



## Pupil premium strategy statement – Penair School

This statement details our school’s use of pupil premium funding to 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	1228
Proportion (%) of pupil premium eligible pupils	21.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26, 2026/27, 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	James Davidson – Headteacher
Pupil premium lead/	Joe Crane – Assistant Headteacher i/c PP
Governor / Trustee lead	Robyn Trowman Parent Governor i/c PP

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£258,000

# Part A: Pupil premium strategy plan

## Statement of intent

Penair School is committed to being a truly inclusive community, where every student—particularly those who are disadvantaged—has the opportunity to thrive academically, socially, and personally. We are determined to ensure that all learners make excellent progress within a supportive, safe, and appropriately challenging environment.

Our vision is to nurture a high-quality learning community in which every individual is valued for who they are and for the potential they hold. We believe that all students are entitled to a broad, balanced, and ambitious curriculum that equips them with the knowledge, skills, and cultural capital needed to succeed in life. Our school motto, *Disce ut Vivas* (“Live to Learn”), captures our ultimate goal: to inspire all students, and especially our most disadvantaged, to embrace learning as the foundation for a fulfilling future.

We recognise that while all students benefit from support, disadvantaged learners often face more significant barriers to achievement. These barriers are varied and complex, and therefore a uniform approach is neither sufficient nor appropriate. Our strategy is rooted in understanding the individual needs of each student and tailoring provision accordingly.

At Penair School, we will:

- Close attainment and progress gaps between disadvantaged students and their peers, ensuring equity of outcomes.
- Deliver consistently high-quality teaching, where lessons are designed to actively engage, challenge, and include all learners.
- Prioritise readiness to learn and wellbeing, ensuring disadvantaged students have access to academic and pastoral support that builds confidence, resilience, and self-esteem.
- Allocate resources strategically, focusing on evidence-based interventions that have the greatest impact for those who need them most.
- Provide a safe, nurturing, and inclusive environment, fostering respect, positive relationships, and high levels of engagement and enjoyment in school life.
- Ensure access to a rich extra-curricular programme, widening opportunities for disadvantaged students to develop cultural capital, broaden horizons, and become well-rounded individuals.
- Embed our core values—Pride, Opportunity, Belonging, and Learning—across all aspects of school life, so that every student experiences success through an ambitious curriculum rooted in creativity, discovery, and high expectations.

