Part B: Review of progress 2025- 2026

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged students and can conclude. There are no significant academic progress gaps between FSM / PP and Non-PP.

Data for FSM is consistent with whole school progress. Maths and English consistent across school and groups, with more exceeding personal targets in English. Students below/slightly below target are the same group with medical absence and part-time attendance, as well as one undertaking the EBSNA Pathway.

FSM 63 students across all Key Stages

Key Stages: Key Stage 1, Key Stage 2, Key Stage 3, Key Stage 4, Key Stage 5, Key Stage 6, | Free School Meals: Yes

Subject	Below Target	Just Below Target	On Target	Exceeded Target
PF Steps | Literacy - Communication, Vocabulary, Grammar and Punctuation	3%	2%	51%	44%
PF Steps | Literacy - Reading	2%	2%	61%	35%
PF Steps | Literacy - Writing	2%	4%	58%	36%
PF Steps | Numeracy - Number	0%	3%	78%	19%
PF Steps | Numeracy - Shape	2%	0%	90%	8%
PF Steps | Numeracy - Using, Applying, Statistics	2%	2%	69%	27%

Data for Pupil Premium students is consistent with whole school progress and students achieve well. Again, any students below target are highlighted in previous section – supported through SET, part-time attendance or medical absence. Pupil Premium funding has supported interventions and trauma informed approaches that help students to engage and achieve their personal targets. Individual intervention impact can be found later in the report. Students in KS4 also follow their individual qualification pathways. Slightly more students are exceeding targets in communication, which may reflect the Plan for Impact projects and specific focus in this area.

PP 57 students across all Key Stages

Key Stages: Key Stage 1, Key Stage 2, Key Stage 3, Key Stage 4, Key Stage 5, Key Stage 6,

Subject	Below Target	Just Below Target	On Target	Exceeded Target
PF Steps | Literacy - Communication, Vocabulary, Grammar and Punctuation	4%	2%	47%	47%
PF Steps | Literacy - Reading	2%	2%	64%	32%
PF Steps | Literacy - Writing	2%	7%	50%	41%
PF Steps | Numeracy - Number	0%	4%	71%	25%
PF Steps | Numeracy - Shape	0%	0%	85%	15%
PF Steps | Numeracy - Using, Applying, Statistics	2%	0%	74%	24%

All interventions led by our intervention team have been carefully monitored and tracked with positive personalised outcomes for our PP students.

Mathematics Intervention

Mathematics interventions are highly personalised and informed by robust assessment. Students are assessed using the Early Sandwell Numeracy Assessment, which provides a detailed baseline of numeracy skills and identifies precise gaps in mathematical understanding. Assessment information is used to establish individual targets and inform weekly intervention programmes.

Students are reassessed termly, enabling leaders and teachers to evaluate the impact of interventions and adapt provision accordingly. Analysis of assessment data shows that the majority of students make measurable progress in numeracy following targeted intervention. For example, one Year 10 student increased their assessment score by 12 points over the course of an academic year, demonstrating accelerated progress from their starting point.

Where progress is less evident through formal assessment, review of intervention records, observations and work samples indicates that students continue to engage in learning, consolidate existing knowledge and maintain key mathematical skills. For a small number of students with complex learning needs, progress may be characterised by sustained retention, increased confidence and the prevention of regression rather than rapid gains in assessment scores. Intervention pathways are reviewed regularly, and alternative approaches, including sensory-based mathematics interventions, are implemented where appropriate.

Interventions focus on identified areas of need, including number recognition, place value, calculation, mathematical language, reasoning and problem-solving. Provision remains flexible and responsive, allowing targets and teaching approaches to be adapted in line with individual progress.

As a result, interventions are effective in closing gaps in mathematical understanding, improving confidence and engagement, and supporting students to develop the numeracy skills required for learning across the curriculum and for increased independence in everyday life. Assessment and evaluation processes ensure that support remains sharply focused and matched to individual need, enabling students to make the strongest possible progress from their starting points.

6 student received intervention from Year 7

Year 7	Bassline score	End of year score	+ / - / =	Percent progression
Student 1	34/76	41/76	+7	+9.2%
Student 2	16/35	25/35	+9	+25.7%
Student 3	16/76	16/76	=	=
Student 4	20/35	27/35	+7	+20%
Student 5	6/35	17/35	+11	+31.4%
Student 6	49/76	66/76	+17	+22.4%

5 student received intervention from Year 8

Year 8	Bassline score	End of year score	+ / - / =	Percent progression
Student 1	5/35	6/35	+1	+2.7%
Student 2	30/76	32/76	+2	+2.6%
Student 3	13/35	18/35	+5	+14.3%
Student 4	6/35	7/35	+1	+2.7%
Student 5 LAC Student	57/76	58/76	+1	+1.3%

4 student received intervention from Year 9

Year 9	Bassline score	End of year score	+ / - / =	Percent progression
Student 1	12/35	15/35	+3	+8.6%
Student 2 LAC Student	25/76	30/76	+5	+6.6%
Student 3	6/35	15/35	+9	+25.7%
Student 4	7/35	8/35	+1	+2.7%

1 student received intervention from Year 10

Year 10	Bassline score	End of year score	+ / - / =	Percent progression
Student 1	35/76	47/76	+12	+15.8%

1 student received intervention from Year 11

Year 11	Bassline score	End of year score	+ / - / =	Percent progression
Student 1	30/76	31/76	+1	+1.3%

1 student received intervention from lower school

Lower school	Bassline score	End of year score	+ / - / =	Percent progression
Student 1	31/76	56/76	+25	+32.9%

Reading Interventions

Reading interventions include Read Write Inc. (RWI) Phonics and Fresh Start, the interventions provide structured, systematic support to help pupils develop reading fluency, accuracy, comprehension, and confidence to support disadvantaged students to develop the literacy skills needed to access learning, communicate effectively and engage confidently in school life.

