

# Pupil Premium Strategy Statement

## Three-Year Strategy Document (Year 3)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School Name	Turves Green Boys' School
Number of pupils in school	543
Proportion (%) of Pupil Premium eligible pupils	61.7% Year 7 – 58.0% Year 8 – 64.7% Year 9 – 65.2% Year 10 – 52.4% Year 11 – 68.4%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2023/24 ~ 2024/25 ~ <b>2025-26</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2023 December 2024 December 2025
Statement authorised by	Mr J TIII
Pupil Premium lead	Mr S Rogers
Governor / Trustee lead	Sir Mark Aspinall

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,250.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£333,250.00

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Turves Green Boys' School has used the Education Endowment Foundation (EEF) *Guide to Pupil Premium 2025* to inform, shape and strengthen its strategic approach to the effective use of additional funding.

Our intention is that all pupils who attend Turves Green Boys' School have equality of opportunity to become successful, resilient and confident young people. Our diverse curriculum will develop the key knowledge, skills and values, combined with enriching experiences to enable them to thrive in their chosen career path, regardless of the challenges they face or their socioeconomic background.

Our objective is to deliver curriculum-focused, high-quality teaching that caters to the needs of each pupil, aiming to narrow the gap in academic outcomes between disadvantaged pupils and their peers nationally by the end of Key Stage 4. Additionally, we strive to address this discrepancy within our internal assessments in all other year groups.

Analysis of school and national data indicates that disadvantaged pupils are more likely to face barriers including weaker reading, fluency and language skills, lower attendance, and increased challenges relating to behaviour and attitudes to learning. These barriers inform the strategic deployment of Pupil Premium funding and underpin our targeted support offer.

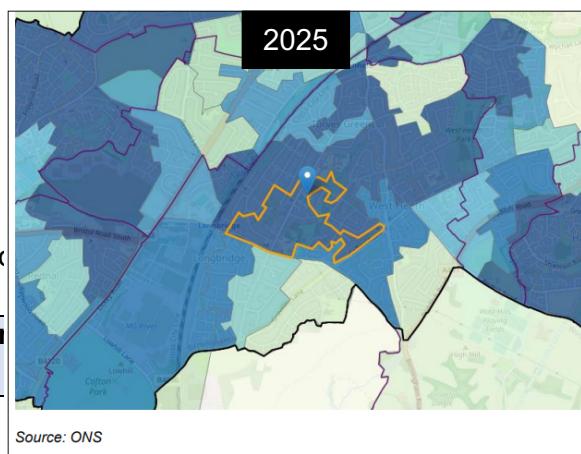
The principles that guide our Pupil Premium Strategy are rooted in equity, early intervention and high expectations. No pupil should be disadvantaged by limited access to high-quality teaching, learning resources or wider enrichment opportunities. Robust data analysis enables the early identification of need at both individual and cohort level, ensuring timely and effective intervention. Crucially, responsibility for the progress and outcomes of disadvantaged pupils is shared by all staff, with a collective commitment to maintaining the highest expectations and providing the support necessary for pupils to meet them.

## Context

Based on the proportion of Lower-layer Super Output Areas (LSOAs) in the most deprived 10%, Birmingham is ranked as the 2nd most deprived local authority district in England, up from 7th in 2019.

Turves Green Boys' School is in Northfield, within the Longbridge area of Birmingham.

In 2025, Northfield continues to face significant socioeconomic challenges. According to the English Indices of Deprivation 2025 (IMD 2025), Northfield falls within the 1st decile (the most deprived 10%) of neighbourhoods nationally for overall deprivation



## Challenges

This details the key challenges to

our disadvantaged pupils.