Through this strategy, Penair School reaffirms its commitment to inclusion, equity, and excellence. We will continue to challenge disadvantage, remove barriers to learning, and empower every student to achieve their very best.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Academic Progress</u></b></p> <p>Despite our strong commitment to an inclusive ethos, outcomes at KS4 continue to show a significant gap between disadvantaged students and their non-disadvantaged peers. Addressing this disparity is a whole-school priority: we must embed a culture of attainment for all, where every member of staff takes collective responsibility for closing gaps, raising aspirations, and ensuring disadvantaged students achieve outcomes that reflect their true potential.</p>
2	<p><b><u>Literacy, Reading and Numeracy</u></b></p> <p>At Penair School, many disadvantaged students join us with lower levels of literacy and numeracy and are less likely to read for pleasure. This makes access to the wider curriculum more challenging, with 58% of disadvantaged Y7 students in September 2025 arriving at Penair below the expected standard in literacy, reading or numeracy. Addressing these barriers is central to our commitment to inclusion and to ensuring all students can thrive academically and personally.</p>
3	<p><b><u>Behaviour and Engagement</u></b></p> <p>Disadvantaged students at Penair School are disproportionately represented in detentions and exclusion sanctions, indicating that barriers to positive behaviour and sustained engagement remain significant. Exclusion from learning opportunities further compounds disadvantage, widening gaps in attainment and limiting access to the curriculum.</p>
4	<p><b><u>Attendance and Punctuality</u></b></p> <p>At Penair School, disadvantaged students have lower rates of attendance and punctuality compared with their peers, and levels of persistent absence are disproportionately high. This reduces access to learning, limits progress, and widens existing attainment gaps. Improving attendance and punctuality is therefore a critical priority to ensure disadvantaged students engage fully with the curriculum and benefit from the opportunities available.</p>
5	<p><b><u>Less exposure to Cultural Capital</u></b></p> <p>Disadvantaged students at Penair School often have reduced access to cultural capital and are less likely to participate in wider enrichment opportunities, including clubs, trips, and extracurricular activities. This limited exposure restricts their personal development, confidence, and sense of belonging, while also narrowing horizons and reducing opportunities to build the skills and experiences that support academic success. Lower attendance and engagement in extracurricular provision further compounds disadvantage, creating gaps in cultural knowledge, social interaction, and wider achievement compared with their peers.</p>
6	<p><b><u>Social, Emotional, Mental Health and Wellbeing (SEMH)</u></b></p> <p>A significant proportion of Penair's disadvantaged students experience social, emotional, and mental health needs that adversely affect their ability to engage with learning and make sustained academic progress. SEMHW challenges can manifest in reduced attendance, lower concentration, and difficulties with resilience and self-regulation, all of which contribute to widening attainment gaps. Addressing these needs is critical to ensuring disadvantaged students feel safe, supported, and ready to learn, enabling them to thrive both academically and personally.</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
<p><b>1. Outcomes at Key Stage 4</b> are at least in line with national averages and shows no gap compared to non-disadvantaged students</p>	<ul style="list-style-type: none"> <li>-Disadvantaged students' outcomes at KS4 will be at least in line with those of non-disadvantaged peers and at least in line with national averages.</li> <li>-Data monitoring from Summer 2026 to Summer 2028 will evidence a sustained reduction in the attainment and progress gap.</li> <li>-Progress 8 and attainment measures for disadvantaged students will demonstrate a clear upward trajectory, reflecting the impact of targeted interventions and high-quality teaching.</li> </ul>
<p><b>2. Literacy, Reading and Numeracy</b> levels for disadvantaged students improve across KS3 and in KS4 English and Maths results.</p>	<ul style="list-style-type: none"> <li>-Rigorous assessment systems are embedded to identify literacy and numeracy needs early, ensuring timely and targeted interventions that demonstrate measurable impact.</li> <li>-Reading ages of disadvantaged students show sustained improvement across KS3, evidenced through standardised testing, with fewer students entering KS4 below age-related expectations.</li> <li>-GCSE outcomes show an increase in the proportion of disadvantaged students achieving grade 5+ in English and Maths.</li> <li>-Engagement with reading improves, with disadvantaged students demonstrating greater participation in reading for pleasure initiatives.</li> </ul>
<p><b>3. Attendance and persistent absence</b> of disadvantaged students is in line with their non-disadvantaged peers, and is better than disadvantaged national averages.</p>	<ul style="list-style-type: none"> <li>-To reduce the attendance gap between disadvantaged and non-disadvantaged students.</li> <li>-Lower disadvantaged students' persistent absence achieving rates in line with or below national averages.</li> <li>-Ensure overall disadvantaged attendance is consistently above national figures and at least in line with non-disadvantaged peers.</li> </ul>
<p><b>4. Exclusions and sanctions</b> for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages.</p>	<p>A whole-school approach that promotes inclusion, consistency, and high expectations, while ensuring disadvantaged students receive targeted pastoral and academic support to build resilience, self-regulation, and a sense of belonging.</p> <ul style="list-style-type: none"> <li>- Improve disadvantaged student behaviour metrics (e.g. reduction in 4-points or suspensions).</li> <li>- Improve disadvantaged student engagement indicators (e.g. B4L ATL grades, homework completion)</li> <li>- Increase percentage of disadvantaged students who report feeling connected to school (via student voice survey).</li> </ul>
<p><b>5. Improve the Cultural Capital</b> for disadvantaged students for example - Providing equipment and enrichment opportunities for learning, to overcome individual barriers.</p>	<ul style="list-style-type: none"> <li>-Disadvantaged students are fully equipped for their learning.</li> <li>-Monitoring of attendance (extracurricular) shows % disadvantaged engagement is at least in line with % non-disadvantaged in the school population.</li> <li>-Disadvantaged students take part in trips, visits and activities across their school journey in line with their non disadvantaged peers.</li> </ul>
<p><b>6. Mental Health &amp; Wellbeing</b> of disadvantaged students improves through targeted support.</p>	<ul style="list-style-type: none"> <li>-Referrals to external agencies are timely, appropriate, and clearly matched to the identified needs of disadvantaged students, with evidence of improved access to specialist support.</li> <li>-Student Welfare Officers (SWOs) lead and coordinate interventions, ensuring disadvantaged students are systematically identified for support through robust monitoring of wellbeing indicators.</li> <li>-Disadvantaged students report increased feelings of safety, belonging, and readiness to learn, contributing to improved resilience and sustained participation in school life.</li> </ul>

