

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Chestnut Grove Academy
Number of pupils in school	1321
Proportion (%) of pupil premium eligible pupils	28.75
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Christian Kingsley
Pupil premium lead	Lois Vanstone
Governor / Trustee lead	

Funding overview

Detail	2024-25	2025-26
Pupil premium funding allocation	£295, 455	£351,200
Recovery premium funding allocation this academic year	£0	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£295, 455	

Part A: Pupil Premium Strategy Plan

Statement of Intent

Chestnut Grove Academy Curriculum Intent:

The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university, thrive in employment and lead fulfilling lives. Chestnut Grove Academy is committed to ensuring that disadvantage does not prevent our students from achieving academic success, maintaining healthy lifestyles and experiencing professional fulfilment: we endeavour to remove all barriers to learning to ensure our disadvantaged students achieve in line with others.

EEF's and other research show that the best strategy to improve the outcomes of disadvantaged students is through a broad and balanced, high-quality curriculum. Therefore, our main strategy is to ensure disadvantaged pupils make progress in line with *all pupils nationally* by consistently delivering quality first teaching and improving our students' cultural capital. Our imperative is to provide disadvantaged students with the access to a knowledge-rich, transformational curriculum and effective academic and pastoral interventions, as well as enrichment opportunities, which will not only enable them to fully access the curriculum, but also broaden their horizons and ignite a love of learning, turning them into life-long learners.

Nevertheless, as a community in which disadvantaged students are a minority, we are acutely aware that their needs require special attention. We understand that disadvantaged pupils have additional needs that can be complex and personal, which can make them difficult to identify and categorise. Thus, we tailor programmes that support the whole child, mobilising all available resources in order develop an understanding of disadvantaged pupils' needs and best strategies to address them. This approach requires collaboration: we ensure that all staff are united in their unwavering determination to remove all barriers to learning so that social disadvantage does not hold back any child in realising their best potential. United by a profound sense of moral purpose, we ensure that low achievement is not confused with low ability, that our disadvantaged students are valued members of our Creative Learning Community, and their potential and right to an excellent education is unchallengeable and protected.

As national statistics show, any of the efforts to narrow the attainment gap between disadvantaged students and their non-disadvantaged counterparts were destroyed by Covid19. The aftermath of the pandemic has imposed disproportionate challenges on our disadvantaged students and the latest external and in-house assessment data, as well as our internal records and observations, show that the gap between disadvantaged and others has widened. We have spent the last few years focusing on developing a strategy which expects the highest outcomes for our disadvantaged students, allowing them to benefit from a robust pastoral system and the highest quality of teaching and learning.

Our current strategy continues to ensure all disadvantaged students receive quality first teaching, are provided with opportunities to catch up with others and/or accelerate their learning through a range of academic interventions and that their wellbeing enables them to fully focus on their study. Therefore, our main strategies are:

Curriculum: Embed responsive teaching through 'Embedding Formative Assessment, a CPD program which enhances teachers' ability to assess their learners' knowledge and skills, address misconceptions and provide

feedback that moves them forward. This training programme is designed to equip leading practitioners with coaching skills, tools and resources to support colleagues in setting goals to improve disadvantaged pupils' outcomes and provide non-judgemental and developmental feedback to help them achieve these. Train staff in developing a comprehensive repertoire of behaviour management strategies to curb low-level disruption and ensure we have high expectations of disadvantaged students.

We are also continuing to develop our whole school literacy strategy, which sees teachers being trained and equipped to deliver explicit vocabulary teaching, both in tutor time (tier 2 vocab) and during lessons (tier 3 vocab). This academic year, the focus will move to oracy giving teachers the tools to scaffold talk in their lessons, seeing the value of disciplinary literacy. We are continuing to provide diagnostic testing of students in KS3 (reading age tests, reading screening, scaled scores etc) before delivering a bespoke reading programme from year 7 (CODE: phonics, Reading Plus, Accelerated Reader). English teachers and tutors are encouraged to monitor students' reading, along with all staff being aware of reading ages.