Challenge Number	Detail of Challenge

1	<b>Starting Point:</b> Poor levels of literacy and numeracy for disadvantaged pupils compared to that of their peers.
2	<b>Key Stage 4 Attainment:</b> The attainment and progress measures of disadvantaged pupils is historically lower than that of their peers.
3	<b>Reading:</b> Many pupils in the school experience a disparity between their chronological age and reading age, and this gap is even more pronounced for those from a disadvantaged background.
4	<b>Attendance:</b> Poor levels of attendance for disadvantaged pupils compared to that of their peers.
5	<b>Fixed Term Suspension and Permanent Exclusions (Behaviour and Attitudes):</b> Data indicates that our disadvantaged pupils are more likely to become involved in incidents of poor behaviour resulting in a Fixed Term Suspension, or a Permanent Exclusion.
6	<b>Social, Emotional and Mental Health:</b> Data indicates that our disadvantaged pupils are more prevalent to SEMH problems compared to that of their peers.
7	<b>Post-16 Destinations:</b> Lower aspiration for future destinations for disadvantaged pupils compared to that of their peers.

## Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
To ensure that disadvantaged pupils achieve outcomes that are at least comparable to those of their non-disadvantaged peers, both within the school and against national benchmarks, across all subject areas, through consistent high-quality teaching, targeted support, and rigorous monitoring of progress.	<p>Attainment outcomes for all pupils, including those from disadvantaged backgrounds, exceed national averages, demonstrating sustained academic progress across all subject areas.</p> <p>The attainment gap between disadvantaged pupils and their peers is significantly reduced, with clear evidence that targeted strategies are having a measurable and lasting impact on outcomes.</p>
The disparity between the chronological age and reading age of disadvantaged pupils is significantly reduced, with the aim of achieving parity with their peers both within the school and against national benchmarks. This includes the development of age-appropriate literacy skills, ensuring disadvantaged pupils can access the full curriculum and demonstrate confidence in reading across all subjects.	<p>Disadvantaged pupils demonstrate accelerated progress in closing the gap between their reading ages and chronological ages, as evidenced through regular, robust data analysis and tracking.</p> <p>Quality assurance processes, including lesson observations and work scrutiny, consistently indicate measurable improvements in vocabulary acquisition, reading comprehension and fluency, and overall literacy skills for disadvantaged pupils.</p> <p>Teacher feedback and planning reflect intentional strategies that support the development of reading skills, ensuring that progress is sustained and meaningful.</p>
The overall attendance of disadvantaged pupils shows sustained improvement, moving towards parity with their peers both within the school and	Attendance rates for all pupils, including disadvantaged pupils, consistently meet or exceed

<p>against national benchmarks. This includes reducing barriers to regular attendance, creating consistent engagement with learning, and promoting a school culture where all pupils, regardless of background, attend reliably and punctually.</p>	<p>the national average, demonstrating equitable access to learning opportunities.</p> <p>The attendance gap between disadvantaged pupils and their peers is substantially reduced, reflecting the effectiveness of targeted interventions and support strategies.</p> <p>The school maintains a persistent absence rate that remains below the national average.</p>
<p>Incidents of poor behaviour leading to Fixed Term Suspensions or Permanent Exclusions among disadvantaged pupils are reduced, thereby narrowing the disparity in disciplinary measures between disadvantaged pupils and their peers. This includes the consistent implementation of proactive behaviour management strategies, the promotion of positive conduct, and the creating of a supportive school environment that encourages engagement, resilience, and self-regulation.</p>	<p>Internal data evidence a clear and sustained downward trend in behaviour incidents for all pupils, including those from disadvantaged backgrounds.</p> <p>The number of Fixed Term Suspensions for all pupils, including disadvantaged pupils, decreases and aligns with, or falls below, national benchmarks, reflecting strong management of behaviour across the school.</p> <p>Permanent Exclusions for all pupils, including disadvantaged pupils, are significantly reduced, aligning with, or remaining below, national benchmarks, indicating successful preventative and restorative strategies.</p> <p>Feedback from teachers, pupils, and parents consistently reflects improved attitudes towards learning, behaviour, and conduct, with disadvantaged pupils demonstrating increased engagement, self-regulation, and positive participation within the school community.</p>
<p>The number of disadvantaged pupils requiring targeted support for Social, Emotional, and Mental Health (SEMH) difficulties is reduced over time, reflecting improvements in their emotional wellbeing, resilience, and capacity to engage positively with learning and school life.</p>	<p>Qualitative data from pupil voice, parent surveys, and teacher observations demonstrate measurable improvements in emotional wellbeing for all pupils, including those from disadvantaged backgrounds, highlighting increased confidence, resilience, and positive engagement with peers and learning.</p> <p>Feedback from pupils, parents, and staff consistently reflects positive perceptions of the effectiveness and accessibility of internal SEMH support, indicating that interventions are responsive and impactful for disadvantaged pupils.</p> <p>Disadvantaged pupils requiring SEMH support show improved attendance and engagement in school, demonstrating the link between emotional wellbeing and consistent participation in learning.</p>