## 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: £136,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality First Teaching</b> embed whole school focus on teaching WALKTHRU's and implementation of the Penair Teaching and Learning Model to engage all students and ensure every Penair Lesson Counts.</p>	<p>High-quality teaching is the most effective way to improve outcomes for disadvantaged students. Penair has moved to a whole school Teaching and Learning WALKTHRU's to ensure ensuring clear, consistent routines and high expectations for all students that is based on educational research.</p> <p><a href="#">Teaching WalkThrus</a> <a href="#">Effective Professional Development   EEF</a></p>	<p>1,2,3,4</p>
<p><b>Whole-Staff CPD</b> -WALKTHRU's Penair Core 8 T&amp;L Model. -Departmental and individual WALKTHRU's. -Dedicated SMA time for Penair Coaching CPD as detailed in Sherrington's Walkthrus. -Adaptive Teaching CPD -Supporting disadvantaged students CPD. -Whole Staff EDI Training (Cary-Anne Ginns Lead Ethnically Diverse Advisory Teacher)</p>	<p>High-quality CPD leads to sustained improvements in teaching practice and student outcomes. Ongoing training ensures that teachers are well-equipped to meet the needs of all students, particularly those from disadvantaged backgrounds.</p> <p><a href="#">Teaching WalkThrus</a> <a href="#">Effective Professional Development   EEF</a></p>	<p>1,2,3,4</p>
<p><b>Whole School Reading &amp; Literacy Strategy</b> - We aim to raise the reading age and literacy skills of our disadvantaged students to ensure full access to the curriculum. Our approach also fosters a love of reading in supportive environments that build comprehension, remove barriers to understanding, and broaden cultural knowledge.</p>	<p>EFF "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects."</p> <p>Education Endowment Foundation research: <a href="#">Improving Literacy in Secondary Schools</a> <a href="#">Reading comprehension strategies   EEF</a></p>	<p>1,2,3,4,5,6</p>