Year 7	Baseline score	End of year score	Difference = Sounds, words and fluency	Percentage	Programme	Interventions 1-1	Group Lessons	Rationalle
Student 1	362	383	21	5.80%	FS		2	Student has improved in fluency and has finished the programme.
Student 2	368	375	7	1.90%	FS		2	Student has inproved in fluency and is scoring top marks on the assessment.
Student 3	36	51	15	41.67%	RWI	3	2	Student has worked amazingly hard since starting in september. Sound knowledge has improved greatly from set 1 to set 2. Student was working on word blending in September and is now on purple RWI books- fantastic acheivement!
Student 4	369	383	14	3.79%	FS		2	Student has improved in fluency and has finished the programme.
Student 5	384	384	0	0.00%	FS		2	Completed could not get higher marks as scored 100% on all assessments. Student has finished the programme.
Student 6	73	91	18	24.66%	RWI	1	2	Student has improved in sound knowledge and word reading.
Student 7	46	69	23	50.00%	RWI	1	2	Student has worked amazingly hard since starting in september. Sound knowledge has improved greatly from set 1 to set 2. Student was working on word blending in September and is now on purple RWI books- fantastic acheivement!
Student 8	384	384	0	0.00%	FS		2	Student could not get higher marks as scored 100% on all assessments. Student has finished the programme.
Student 9	40	47	7	17.50%	RWI	2	2	Student has improved in sound knowledge and word reading.
Student 10	86	111	25	29.07%	RWI	1	2	Student has improved in sound knowledge, reading and fluency- amazing acheivement!
Student 11	19	23	4	21.05%	RWI	2	2	Student has improved in sound knowledge and word blending and can now read 2-3 sound words.
Student 12	45	40	-5	-11.11%	RWI	2	2	Unfortunately, student has not participated as well in RWI group/ lessons and doesn't engage well in interventions.
Student 13	384	395	11	2.86%	RWI		2	Student has improved with fluency but has always scored top marks on the assessments so could not score any more. Student has finished the programme.
Student 14	26	21	-5	19.23%	RWI		5	Student engages in lessons but struggles with cognition.

Data indicates the impact of 1.2.1 interventions and group lesson.

Year 8	Baseline score	End of year score	Difference	Percentage	Programme	Interventions	Lessons	Rationalle
Student 1	88	107	19	21.59%	RWI	1	2	Student has greatly improved in sound knowledge and reading fluency.
Student 2	72	87	15	20.83%	RWI	1	2	Student has greatly improved in sound knowledge and reading fluency.
Student 3	363	384	21	5.79%	FS		2	Student has improved in sound knowledge and word reading.
Student 4	264	386	122	46.21%	FS	1	2	Student has greatly improved in sound knowledge and reading fluency.
Student 5	48	53	5	10.42%	RWI	2	2	Student has improved in sound knowledge and word reading.
Student 6	145	249	104	71.72%	FS	2	2	Student has greatly improved in reading fluency. Student already knows all sounds.
Student 7	383	384	1	0.26%	FS		2	Already acheiving highest scores on the assessment and has completed the programme.
Student 8	210	257	47	22.38%	FS	1	2	Student has greatly improved in reading fluency. Student already knows all sounds.
Student 9	384	384	0	0.00%	FS		2	100% on every assessment- finished the programme.
Student 10	369	263	-106	-28.73%	FS		2	Unfortunately, student's behaviour has influenced attendance in lessons and interventions were allocated to other students.
Student 11	86	95	9	10.47%	RWI		2	Student has improved in sound knowledge.

Year 10	Baseline score	End of year score	Difference	Percentage	Programme	Interventions	Lessons	Rationalle
Student 1	30	34	4	13.33%	RWI		2	Student has improved in sound knowledge.
Student 2	60	67	7	11.67%	FS			Student has improved in sound knowledge.
Student 3	97	109	12	12.37%	FS	3		Student has improved in reading fluency.

Year 11	Baseline score	End of year score	Difference	Percentage	Programme	Interventions	Lessons	Rationalle
Student 1	27	14	-13	-48.15%	RWI		2	Student participates well in RWI lessons but struggles with cognition.
Student 2	131	180	49	37.40%	FS	3		Student has greatly improved in sound knowledge and reading fluency.
Student 3	134	149	15	11.19%	FS	2		Student has improved in reading fluency.

Speech & Language Interventions

48% have SALT interventions which include functional language / Blank Level 1 – 4, social groups

Wider Strategies

Pupil Premium funding is used to provide disadvantaged students with access to a rich programme of enrichment, cultural, sporting, creative and community-based experiences. These opportunities are carefully planned to increase cultural capital, promote inclusion, develop communication and social skills, enhance wellbeing and build aspirations for the future. By widening access to experiences both within the local community and across wider regional and national contexts, we support pupils to develop the knowledge, confidence and resilience needed for successful preparation for adulthood.

100% of our students access at least one activity such as a sporting or enrichment event

24% of students accessed a residential either at year 6 or year 9

24% accessed an additional literacy activity, such as a library performance, author visit or book café experience with parent. All students attending an author event receive a book from the author, the author's include David Walliams.

Developing the expertise of the Student Engagement Team through specialist training and supervision in ELSA, Rebounder, Lego Therapy, and Drawing & Talking to provide evidence-informed support that improves emotional regulation, resilience, participation in learning, and outcomes for Pupil Premium students.

1 staff member ELSA trained / 2 staff members Drawing & Talking Level 2 trained / I staff member Rebounder trained