	<p>Evidence from monitoring and evaluation indicates that targeted strategies effectively prevent escalation of SEMH difficulties, contributing to an overall reduction in the need for external support over time.</p>
<p>The proportion of disadvantaged pupils successfully applying for, securing, and sustaining Level 3 courses at post-16 destinations increases, ensuring equitable access to advanced academic and vocational opportunities.</p>	<p>School data demonstrates a measurable increase in the number of pupils, including those from disadvantaged backgrounds, enrolling in Level 3 courses at their post-16 destination, reflecting effective career guidance and preparatory support.</p>

## 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: £249,937.00

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p>To designate a specific member of the school's Senior Leadership Team as the lead for each intended outcome, ensuring clear accountability, strategic oversight, and coordinated implementation.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf</a></p> <p><a href="https://quarterdeck.co.uk/articles/how-leadership-influences-student-learning">https://quarterdeck.co.uk/articles/how-leadership-influences-student-learning</a></p>	All
<p>Implement a comprehensive professional development programme for all teaching staff that is grounded in evidence-based strategies to strengthen Quality First Teaching.</p> <p>The programme will focus on refining pedagogical approaches and classroom practices to enhance pupil learning outcomes, with particular emphasis on developing pupils' recall, metacognitive skills, self-regulation, and independent learning.</p> <p>It will provide targeted training on adaptive teaching, effective modelling, scaffolding, and feedback techniques to ensure that teaching consistently supports the progress of all pupils, including those from disadvantaged backgrounds.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/supporting-self-knowledge-through-modelling">https://educationendowmentfoundation.org.uk/news/supporting-self-knowledge-through-modelling</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://alexquigley.co.uk/adaptive-teaching-scaffolds-scale-structure-and-style/">https://alexquigley.co.uk/adaptive-teaching-scaffolds-scale-structure-and-style/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet">https://educationendowmentfoundation.org.uk/news/scaffolding-more-than-just-a-worksheet</a></p>	All
<p>Further develop and expand the school's coaching programme to enhance staff expertise, pedagogical practice, and professional growth. This programme will provide structured mentoring, reflective practice, and targeted support to empower teachers to refine their skills, address individual development needs, and implement best-practice strategies in the classroom.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development">https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf">https://assets.publishing.service.gov.uk/media/5a7ee63ce5274a2e8ab48e7a/coaching-for-teaching-and-learning.pdf</a></p> <p><a href="https://blog.irisconnect.com/uk/coaching-for-teachers">https://blog.irisconnect.com/uk/coaching-for-teachers</a></p> <p><a href="https://my.chartered.college/research-hub/how-a-coaching-programme-">https://my.chartered.college/research-hub/how-a-coaching-programme-</a></p>	All

	<a href="transformed-teaching-and-culture-in-my-primary-school/">transformed-teaching-and-culture-in-my-primary-school/</a>	
Recruit and retain highly effective teachers, improving staffing ratios to ensure high-quality teaching for all pupils.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-quality-recruitment-and-retention</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention">https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention</a></p>	All

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

Budgeted cost: £41,656.25

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Strengthen and broaden targeted academic intervention strategies by delivering high-quality support through in class and small-	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	All