<p><b>Primary Specialist Teaching Position –</b></p> <p>Recruitment to provide targeted small-group support in literacy and numeracy for disadvantaged students identified as below expected levels in literacy and numeracy at the point of transition to Penair School. To strengthen core skills, build confidence, and ensure these students are better equipped to access the wider curriculum.</p>	<p>Small group literacy support can have a positive impact on closing the vocabulary gaps.</p> <p>Small group numeracy can have a positive impact on closing the progress and attainment gaps in maths.</p> <p>Education Endowment Foundation research:  <a href="#">Small group tuition   EEF</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Pupil Premium Champions –</b> recruitment to support and mentor disadvantaged students. Closing the disadvantage gap and fostering inclusion within the school community.</p>	<p>EFF “evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p>Education Endowment Foundation research:  <a href="#">Mentoring   EEF</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Pupil Premium Tiers -</b> Using a wide range of indicators disadvantaged student are put into tiers according to level of need to further support adaptive classroom teaching.</p>	<p>Understanding the level of need for each individual disadvantaged student will support timely interventions within lessons and support quality first time teaching.</p> <p>Education Endowment Foundation research:  <a href="#">High-quality teaching   EEF</a>  <a href="#">Scaffolding – more than just a worksheet</a></p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £38,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>PP Monitoring System</b> - Using a 5 tier approach to identify students level of need - the PP lead, PP Champions, PDL and SWOs, work with students to ensure academic success. Disadvantaged student tiering is shared with all staff to ensure no student is over looked.</p>	<p>Marc Rowland stresses the importance of identifying pupils' actual needs rather than relying on labels. EFF Pupil Premium Guide echoes this, advising schools to use diagnostic assessment of pupils needs.</p> <p>Education Endowment Foundation research:  <a href="#">The EEF Guide to the Pupil Premium   EEF</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Specialist face to face small group tuition in Literacy</b> - Support 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 in KS3.</p>	<p>EEF Impact research: impact of reading comprehension, oral language, phonics and small group interventions. EEF Guidance Report 'Making a difference with effective tutoring'</p> <p>Education Endowment Foundation research:  <a href="#">Improving Literacy in Secondary Schools Small group tuition   EEF</a></p>	<p>1, 2,</p>
<p><b>Specialist Face-to Face small group tuition in Numeracy</b> Support 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 in KS3.</p>	<p>"Good numeracy is the best protection against unemployment, low wages and poor health." National Numeracy.org.uk</p> <p>Education Endowment Foundation research:  <a href="#">Small group tuition   EEF</a></p>	<p>1, 2,</p>
<p><b>Tutor Time reading programme.</b>            Literacy is the key to the curriculum. The ability to read well enables students to access other areas of the curriculum, extend their vocabulary and feel confident in their involvement with class discussion.</p>	<p>EFF "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>Education Endowment Foundation research:  <a href="#">Improving Literacy in Secondary Schools Reading comprehension strategies   EEF</a></p>	<p>1,2,5,6</p>

<p><b>Targeted HOT Tutoring in English, Maths and Science</b> - Focused small-group tutoring in English, Maths, and Science to support disadvantaged students at KS4. Designed to close gaps in learning, strengthen subject knowledge, and build confidence, ensuring students are well prepared for GCSE examinations and future pathways.</p>	<p>Best evidenced intervention: Tutoring is highlighted by the EEF as one of the most reliable ways to accelerate learning and close attainment gaps</p> <p>Small-group tuition can lead to up to four months' additional progress.</p> <p>Education Endowment Foundation research:  <a href="#">Small group tuition   EEF</a></p>	<p>1, 2</p>
<p><b>Loan of ICT equipment</b> - The DfE Laptops for Schools initiative has helped disadvantaged students to gain access to ICT equipment that enables them to complete HW and extended learning tasks from home.</p>	<p>Many disadvantaged students have limited access to ICT equipment and broadband connectivity at home. EEF Guidance Report 'Using Digital Technology to Improve Learning'</p> <p>Education Endowment Foundation research:  <a href="#">Using Digital Technology to Improve Learning   EEF</a></p>	<p>1,2,5,6</p>

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

Budgeted cost: £82,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Student Welfare Officers (SWOs)</b> Non-teaching pastoral support staff with specialist training to support students social, emotional and welfare needs.</p>	<p>“Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”.</p> <p>Education Endowment Foundation research: <a href="#">Social and emotional learning   EEF</a></p>	1,2,3,4,5,6
<p><b>Attendance Strategy</b> Continued Implementation of the attendance strategy, deploying and targeting the skills of SWOs, PDLs, tutors and the school's EWO and attendance officer to support all disadvantaged students to have high attendance and to reduce PA.</p>	<p>.GOV research “Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths.”</p> <p><a href="#">The link between absence and attainment</a></p> <p>Education Endowment Foundation research: <a href="#">Supporting attendance   EEF</a></p>	1,3,4,5,6
<p><b>Home School Attendance Officer</b> To engage and work with families including those whom are disadvantaged students who are PA in line with new attendance strategy.</p>	<p>“Evidence is clear that high parental engagement in education and positive parental relationships can positively impact attendance and engagement.”</p> <p>Education Endowment Foundation research: <a href="#">Supporting attendance   EEF</a></p>	1,3,4,5,6
<p><b>Behaviour System -</b> Behaviour and rewards system which encourages high expectations, motivates, supports and encourages disadvantaged students</p>	<p>EFF “Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school.”</p> <p>Education Endowment Foundation research: <a href="#">Behaviour interventions   EEF</a></p>	1,3,4,5,6