There is also a focus on scaffolding and supporting reading, with staff receiving training on how best to support students who have barriers to reading or who are not meeting their age-related standard.

Academic: Provide a range of interventions that will accelerate disadvantaged students' progress and/or support them in closing the gaps in knowledge and skill created by the pandemic. HoDs are being held to account for the range of tiered interventions they are offering students, along with the use of robust and timely data which is driving these interventions.

Wider: Provide a range of initiatives which will support disadvantaged students' mental health, behaviour and attitudes to learning. These include: training all teaching staff to spot signs of mental health issues and support students; increasing the number of mental health first aiders among support staff, providing counselling for disadvantaged students who need it; providing peer mentoring.

Three-year curriculum strategy	
2023-24	Literacy: reading and vocabulary Embedding Formative Assessment Scaffolding and support
2024-25	Literacy: embedding reading and vocabulary Embedding Formative Assessment Development of Inclusion Strategy and Tracker
2025-26	Literacy: embedding reading, vocabulary and developing oracy/structure talk Continual focus on embedding formative assessment Early identification of need and expansion of targeted interventions.

Challenges

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

Challenge number	Detail of challenge																																													
1	There are no P8 measures this year due to the pandemic. Despite huge strides towards narrowing the gap, there is still a widening gap (-16.1) in English and Mathematics 4+ Disadvantaged pupils - English and mathematics grade 4 plus <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>2025</td><td>53</td><td>56.6%</td><td>43.5%</td><td>Above (non-sig)</td><td>72.7%</td><td>-16.1</td><td>Widening</td><td>-</td></tr><tr><td>2024</td><td>43</td><td>58.1%</td><td>43.4%</td><td>Above (non-sig)</td><td>72.8%</td><td>-14.6</td><td>Widening</td><td>-</td></tr><tr><td>2023</td><td>36</td><td>61.1%</td><td>43.4%</td><td>Above (sig+)</td><td>72.8%</td><td>-11.7</td><td>Not available</td><td>High - SEN</td></tr></table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	2025	53	56.6%	43.5%	Above (non-sig)	72.7%	-16.1	Widening	-	2024	43	58.1%	43.4%	Above (non-sig)	72.8%	-14.6	Widening	-	2023	36	61.1%	43.4%	Above (sig+)	72.8%	-11.7	Not available	High - SEN			
Year	Cohort			School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged				Year group context																																			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend																																							
2025	53	56.6%	43.5%	Above (non-sig)	72.7%	-16.1	Widening	-																																						
2024	43	58.1%	43.4%	Above (non-sig)	72.8%	-14.6	Widening	-																																						
2023	36	61.1%	43.4%	Above (sig+)	72.8%	-11.7	Not available	High - SEN																																						
2	Behaviour and attitude to learning of disadvantaged students: 50% of fixed term exclusions in 2024-25 were disadvantaged, predominantly male students. This is 1% lower than in 2023-24. Exclusions 2023-24 (suspensions) – analysis by year group, gender, disadvantaged, non-disadvantaged. Data refers to number of incidents of exclusion <table><tr><th></th><th>Male</th><th>Female</th><th>Total</th><th>Disadvantaged</th></tr><tr><td>Year 7</td><td>12</td><td>5</td><td>17</td><td>12</td></tr><tr><td>Year 8</td><td>14</td><td>8</td><td>22</td><td>15</td></tr><tr><td>Year 9</td><td>4</td><td>5</td><td>9</td><td>5</td></tr><tr><td>Year 10</td><td>13</td><td>2</td><td>15</td><td>6</td></tr><tr><td>Year 11</td><td>10</td><td>1</td><td>11</td><td>0</td></tr><tr><td>Year 12</td><td>3</td><td>2</td><td>5</td><td>3</td></tr><tr><td>Year 13</td><td>1</td><td>1</td><td>2</td><td>0</td></tr><tr><td>Total</td><td>57</td><td>24</td><td>81</td><td>41</td></tr></table>		Male	Female	Total	Disadvantaged	Year 7	12	5	17	12	Year 8	14	8	22	15	Year 9	4	5	9	5	Year 10	13	2	15	6	Year 11	10	1	11	0	Year 12	3	2	5	3	Year 13	1	1	2	0	Total	57	24	81	41
	Male	Female	Total	Disadvantaged																																										
Year 7	12	5	17	12																																										
Year 8	14	8	22	15																																										
Year 9	4	5	9	5																																										
Year 10	13	2	15	6																																										
Year 11	10	1	11	0																																										
Year 12	3	2	5	3																																										
Year 13	1	1	2	0																																										
Total	57	24	81	41																																										
3	Sustaining the progress and attainment in mathematics (although these are narrowing): Attainment: 9.4 (national PP 6.9) No progress measure this year. (English: 10.1)																																													
4	Attendance: the table below shows FSM6 attendance in the academic year 2024-25. FSM6 - Attendance <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th></tr><tr><td>2024/25</td><td>298</td><td>90.2%</td><td>88.2%</td><td>Above</td><td>Relative improvement</td></tr><tr><td>2023/24</td><td>298</td><td>87.7%</td><td>86.0%</td><td>Close to average</td><td>Relative decline</td></tr><tr><td>2022/23</td><td>260</td><td>87.9%</td><td>86.0%</td><td>Close to average</td><td>Relative improvement</td></tr></table> The table below shows overall attendance in the academic year 2024-25.	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	2024/25	298	90.2%	88.2%	Above	Relative improvement	2023/24	298	87.7%	86.0%	Close to average	Relative decline	2022/23	260	87.9%	86.0%	Close to average	Relative improvement																					
Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend																																									
2024/25	298	90.2%	88.2%	Above	Relative improvement																																									
2023/24	298	87.7%	86.0%	Close to average	Relative decline																																									
2022/23	260	87.9%	86.0%	Close to average	Relative improvement																																									