<p>group sessions, specifically designed to accelerate progress for pupils most at risk of underachievement.</p>		
<p>Strengthen targeted reading interventions for pupils whose reading age falls below their chronological age through the implementation of evidence-based programmes, including Fresh Start, Lexonik, and Accelerated Reader, to accelerate literacy development and close attainment gaps.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress">https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	<p>1, 2, 3, 4, 5, 7</p>
<p>The Read Aloud Programme will be strengthened by embedding structured, teacher-led reading across all subjects alongside our established RAFT sessions. This ensures reading is explicitly taught and modelled, including fluent reading, subject-specific vocabulary, and comprehension strategies such as questioning, summarising, and clarifying. Regular exposure to disciplinary reading will increase engagement – particularly for disadvantaged pupils – develop reading comprehension and fluency, reduce literacy barriers across the curriculum, and promote love of reading.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say#:~:text=The%20act%20of%20reading%20aloud,to%20their%20reading%20comprehension%20skills">https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say#:~:text=The%20act%20of%20reading%20aloud,to%20their%20reading%20comprehension%20skills</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p>	<p>1, 2, 3, 4, 5, 7</p>
<p>Utilise Learning Support Assistants strategically to deliver targeted literacy and reading interventions, providing additional support to accelerate pupil progress and close attainment gaps.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress">https://educationendowmentfoundation.org.uk/news/small-group-reading-intervention-shown-to-boost-pupil-progress</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation</a></p>	<p>1, 2, 3, 4, 5, 7</p>

	<a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a>	
Integrate electronic learning software to enhance teaching and learning, supporting pupils' progress both in school and through structured home-learning activities.	<a href="https://educationendowmentfoundation.org.uk/news/latest-evaluation-reports-include-new-analysis-of-impact-of-reading-programmeme-on-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/latest-evaluation-reports-include-new-analysis-of-impact-of-reading-programmeme-on-disadvantaged-pupils</a> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-accelerated-reader-what-does-the-research-tell-us">https://educationendowmentfoundation.org.uk/news/eef-blog-accelerated-reader-what-does-the-research-tell-us</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1, 2, 3, 4, 5, 7
Deliver a focused Easter School programme for Year 11 pupils, providing targeted intervention and tailored academic support in the lead-up to the summer examination series, aimed at reinforcing knowledge, addressing gaps, and maximising outcomes.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation#">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/technical-appendix/queen-rania-foundation#</a> <a href="https://www.gov.uk/government/publications/summer-schools-programmeme">https://www.gov.uk/government/publications/summer-schools-programmeme</a>	2, 7
Expand and enrich the provision of peripatetic music lessons, increasing accessibility and participation for all pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4, 5, 6

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

Budgeted cost: £41,656.25

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Further strengthen the school's positive culture of behaviour and attitudes by expanding and enhancing pastoral support provision, including utilising the expertise of the newly appointed senior leaders responsible for pastoral care, the School Social Worker, Mental Health Support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	All

<p>Worker, and Emotional Wellbeing Intervention Lead, to provide comprehensive and targeted support that promotes the emotional, social, and behavioural development of all pupils.</p>		
<p>Strengthen the school's systematic approach to improving attendance by implementing targeted interventions tailored to the DfE Absence Bandings, revising the pupil rewards and incentive programme to recognise and motivate a larger number of pupils, and ensuring full alignment with the Local Authority's Support First framework to deliver coordinated, effective support for all pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://www.birmingham.gov.uk/downloads/file/29520/support_first_school_attendance_framework_and_guidance">https://www.birmingham.gov.uk/downloads/file/29520/support_first_school_attendance_framework_and_guidance</a></p>	<p>All</p>
<p>Ensure pupils with irregular attendance have consistent access to key personnel who can identify and address barriers to learning.</p> <p>This includes the Attendance Manager, School Social Worker, Mental Health Support Worker, Emotional Wellbeing Intervention Lead, and Head of House, all working collaboratively to provide tailored, timely, and effective support that promotes regular attendance and engagement.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>All</p>