<p><b>Careers education</b> Including individual careers action plan meeting with Careers advisor ensures that all disadvantaged students, by the end of Year 11, are enrolled on an appropriate programme of Post-16 provision.</p>	<p>EEF Research: Employer engagement, careers education.</p> <p>Education Endowment Foundation research: <a href="#">Careers education   EEF Research Article   EEF</a></p>	<p>1,5,6</p>
<p><b>Contrast Therapy and Sound Bath Interventions-</b> to support SEMH highly vulnerable students to a) increase attendance b) reduce exclusions and c) increase progress</p>	<p>EEF Research: Improving Social and Emotional Learning in schools.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>1,3,4,5,6</p>
<p><b>Breakfast Club –</b> To provide pupils with a healthy breakfast at the start of the day.</p>	<p>Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour, as our research has shown which looked at the benefits of the scheme in disadvantaged areas.</p> <p>DfE Research: <a href="#">The Education Hub - Breakfast Clubs</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Financial support to enhance cultural capital.</b> for disadvantaged students to access the full curriculum and wider opportunities, including: CEW; DofE programme; supporting ingredients and resources in DT; CCF; transport and access to activities. Removing potential barriers to participation will support engagement and increase attendance.</p>	<p>Some students have a narrow experience outside of school. Providing additional opportunities is an important step in enhancing students experience beyond the curriculum to encourage engagement, boost confidence and include disadvantaged students in wider school life.</p> <p>Education Endowment Foundation research: <a href="#">Physical activity   EEF</a> <a href="#">Arts participation   EEF</a></p>	<p>1,2,3,4,5,6</p>

**Total budgeted cost: £258,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome (2022-2025) (& Success Criteria)	Progress to achieve this outcome by 2025
<p><b>Outcomes at Key Stage 4</b> are at least in line with national averages and shows no gap compared to non-disadvantaged students.</p> <p>Data monitoring shows outcomes at least in line with non-disadvantaged students and at least in line with national averages. Reduce the gap between Summer 2022 and Summer 2025. Rigorous testing in place to identify any needs for intervention.</p>	<p><b><u>Key Trends for PP Students</u></b></p> <p>1. % Achieving 5+ 9-4 (incl. English &amp; Maths)</p> <ul style="list-style-type: none"> <li>• 2023/24: 34.0% (vs disadvantaged national 42.5%)</li> <li>• 2024/25: 41.7% (vs disadvantaged national 42.6%)</li> <li>• Change: +7.7 percentage points</li> </ul> <p>Significant improvement, now almost aligned with the disadvantaged national average and narrowing the gap against non-disadvantaged national (67.8%).</p> <p>2. % Grade 4+ in English &amp; Maths (Standard Pass)</p> <ul style="list-style-type: none"> <li>• 2023/24: 42.6% (vs disadvantaged national 43.4%)</li> <li>• 2024/25: 47.2% (vs disadvantaged national 43.5%)</li> <li>• Change: +4.6 percentage points</li> </ul> <p>PP students now exceed disadvantaged national average for standard pass closing the gap against non-disadvantaged national (72.7%).</p> <p>3. % Grade 5+ in English &amp; Maths (Strong Pass)</p> <ul style="list-style-type: none"> <li>• 2023/24: 23.4% (vs disadvantaged national 25.8%)</li> <li>• 2024/25: 27.8% (vs disadvantaged national 25.6%)</li> <li>• Change: +4.4 percentage points</li> </ul> <p>Strong pass rates improved and are now above disadvantaged national average closing the gap against non-disadvantaged national (52.8%).</p> <p>4. Attainment 8 Score</p> <ul style="list-style-type: none"> <li>• 2023/24: 32.98 (vs disadvantaged national 34.6)</li> <li>• 2024/25: 31.63 (vs disadvantaged national 34.9)</li> <li>• Change: -1.35 points</li> </ul> <p>Despite gains in pass rates, overall Attainment 8 declined slightly.</p> <p><b>Summary</b></p> <p>Achievement gaps narrowed in most measures (especially % achieving 5+ 9-4 and Grade 4+/5+ EM), but the Attainment 8 gap widened slightly.</p> <p>Summary of Findings:</p> <ul style="list-style-type: none"> <li>• Positive improvements: PP students made strong gains in pass rates (both standard &amp; strong passe), exceeding disadvantaged national averages in English &amp; Maths.</li> <li>• Achievement gap reduced: The gap with non-PP peers narrowed in most key measures, showing progress in equity.</li> <li>• Concern: Attainment 8 scores fell slightly, suggesting that while more PP students are achieving passes in core subjects, fewer are achieving strong passes across all subjects.</li> <li>• No Progress 8: Without 2024/25 Progress 8 data, it's unclear if improvements in attainment translate into sustained progress.</li> </ul>