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	1033	93.5%	92.3%	Close to average	In line	-
2023/24	1039	92.3%	91.1%	Close to average	Relative decline	-
2022/23	1003	92.8%	91.0%	Above	Relative improvement	-

The attendance gap is 1.9% and is narrowing.

The biggest area for improvement is CLA attendance.

- We currently support 2 Children Looked After (CLA) and 11 Previously Looked After Children (P-LAC), each with an assigned keyworker and termly progress reviews led by the DSL/Designated Teacher. One CLA student is receiving a tailored multi-agency plan for EBSA, supported by the Virtual School, with the aim of transitioning to a smaller setting. The other CLA student's attendance has improved dramatically from 0% in Year 8 to 89% in Year 10, following a long-term reintegration plan. She is now studying 8 GCSEs and has achieved a working at grade 6 in History, evidencing the impact of our personalised approach on academic success and engagement.
- We have 2 Children Looked After (CLA) and 11 Previously Looked After Children (P-LAC). To strengthen support, we have funded a full-time keyworker who conducts regular check-ins with each student to monitor both academic progress and wellbeing, ensuring timely interventions and strong communication with teachers and external agencies.

5

Safeguarding Overview

Safeguarding remains a priority across the school, with concerns spanning mental health, bullying, neglect, substance misuse, online safety, and high-risk cases such as domestic violence, sexual abuse, and radicalisation. Pupil Premium (PP) students account for 12% of all safeguarding logs (Sept 2024 – Aug 2025), indicating a slight over-representation compared to their proportion in the school population

Key Themes & Percentages

PP Students (Sept 2024 – Aug 2025):

- Mental Health & Emotional Wellbeing: 35%
- Bullying & Peer Issues: 25%
- Physical/Sexual/Neglect/Living Situation: 15%
- Other Risks (Social Media, Grooming, Substance Misuse): 10%

Whole School Trends:

