows a significant improvement in punctuality, with lateness falling from 10.54% to 6.26%.

Table 2: Pupil Premium Attendance and Punctuality since 2023/24

Year Group	7	8	9	10	11	Average
Attendance 2024/25 (%)	92.96	89.16	85.43	81.24	92.2	87.60
Late 2024/25 (%)	6.15	8.48	10.6	9.32	6.26	8.16

Attendance 2023/24 (%)	90.44	88.19	83.20	90.86	89.00	88.34
Late 2023/24 (%)	6.09	6.54	8.01	9.19	10.54	8.07

Priority 3: Behaviour

House point data for 2024/25 shows that PP students received 30.6% of all courage points awarded across the school. This represents a modest increase from 29.0% in 2023/24 and continues a three-year upward trend, building on 28.3% in 2022/23. This suggests that PP students are increasingly demonstrating leadership in the classroom, and that teachers are recognising and rewarding this appropriately.

Observations of teaching continue to correlate with this finding and show that PP students are prioritised for questioning during lessons, although there is variation across the school. Significant discussion around the provision of a knowledge rich curriculum at a middle leadership level has ensured that the curriculum provides opportunities across the school for pupil premium students to demonstrate leadership.

Pupil Premium students continue to be overrepresented in behaviour incidents in 2023/24. Worryingly, there has been a significant jump in the proportions of detentions that PP students have received in 2023/4. The PP cohort were issued 53.9% of Level 2 detentions, which represents an increase from 49.73% of Level 2 detentions for behaviour in 2023/4. This means that the 3-year trend demonstrates a concerning deterioration of behaviour for PP students as in 2022/3, they were responsible for 32.85% of all Level 2 detentions. Partially in response to these concerns the school is implementing a new behaviour policy from January 2026.

The PP cohort also accounted for 69.0% of all internal suspensions in our behaviour support unit and 70.5% of all on-call duty calls. This demonstrates a significant increase in the proportion of PP eligible student internal suspensions in the last year because in 2023/24, they made up 55.89%. This continues a concerning 3-year trend of PP students making up an ever-greater proportion of those internally isolated, as in 2023/24, the figure 48.58%. In addition, 61% of SLT detentions were accrued by the PP cohort in 2024/25 which is a significant rise on the 51.40% of 2023/24. This demonstrates that the PP cohort remain significantly overrepresented in high level behaviour incidents. Concerns around the overrepresentation of PP students in high level behaviour incidents contributed to the appointment of a Behaviour Manager in the summer of 2025. We intend that that this will have an impact in reducing the number of high-level behaviour incidents that our PP students are involved in over time.

Partnership with House of Elite Basketball who provide mentoring through sport with students at risk of exclusion continue to support our efforts to address these issues. Therefore, although it is clear that although the school has initiated some successful interventions that have targeted student wellbeing, students remain overrepresented in behaviour incidents.

Priority 4: Extra-curricular Involvement and Provision

Our PP students continue to have strong representation on our school council, making up 3 of the ten members in years 7-11 and they are also well represented as tutor group representatives making up 31.6% of members. Half of our Year 9 PP cohort continue to access the opportunity to experience the Envision Mentoring Programme, which provides young people from disadvantaged background the opportunity to develop their leadership and employability skills and their understanding of how to be a responsible citizen. All of this demonstrates that our PP students are provided with rewarding opportunities to demonstrate

leadership. However, only 12.8% of the Year 10 Duke of Edinburgh Bronze Award cohort are PP pupils and it remains a priority to remove barriers to students accessing this scheme.

Students continue to be well represented in the different extra-curricular music opportunities, particularly in the range of choirs and sports teams. PP students make up 33% of the Year 7 boys' rugby squad, 58.8% of the Year 8 squad, and 28.57% of the Year 9 squad which means that they are clearly well represented in competitive boys' sport. However, there is less success in competitive girls' sport where only 8.33% of the Year 8 netball teams are PP and only 14.2% of the Year 9 team. There is no representation from the PP cohort in the Year 10 or Year 11 girls' netball teams. This clearly demonstrates that there is a significant priority to encourage PP girls to engage with competitive sport in the school.