<p><b>Attendance and persistent absence</b> of disadvantaged students is in line with their non-disadvantaged peers, and is in line with or better than national averages. PP Lead ensure a clear plan in place for disadvantaged low attenders. Staff aware of barriers and have plans in place to support.)</p>	<p><b>Headline findings (PP students)</b></p> <p><b>Overall disadvantaged students attendance</b></p> <ul style="list-style-type: none"> <li>• 2023/24: 81.71%</li> <li>• 2024/25: 87.35%</li> <li>• Change: +5.64 percentage points</li> </ul> <p><b>Persistent Absence (share of disadvantaged students below 90%)</b></p> <ul style="list-style-type: none"> <li>• 2023/24: 53.6%</li> <li>• 2024/25: 38.8%</li> <li>• Change: -14.8 percentage points</li> </ul> <p><b>Average attendance of PP students below 90% (the PA cohort)</b></p> <ul style="list-style-type: none"> <li>• 2023/24: 69.63%</li> <li>• 2024/25: 74.25%</li> <li>• Change: +4.62 percentage points</li> </ul> <p><b>Average attendance of PP students at/above 90%</b></p> <ul style="list-style-type: none"> <li>• 2023/24: 95.33%</li> <li>• 2024/25: 95.34%</li> <li>• Change: +0.01 percentage points (essentially stable, very high)</li> </ul> <p><b>Unauthorised absence (PP)</b></p> <ul style="list-style-type: none"> <li>• 2023/24: 7.02%</li> <li>• 2024/25: 4.91%</li> <li>• Change: -2.11 percentage points</li> </ul> <p>In short: PP attendance improved substantially (+5.6%) and PA fell markedly (-14.8%), with the PA cohort’s average attendance rising by 4.6% and unauthorised absence down by 2.1%.</p>
<p><b>Exclusions and sanctions</b> for disadvantaged students reduce and are in line with their non-disadvantaged peers and below national averages. (Behaviour team, PDL &amp; SWO and tutors aware of difficulties. Plans in place to support. Exclusion rates are in line or lower than those of non-disadvantaged students, and lower than national averages.)</p>	<p><b>Headline Comparison (2023–24 vs 2024–25)</b> PP students remain significantly over-represented in suspensions, removal room, and higher escalations across both years. Year 2 shows a clear spring-term improvement (PP shares closer to 2x roll share), but this is not sustained — summer disproportionality rises again.</p> <p><b>Positive Trends (2024–25 vs 2023–24)</b></p> <ul style="list-style-type: none"> <li>• Spring-term improvement: PP share of suspensions and removal room drops to low-to-mid 40% (vs 50%+ previously). Ratio moves closer to 2x roll share.</li> <li>• Moderation at higher escalations: Fewer PP incidents reaching Upscale 3–4 points in Spring 2025.</li> <li>• Autumn stability: Autumn 2024 is no worse than Autumn 2023, despite PP roll falling from 22% → 19%.</li> </ul> <p><b>Ongoing Concerns</b></p> <ul style="list-style-type: none"> <li>• Summer regression: PP shares rise again in Summer 2025 (often 50%+), worse than Summer 2024.</li> <li>• Persistent disproportionality: Even in best terms, PP remain 2x roll share; in weaker terms, 2.5x or more.</li> <li>• Escalations still high: PP students continue to dominate 3–4 point behaviour events outside spring.</li> <li>• Intensity as well as frequency: Suspension sessions and removal room hours suggest repeat or longer incidents for PP students.</li> </ul>