	• Mental Health & Emotional Wellbeing: Dominant theme across all students (estimated 40–45% of cases), including anxiety, depression, suicidal ideation, and self-harm. • High-Risk Safeguarding: Domestic violence, neglect, sexual abuse, radicalisation, grooming (approx. 10–15%). • Other Risks: Substance misuse (vaping, cannabis) and online safety breaches (TikTok/WhatsApp misuse) (approx. 10%). Comparison Insight Patterns for PP students broadly align with whole-school trends, with a higher concentration on mental health (35%). Whole-school data demonstrates additional complexity in high-risk cases requiring multi-agency responses. Impact & Interventions PP-Focused Actions: • Counselling and resilience programs • SAP meetings and Early Help referrals • Restorative approaches for identified child on child abuse. Whole-School Actions: • Multi-agency coordination (CIN/CP conferences, systemic family therapy) • CAMHS referrals, CWP interventions, sensory room access • Prevent referrals and police liaison for radicalisation and substance misuse • The e-safety curriculum has been jointly reviewed by the DSL, Head of Computing, and Head of PSHE. Additional work this academic year has addressed remaining gaps, including improved signposting to CEOP and the SHARP reporting system.
--	---

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2025-26**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Disadvantaged students achieve in line with other students	Closing the gap in A level, GCSEs and KS3/Year 10 end-of-year assessment through adaptive teaching which is quality-assured and offered to all disadvantaged pupils at risk of underachievement. Reading and vocabulary gaps are addressed and closed early on in Year 7. Huge school focus on formative assessment, written feedback, quality first teaching developed through coaching and the new pastoral curriculum.

	AHT to develop middle leadership capacity to evaluate impact of intervention to support disadvantaged through rigorous data.
2. Disadvantaged students' behaviour and attitude to learning are conducive of good progress and attainment	As above, plus reduction in fixed term exclusions and number of behaviour incidents so there is no gap between the disadvantaged and others; Disadvantaged pupils' access mental health support and academic mentoring where needed, ensuring they are healthy and able to fully access the curriculum; Disadvantaged students' access careers information and raising career aspirations initiatives; as a result, they have intrinsic motivation and career plans and aspirations.
3. Disadvantaged students' progress and attainment in mathematics is the same as in English.	GCSE, A level, end-of-year examination for Y10 and KS3 show gap between English and maths is closing. GCSE 4+ is significantly above national.
4. Disadvantaged students' attendance is above the national average and the gap has reduced.	Attendance data to show disadvantaged students' attendance is above the national average. The gap in attendance between disadvantaged and non-disadvantaged students to have been reduced significantly (currently -4.35%) GCSE, A level, end-of-year examination for Y10 and KS3 show gap between English and maths is closing
5. Disadvantaged students are healthy, resilient and able to fully access the curriculum	As above Disadvantaged students are able to access therapeutic support in a timely manner, ensuring they are healthy and able to fully access the curriculum. The pastoral curriculum is age appropriate and related to the year group's emerging needs. This teaches them metacognitive strategies for learning and behaviour.
6. Students who experience the intersection of SEND and disadvantage can thrive, accessing the curriculum and achieving in line with their peers	As above. Students with SEND and disadvantage make expected or better progress from their starting points in core and foundation subjects. Gaps in attainment between this group and their peers are narrowing over time . Internal and external assessment data show improved outcomes compared to previous years or baselines.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<i>CPD focused on literacy and improving quality of education:</i> - Training on explicit vocabulary teaching and reading strategies - Embedding Formative Assessment professional development for teachers and learning support assistants - Coaching for senior and middle leaders	Students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. SSAT & Dylan Wiliam EEF's T&L Toolkit effectiveness rating: Formative Feedback +6 months 'Coaching for Teaching and Learning: a practical guide for schools' Guidance report by Rachel Lofthouse, David Leat and Carl Towler and Matthew Kraft, David Blazar and Dylan Hogan on 'The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence' state that coaching supports: • teachers to experience and develop understanding of an integration of knowledge and skills • teachers to gain multiple opportunities to learn and apply information • teachers' beliefs to be challenged by evidence which is not consistent with their assumptions • teachers to have opportunities to process new learning with others. Matthew Kraft, David Blazar and Dylan Hogan on 'The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence' NFER and TDT Report: Teacher Autonomy: How Does It Relate To Job Satisfaction And Retention? States that coaching supports three main aspects of teachers' job satisfaction: competence, autonomy and relatedness. EEF's 'Improving Literacy in Secondary Schools' Guidance Report, DfE's Reading Framework (2013) and Alex Quigley's 'Closing the Vocabulary Gap' (2018) recommend: • Careful selection of Tier 2 and 3 vocabulary for explicit teaching as part of curriculum design • Considering links between subjects • Providing students with rich oral and written language environments • Providing multiple opportunities to hear, see and use new words. EEF's 'Improving Literacy in Secondary Schools' Guidance Report, DfE's Reading Framework (2013) and Alex Quigley's 'Closing the Reading Gap' (2022) recommend: Silent reading: 'Revisiting Silent Reading' (Hiebert&Reutzel, 2010) recommends: - Students self-selection of reading materials (Reading +, AR) - Accountability: record-keeping, comprehension tests and review (Reading +, AR) - Choice of texts appropriate, withing each student's ZPD (Reading +, AR) Alex Quigley in 'Do We Need to Sort Out Silent Reading?' argues for:	1, 2,3,6
---	--	-----------------