There has been significant progress in PP representation in representation in music since last year but the PP cohort continue to be underrepresented. PP student tuition in peripatetic music lessons currently amount for 16.57% of lessons which is a substantial improvement on the previous two years where they accounted for 12.61% (2024/25) and 12.64% (2023/24) of the total number of lessons. This is pleasing progress but there is still significant work to do. Our well-established steel pans groups are faring much more positively, with 24.05% of participants being PP. In addition, 23.21% of the current Year 7 trailblazers scheme, which allows Year 7 pupils to learn a musical instrument as a beginner, are pupil premium eligible. There has been a large increase in the proportion of PP students represented in this scheme as last year only 10.1% of our year 7 trailblazers were PP. Although PP students remain slightly underrepresented in the scheme the school has made significant progress in widening musical opportunity for our PP cohort.

Priority 5: Presentation and Pride

Data connected to silent starts demonstrate that PP students continue to be overrepresented in incidents involving failed silent starts in lessons, accounting for 39.63% of incidents in 2024/25. There has been a significant decrease since 2023/24 when the PP cohort were responsible for 47.26% of all incidents. This is very positive. However, the 3-year trend still demonstrates a modest 2.63% increase in the proportion of incidents involving PP students since 2022/23, indicating that although recent progress is strong, the underlying trend still points to sustained challenges around entering lessons prepared and in the right mindset to take pride in their learning.

In addition, in 2024/25 47.7% of Level 1 classwork concerns were issued to PP students. This is an increase on 2023/24, where they were accountable for 43.7%. This means that there has been 4.7% increase in the years since 2022/23, where PP students accounted for 43% of classwork-related behaviour incidents. In addition, in 2024/25, 45.7% of Level 1 lack of equipment and 56.9% lack of Level 2 lack of equipment behaviour points were given to PP students. On the positive side, PP students received 29.1% of 'responsibility for learning' house points were given to PP students in 2024/25 which is an increase from the 27.2% awarded in 2023/24 and the 26.5% in 2022/23. This demonstrates that teachers are rewarding our PP cohort for their responsibility in lessons.

Therefore, there continues to be overrepresentation in sanctions related to issues of organisation, readiness to learn and initial engagement in lesson by PP students. However, the upward trajectory in the proportion of 'responsibility for learning' points shows that the cohort is increasingly demonstrating positive work habits and demonstrates that teachers are seeking opportunities to reward students for their presentation and pride. Strengthening routines, improving access to resources, and reinforcing high expectations are priorities going forward in order to have a sustained positive impact on presentation and pride across the PP cohort. As a result, as part of our reorganisation of our behaviour system, we are ensuring students are issued with equipment in the morning prior to the start of the school day and we are separating behaviour points for behaviour from those related to organisation in order to more directly focus on this issue.

We continue to deliver the school-wide 'Silent Improvement Time' initiative, which takes place in tutor time each week. We continue to use this time to have 1-1 discussions with pupils about the presentation and pride in their books. This has encouraged students to improve their own work and made them more accountable for the presentation of their own learning. In addition, Heads of Year regularly implement 'Celebration Assemblies' where presentation and pride in work is recognised at regular intervals. Nonetheless, our School Improvement Partners noted in Autumn 2025 that:

Pride in presentation, accurate punctuation and spelling are still variable. Although the school outcomes remain a strength, they could be even better with higher expectations from staff.

This clearly demonstrates that there is work to be done to raise expectations of all students in the area of presentation of pride and not simply those of PP students.

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.

Programme	Provider
Leadership and skills mentoring	Envision
Literacy	Lexia
Instructional Coaching	Steplab
Mentoring through sport	House of Basketball
Widening access to higher education	Universify