<p><b>Literacy and Numeracy</b> levels for disadvantaged students improve across KS3 and in KS4 English and Maths results. (Reading age scores improve across KS3 (tested in Yr 7 and Yr 9). Rigorous testing in place to identify any needs for intervention. Increase in grade 5+ in English and Maths for disadvantaged students.)</p>	<p><b>Intervention information (KS4):</b> To address individual learning needs and close attainment gaps, disadvantaged students in Key Stage 4 were prioritised for the HOT tutoring programme. This targeted intervention focused on core subjects—English, Maths, and Science—at Year 11, ensuring that pupils most at risk of underachievement received structured, high-impact support. Selection was based on careful analysis of progress data and pastoral indicators, with the aim of improving outcomes and engagement for these learners. Disadvantaged students in KS4 took part in the HOT Mathematics tutoring programme in total there were 15 disadvantaged students who took part in the intervention. From Y11 Trial 1 to summer exam 11 students improved by at least a grade whilst 4 remained at the same grade. None of the students regressed following this intervention.  For HOT English tutoring there were 18 disadvantaged students who took part in the intervention. From Y11 Trial 1 to summer exam, 12 improved by at least a grade, 5 remained at the same grade and only 1 student regressed following this intervention.  KS3 intervention was not implemented during the previous academic year due to the Library Lead leaving at the end of the first term, as a result, no analysis of KS3 outcomes was undertaken. A successor for this position did not take up the role until summer 2025. Consequently, there was a period without a designated lead for KS3 intervention, which impacted the continuity of provision and the ability to monitor and evaluate student progress effectively.</p>
<p><b>Improve the Cultural Capital</b> for disadvantaged students for example -Providing equipment for learning, to overcome individual barriers. (disadvantaged students are fully equipped and supported for their learning. Monitoring of attendance (extracurricular) shows % disadvantaged engagement is at least in line with % non-disadvantaged in the school population. disadvantaged students take part in trips, visits and activities across their school journey.)</p>	<p>Over £30,000 from the Social Deprivation Fund was allocated to removing individual barriers for disadvantaged (PP) students, ensuring they had full access to essential equipment, uniform, revision materials, educational visits and wider enrichment. This funding was fully utilised, enabling students to participate in the full curriculum and associated cultural-capital experiences.  Additionally, CEW contributions for disadvantaged students totalled £8,000, with no underspend. This funding ensured that all Year 7 PP students were fully funded for cultural-capital activities through CEW, while students in Years 8 and 9 received a 40% subsidy, significantly increasing their access to CEW trips, experiences and enrichment opportunities that enhance cultural capital. Greater uptake in cultural activities and disadvantaged students participating in wider school life, have coincided with a positive uplift in disadvantaged students attendance.</p>
<p><b>Mental Health &amp; Wellbeing</b> of disadvantaged students improves through targeted support. (Referrals to external agencies to reflect the needs of the students. SWOs to be trained and engage in TIS approaches. (TIS=Trauma Informed Schools) Taking part in intervention has positive impact on progress/attendance and behaviour.)</p>	<p>Students selected for these SEMH interventions were among the most vulnerable in our school community—those who were disadvantaged and showing signs of disengagement through poor attendance, behavioural concerns, or emotional regulation difficulties. Selection was not random; it was targeted and designed to ensure that support reached pupils most in need.  Referrals were made by SWOs, PDLs, SEN, and Behaviour teams through our fortnightly SAG meetings, where individual profiles were reviewed. Each student had already accessed Wave 1 and Wave 2 strategies before progressing to these Wave 3 interventions, ensuring a graduated approach to support. For every student placed on an intervention, SWOs completed a Motional assessment and an APDR plan, enabling us to monitor impact.</p>