	4. a differentiated approach as silent reading less profitable for students who lack fluency and those who are fluent readers will read 30% in silent reading activities: Reading + for those who struggle (extract-based) and AR for others (to enable them to read at own speed) 5. Defining goals for silent reading so it can be monitored accordingly (Reading +, AR) Timely and targeted written feedback deepens learning. Departments to revisit 'What Does Outstanding Learning Look Like' with the focus on responding to feedback through Years 7 –13, develop a repertoire of evidence-informed, effective and time-efficient written feedback strategies. Quality Assure against progression maps (KS3), curriculum guides (KS4) and Course Handbooks (KS5) to ensure written feedback and students' responses in assessed pieces reflect subjects' policies.	
<i>Extra teachers in English and mathematics to reduce class sizes in KS4 and KS5</i>	EEF states: 'The average impact for reducing class size is around 2 months additional progress over the course of an academic year' with the caveat that the reduction needs to be significant (preferably no more than 10, which roughly reflects the class size of lower attaining sets in maths and English at CGA)	1, 2, 3, 6
<i>PP Co-ordinator: diagnostic assessment, mentoring, aspirations intervention</i>	EEF recommends diagnostic assessment as the first step in devising PP strategy. EEF recognises that mentoring has low impact (adds 2 months) on disadvantaged students and states there is not enough evidence on aspirations intervention (no rating). Based on our diagnostic assessment, our PP students have little understanding of white collar jobs and job market and little access to white-collar role models; we select BAME and ex-FSM role models to make them relatable.	1, 2, 3, 6
<i>Phonics screening, reading age tests and NGTR diagnostic assessment in English and mathematics</i>	EEF recommends diagnostic assessment as the first step in devising PP strategy. GCA experience corroborates its usefulness in understanding needs of the PP cohort, esp. the new one (Y7)	1, 2, 3, 6
<i>Deputy Headteacher (Curriculum) and Deputy Headteacher Pastoral jointly championing pupil premium to ensure a joint approach to removing barriers that are both academic and pastoral.</i>	In DfE's Reading Framework from July 20203, having a high-profile, senior lead to champion a (reading / literacy) policy is one of the five main recommendations.	1, 2, 3, 4, 5, 6