	<p><a href="https://www.birmingham.gov.uk/downloads/file/29520/support_first_school_attendance_framework_and_guidance">https://www.birmingham.gov.uk/downloads/file/29520/support_first_school_attendance_framework_and_guidance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Develop a strong and collaborative school community by creating positive, proactive relationships between home and school. Deliver targeted workshops for parents and carers, providing practical strategies to support their children in key areas, including reading, SEND, school attendance, and social, emotional, and mental health (SEMH), thereby reinforcing the partnership between families and the school to promote pupil success and wellbeing.</p> <p>Launch the “<i>Check-in and Connect</i>” parent drop-in sessions, ensuring families have access to school staff with the relevant expertise, who can provide guidance, support, and signposting to appropriate agencies to address the challenges they face.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1704384543">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1704384543</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	All
<p>Strengthen and broaden the school’s high-quality, aspirational careers programme by offering diverse and enriching experiences for all pupils from Years 7 to 11. This includes providing opportunities to visit universities, exposure to a wide range of career pathways, employer encounters, and practical opportunities that support informed decision-making, ambition, and readiness for future education, training, and employment.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2, 3, 4, 5, 7
<p>Strategically plan and implement opportunities that enrich pupils’ cultural capital, develop their character, and support the personal, social, and emotional development of all pupils.</p>	<p><a href="https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/">https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/</a></p> <p><a href="https://nationalcollege.com/news/ofsted-cultural-capital-guide">https://nationalcollege.com/news/ofsted-cultural-capital-guide</a></p> <p><a href="https://schoolleaders.thekeysupport.com/curriculum-and-learning/curriculum-">https://schoolleaders.thekeysupport.com/curriculum-and-learning/curriculum-</a></p>	All

	<p><a href="https://www.gov.uk/guidance-all-phases/structuring-curriculum/how-to-avoid-narrow-definitions-of-cultural-capital/">guidance-all-phases/structuring-curriculum/how-to-avoid-narrow-definitions-of-cultural-capital/</a></p> <p><a href="file:///C:/Users/srogers/OneDrive%20-%20Matrix%20Academy%20Trust/Documents/Downloads/Cultural%20Capital%20Toolkit.pdf">file:///C:/Users/srogers/OneDrive%20-%20Matrix%20Academy%20Trust/Documents/Downloads/Cultural%20Capital%20Toolkit.pdf</a></p>	
<p>Strengthen our collaborative partnerships with external organisations, including Birmingham Children's Trust and Forward-Thinking Birmingham, to provide comprehensive support for pupils and their families. This will ensure timely access to specialist services, targeted interventions, and coordinated support, addressing academic, social, emotional, and wellbeing needs effectively.</p>	<p><a href="https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf">https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf</a></p>	2, 4, 5, 6, 7
<p>Develop the Triage and Wellbeing Hub to support pupils' self-regulation and maintain access to the curriculum during periods of social, emotional, and mental health (SEMH) challenges. The Hub will function as a dedicated, calm, and structured environment where pupils can complete academic work, engage in targeted programmes addressing social, emotional, and behavioural needs, and receive support for emotional regulation. This provision ensures pupils can continue their learning, develop coping strategies, and reintegrate successfully into mainstream classes.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	All
<p>Expand and strengthen the school's educational visit programme to ensure pupils have opportunities to visit colleges, universities, industry sites, and significant landmarks, supporting their learning and raising aspirations for future success.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_evidence_brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_evidence_brief.pdf?v=1726046314</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2, 4, 5, 6, 7
<p>Expand and strengthen the Combined Cadet Force program to enable our school to work towards establishing its own standalone contingent.</p>	<p><a href="https://combinedcadetforce.org.uk/">https://combinedcadetforce.org.uk/</a></p>	2, 4, 5, 6, 7
<p>Expand and strengthen the Duke of Edinburgh's Award programme.</p>	<p><a href="https://www.dofe.org/">https://www.dofe.org/</a></p>	2, 4, 5, 6, 7
<p>Provide an opportunity for pupils without passports or prior experience of</p>	<p><a href="https://www.theturingschool.org.uk/page/?title=Pupil+Premium&amp;pid=21">https://www.theturingschool.org.uk/page/?title=Pupil+Premium&amp;pid=21</a></p>	2, 3, 4, 5, 7

international travel to visit another country through the Turing Scheme.	<p><a href="https://www.gov.uk/government/news/turing-scheme-boosts-global-placements-beyond-europe">https://www.gov.uk/government/news/turing-scheme-boosts-global-placements-beyond-europe</a></p> <p><a href="https://assets.publishing.service.gov.uk/media/5f564f07d3bf7f4d75de7000/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/media/5f564f07d3bf7f4d75de7000/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf</a></p>	
Provide a daily breakfast club for pupils from 7:45 AM, offering a nutritious start to the day while creating a structured and welcoming environment that promotes punctuality, wellbeing, and readiness to engage in learning.	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-School_briefing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-School_briefing.pdf</a></p>	All