	<p><b>Sound Healing</b>  <b>What it involved:</b>          Calming “sound bath” sessions using vibrations and tones to help students regulate emotions and reduce stress.  <b>Impact:</b>          Before sessions, many students reported feeling tired, stressed, anxious, or overwhelmed. After sessions, these feelings largely disappeared, replaced by words like <i>relaxed, calm, and happy</i>.  <b>Mental wellbeing:</b> Students consistently described feeling more settled and less tense, with strong interest in attending again—indicating both emotional benefit and engagement.</p> <p><b>State of Mind</b>  <b>What it involved:</b>          A structured six-week programme teaching breathwork and mindfulness strategies to manage anxiety and improve resilience.  <b>Impact:</b>          Initial feedback showed high levels of anxiety and stress. Post-session responses shifted dramatically toward calm, relaxation, and positive mood.  <b>Mental wellbeing:</b> Students reported feeling understood and supported, and parents noted improvements in confidence and emotional regulation. Engagement was very high, with almost all participants wanting to continue.</p> <p><b>Wild Water Wellbeing (Contrast Therapy)</b>  <b>What it involved:</b>          Cold-water immersion combined with sauna sessions to build resilience, reduce stress, and boost mood.  <b>Impact:</b>          Students began sessions feeling tired, anxious, and stressed. Afterward, they described feeling proud, energised, and relaxed.  <b>Mental wellbeing:</b> Feedback highlighted improved sleep, better mood, and a sense of achievement. Case studies suggest gains in confidence and attendance, with students keen for more sessions.</p> <p><b>Overall Impact</b>          Across all interventions, there was a clear pattern:  <ul style="list-style-type: none"> <li>● <b>Negative feelings (stress, anxiety, overwhelm)</b> reduced significantly after sessions.</li> <li>● <b>Positive feelings (calm, relaxed, happy, energised)</b> increased substantially.</li> </ul>         Student voice and case studies indicate these interventions not only support emotional wellbeing but also foster resilience and readiness to learn, contributing to improved engagement with school.</p>
--	--

## 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

## Service pupil premium funding (optional)

### **How our service pupil premium allocation was spent last academic year**

At Penair School, we are committed to supporting our service children with the same care and dedication as all other students eligible for Pupil Premium. This includes high-quality teaching strategies, targeted academic support, and wider pastoral provision. We ensure that our service children are known to staff and receive additional guidance from our Student Welfare Officers (SWOs), who provide pastoral support, particularly during times when parents or carers may be away from home. SWOs also deliver tailored interventions for service children facing disadvantage, ranging from one-to-one sessions with an emotionally available adult to focused support at Key Stage 4 around exam stress and mental health during this challenging period.

### **The impact of that spending on service pupil premium eligible pupils**

At Penair School, the positive impact of our support for service children is evident in their strong attendance and active engagement in lessons. Through student voice activities, service children have expressed their appreciation for the guidance provided by our Student Welfare Officers (SWOs) and have shared that they feel well supported and valued within the wider school community.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*