<i>Assistant Headteacher to focus on literacy.</i>		
--	--	--

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Letters and Sounds Phonics Intervention in Years 7 and 8 delivered by an experienced phonics teacher</i>	According to EEF, phonics intervention has high impact (+5)	1, 2, 3, 6
<i>Reading Plus</i>	Reading Plus has been evaluated by multiple well-respected educational organizations, such as John Hopkins University, American Institute for Research and a number of UK-based school as having a significant impact on students' reading fluency.	1
<i>Accelerated Reader</i>	According to EEF, AR intervention has moderate impact (+3)	1
<i>Vocabulary and Reading interventions in tutor time</i>	EEF's literacy recommendations include teaching vocabulary explicitly and providing time within curriculum for reading	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £45,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Triangle model to support attendance at each stage.</i> <i>EBSA coffee morning</i> <i>2 i.c. RSLs to support attendance</i>	EEF recognises effectiveness of attendance strategies, esp. targeted parental engagement interventions show promise in supporting pupil attendance	2, 4, 5, 6

<i>Counselling</i>	EEF rates metacognition and self-regulation of high impact (+7) A large body of research now shows that mental health interventions have a significant positive impact on students' wellbeing and academic outcomes (ACAMH, Mind, healthactioncampaign.co.uk, EIF, Young Minds, etc.)	2, 4, 5, 6
<i>Mental Health Triage Pyramid. Training for all staff on the different interventions and referrals.</i>	EEF states that evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills (social, emotional learning) at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils (eg. poorer mental health, lower academic attainment).	2, 4, 5, 6
<i>New role: Student Well-being and reintegration practitioner (EBSA focus)</i>	As above	2, 4, 5
<i>FBB fully integrated into school systems (line managed by LV) and have been trained on how to make referrals.</i>	As above According to EEF, social and emotional learning taught explicitly, and physical activity have moderate impact on students' learning outcomes (+4)	2, 4, 5
<i>A range of interventions: Free 2 Be, ELSA, WAAS, AME coaching, Peer mentoring, Wandsworth Child Wellbeing Programme, EBSNA</i>	EEF rates metacognition and self-regulation of high impact (+7) A large body of research now shows that mental health interventions have a significant positive impact on students' wellbeing and academic outcomes (ACAMH, Mind, healthactioncampaign.co.uk, EIF, Young Minds, etc.). The extreme vulnerability of LGBTQ+ students recognised by DfE (Key update to KCSIE 2022 DFE guidance), According to EEF, peer mentoring has high impact on students' behaviour and attitudes to learning (+4).	2, 4, 5
<i>EWO supported by new role: Well being and reintegration practitioner (EBSA focus)</i>	As above; EEF rates metacognition and self-regulation (+7)	2, 4, 5, 6
<i>Integrated inclusion system, focusing on early identification of need and SEND screening for students presenting with behaviour issues</i>	EEF's effectiveness rating of behaviour interventions is +4	1, 2, 3, 4, 5

<i>Contingency fund for acute issues</i>	Given the number of issues that presented themselves suddenly over the course of the previous two years, we are setting aside a fraction of the funding to be able to respond swiftly to similar issues.	All
<i>Sensory room (including a 'power down' session for students 30mins before the end of the day to ease dysregulation before going home.</i>	National Council for Special Education and many other sources notes that sensory rooms can have positive impact of sensory rooms on SEND children is.	5, 6
<i>Enrichment Fair</i>	DfE research states: "An Unequal Playing Field found that the school you go to, the area where you grow up, and your socioeconomic background largely determine what types of activities are available outside the classroom. There was a direct link between household income and participation for almost all extra-curricular activities which were included in the survey."	1, 2, 3, 4, 5, 6
<i>Educational Psychology + SALT access</i>	Linking to the Inclusion model, these services can be accessed when students are not making progress in the curriculum, or if there are concerns around suspected SEND.	
<i>Trips</i>	System created where students in receipt of FSM are supported in funding for trips. Trip leads to send a letter to the families detailing the costing of the trip to ascertain support needed.	1, 2, 3, 4, 5, 6