**Total budgeted cost: £333,250.00**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

### Attainment

- For the academic year 2024-25, our disadvantaged pupils achieved an overall Attainment 8 of 34.3.
- For the academic year 2024-25, 49.1% of disadvantaged pupils achieved a Grade 4 or above in both English and Mathematics, with 32.1% achieving a Grade 5 or above.
- For the academic year 2024-25, 50.9% of disadvantaged pupils achieved a Grade 4 or above in English, with 35.8% achieving a Grade 5 or above.
- For the academic year 2024-25, 56.6% of disadvantaged pupils achieved a Grade 4 or above in Mathematics, with 43.4% achieving a Grade 5 or above.

- For the academic year 2024-25, 73.6% of our disadvantaged pupils were entered for the EBACC, reflecting an increase of 33.6% compared to the previous academic year when the corresponding figure for disadvantaged pupils was 40.0%.

### Reading

- For the academic year 2024-25, our disadvantaged pupils demonstrated significant progress in reading. Reading ages are assessed by the NGRT Standardised Age Score (SAS), whereby 100 is the expected score for all pupils.
  - o Year 8 pupils average SAS improved by 3.3 points from 95.6 to 98.9.
  - o Year 9 pupils average SAS improved by 4.1 points from 92.4 to 96.5.
  - o Year 10 pupils average SAS improved by 0.1 points from 99.2 to 99.3.
  - o Year 11 pupils average SAS improved by 0.1 points from 97.1 to 97.2.
  - o Overall, for all disadvantaged pupils average SAS improved by 2.2 points from 96.0 to 98.2.

### Attendance

- For the academic year 2024-25, the overall attendance for our disadvantaged pupils was 88.0%. This shows an improvement of 1.7% when compared to the previous academic year when the measure for disadvantaged pupils was 86.3%. The 88.0% attendance rate surpasses the FFT National Average of 86.2% by 1.8%

### Behaviour and Attitudes

- For the 2024-25 academic year, disadvantaged pupils represented a higher proportion of fixed-term suspension incidents relative to their proportion of the overall pupil population.
- This pattern is consistent with the previous academic year, indicating a stable trend rather than a decline in behaviour standards.
- Analysis of suspension data is used to identify patterns, repeat incidents and underlying barriers to learning for disadvantaged pupils.
- Targeted pastoral, behavioural and SEMH interventions are in place to support disadvantaged pupils at risk of suspension, with a focus on emotional wellbeing, engagement in learning and self-regulation, rather than solely punitive responses.
- In March 2024, Ofsted judged the school to be 'Outstanding' for Behaviour and Attitudes.
- Inspectors recognised significant and sustained improvements in behaviour across the school for all pupils, including those from disadvantaged backgrounds, who benefit from clear expectations, consistent routines and high-quality support.
- This approach has led to reduced low-level disruption and increasingly positive attitudes to learning, particularly among disadvantaged pupils.

### Post-16 Destinations

- For the academic year 2024-25, every pupil participated in the school's comprehensive careers advisory programme, which included individual career meetings, workshops, industry events, visits to colleges and universities, as well as trips and talks from apprenticeship providers, and our internal career fair.
- All our disadvantaged pupils successfully secured a destination at a college, 6<sup>th</sup> form, or an apprenticeship provider.

## Externally Provided Programs

<b>Program</b>	<b>Provider</b>
SIMS	SIMS Capita
ClassCharts	ClassCharts
Fresh Start	Fresh Start in Education
Lexia	Lexia Learning
Seneca Learning	Seneca
Hegarty Maths	Hegarty
Accelerated Reader	Renaissance Learning
SISRA Analytics	Juniper Education
SISRA Observe	Juniper Education
MathsWatch	MathsWatch
Kerboodle	Oxford University Press