Total budgeted cost: £370,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

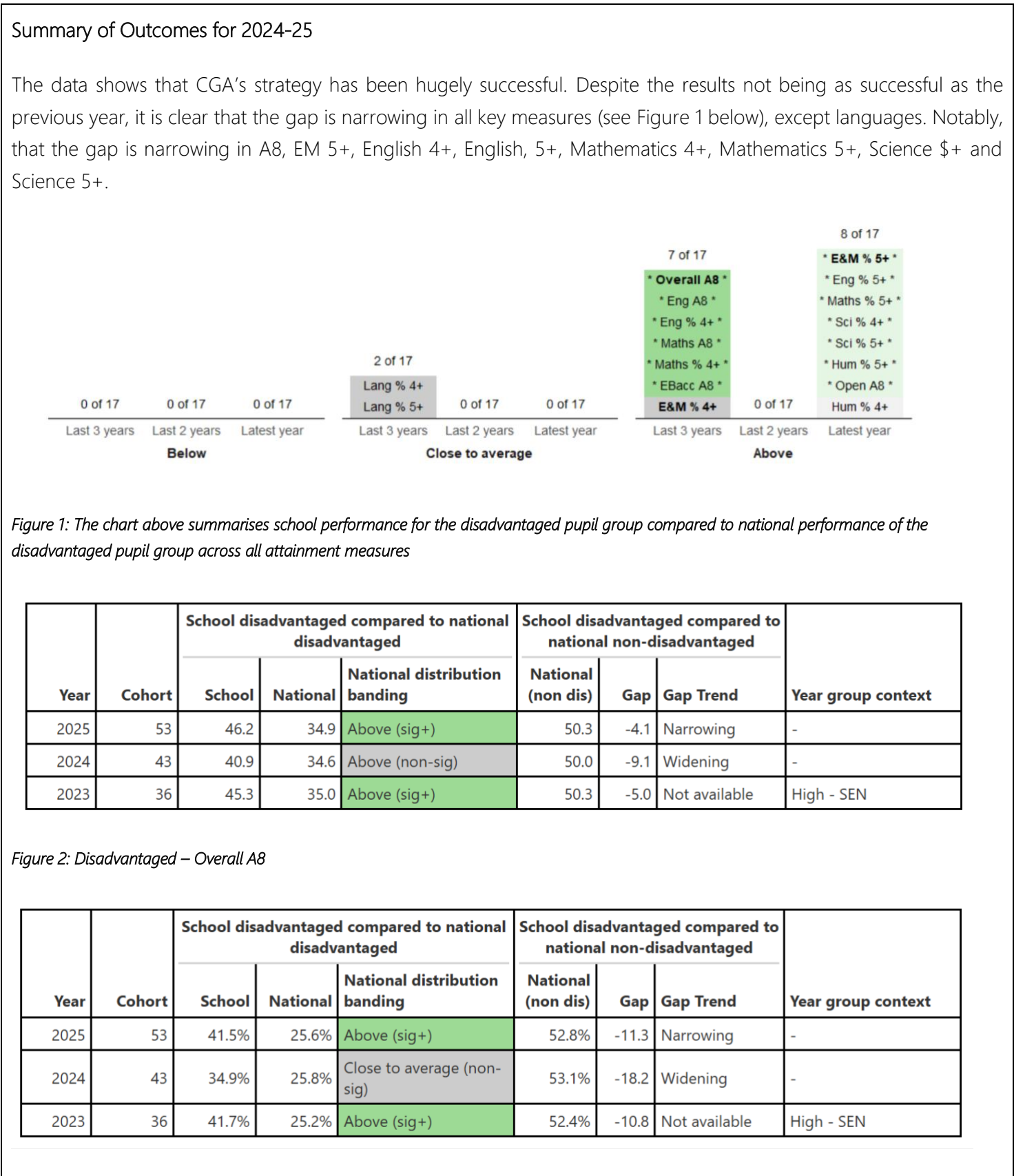


Figure 3: Disadvantaged – English and mathematics grade 5+

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	53	10.1	7.8	Above (sig+)	10.6	-0.5	Narrowing	-
2024	43	9.5	7.7	Above (sig+)	10.6	-1.1	Widening	-
2023	36	10.3	7.7	Above (sig+)	10.6	-0.3	Not available	High - SEN

Figure 4: Disadvantaged – English A8

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	200	85.5%	74.1%	Above (sig+)	No sig change	-
2024	172	89.0%	74.5%	Above (sig+)	No sig change	-
2023	171	89.5%	74.7%	Above (sig+)	Not available	High - SEN

Figure 4: Disadvantaged – English 4+

Year	Cohort	School	National	National distribution banding	Trend	Year group context
2025	200	75.0%	60.2%	Above (sig+)	No sig change	-
2024	172	79.1%	60.3%	Above (sig+)	No sig change	-
2023	171	82.5%	60.5%	Above (sig+)	Not available	High - SEN

Figure 4: Disadvantaged – English 5+

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	53	9.4	6.9	Above (sig+)	10.0	-0.5	Narrowing	-
2024	43	8.1	6.9	Above (sig+)	9.9	-1.8	Widening	-
2023	36	8.8	6.9	Above (sig+)	9.9	-1.1	Not available	High - SEN

Figure 4: Disadvantaged – Mathematics A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	53	66.0%	49.5%	Above (sig+)	77.4%	-11.3	Widening	-
2024	43	67.4%	49.4%	Above (sig+)	77.4%	-9.9	Widening	-
2023	36	69.4%	49.6%	Above (sig+)	77.5%	-8.0	Not available	High - SEN

Figure 4: Disadvantaged – Mathematics 4+

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	53	49.1%	30.7%	Above (sig+)	58.9%	-9.8	Narrowing	-
2024	43	37.2%	31.0%	Close to average (non-sig)	59.2%	-22.0	Widening	-
2023	36	44.4%	30.3%	Above (non-sig)	58.1%	-13.7	Not available	High - SEN

► [Chart](#)

Figure 4: Disadvantaged – Mathematics 5+

Teacher Retention:

Teacher retention has been particularly strong this year, with a limited amount of staff turn over in 2024 – 2025. This has supported our drive to focus on quality first teaching, meaning that all students are in front of specialist teachers. At the time of the November 2024 census, there was no full-time vacant teacher posts.

Attendance:

Attendance has continued to improve across the school, with the most significant impact being on FSM6 students, placing us well above national average:

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25	298	90.2%	88.2%	Above	Relative improvement	-
2023/24	298	87.7%	86.0%	Close to average	Relative decline	-
2022/23	260	87.9%	86.0%	Close to average	Relative improvement	-
2018/19	253	92.0%	91.8%	Close to average	Not available	-

Figure 2: gap in attendance 2024 – 2025

Suspensions:

Our new inclusion system, which integrates behaviour, SEND, mental health and safeguarding, has produced tangible results for behaviour. Suspensions for all students have dropped significantly (3.94% of school population compared to 7.83% nationally), but 1 or more suspensions for FSM children has dropped the most:

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	284	10.21%	16.57%	Below (sig-)	No sig change	-
2022/23	251	12.35%	15.16%	Close to average (non-sig)	No sig change	-
2021/22	234	9.83%	13.01%	Close to average (non-sig)	Not available	-

Figure 3: comparison of number of suspensions 2024-25 FMS6 against National

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Small group and 1-1 mentoring + sport; reflective practice (supervision) and CPD on trauma-informed education for staff	FBB
Mental health support	Wandsworth Child Wellbeing Programme
Mental Health First Aider training	MHE
ELSA and AME training	NHS/ Local Authority
Counselling for LGBTQ+	Free2Be

Counselling	Catch22
Educational psychologist - therapy for children with complex needs	Freelance
Social worker – support for children and families in need	Wandsworth LA
Speech and Language Therapy	Wandsworth LA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a