



The Oxted Way

Pupil Premium Strategy



#teamOxted

Pupil Premium Strategy Statement – Oxted School 2025 - 28

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1631
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 and 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr M M J Devenney, Principal
Pupil Premium Lead	Mrs R Bristow, Assistant Principal
Governor / Trustee Lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£302,075

Part A: Pupil Premium Strategy

Statement of Intent

Our intention is that all students, regardless of background, prior attainment, or the challenges they face, make strong progress and achieve highly across an ambitious curriculum. We are committed to ensuring that disadvantaged students, including those who are high attainers, achieve outcomes that are at least in line with, and ideally exceed, those of their non-disadvantaged peers. We also recognise that many other students may face vulnerability at different points (or multi vulnerabilities) in their school journey, including children with a social worker, young carers, and those affected by challenging circumstances. Underachievement is not inevitable; it results from the cumulative impact of socio-economic and structural barriers over time. Our strategy is designed to support and celebrate all these learners with dignity, equity, and ambition.

The lens of disadvantage drives our whole school improvement and recovery plans through an 'automatic door' approach; crucial for some, benefits all. Implicit in our intended outcomes is the expectation that the attainment and progress of non-disadvantaged pupils will also be sustained and improved. Our mission therefore is to remove barriers and enable every student to thrive. We are committed to building a school culture where every student and family feels known, valued, and included.

Our approach is rooted in the principle that the greatest difference is made in the classroom. Research and experience tell us that a curriculum that prioritises 'powerful knowledge' with high quality teaching underpinned by inclusive practice, is the most effective way to close attainment gaps, build belonging and secure long-term success for all students. Aligning directly with the DfE menu of approaches, our strongest emphasis is placed on closing these gaps through **enhanced attention, evidence informed teaching and targeted academic support**.

Professional development for all staff is central to our approach. Our CPD programme is deliberately aligned to whole school priorities that 'advantage the disadvantaged' and strengthen both teaching and pastoral care. Staff are supported to understand the needs of disadvantaged students and other vulnerable groups, and to take collective responsibility for their progress, wellbeing, and sense of belonging.

To ensure our approach remains effective, we will:

- Promote a whole school ethos of inclusivity, belonging, and high expectations for all through a shared responsibility of leaders.
- Diagnose the challenges faced by **our** disadvantaged and vulnerable students through regular review of the specific needs of **our** cohorts, acting early with appropriate academic and pastoral interventions.
- Draw on high-quality evidence, including guidance from the Education Endowment Foundation
- Adopt a long-term, sustainable approach to intervention, avoiding short term or reactive measures.

Challenges

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

Challenge	Detail of challenge
1. Attendance	<p>Disadvantaged pupils attend less consistently than their peers.</p> <p>Across the last five years, attendance for disadvantaged pupils in Years 7–11 has averaged ~6.5 percentage points lower than for all pupils. The same gap is evident in persistent absence. Emerging patterns point to EBSNA (emotionally based school non-attendance) and SEMH needs as significant drivers of absence.</p> <p>Why this matters Lower attendance compounds learning loss, widens attainment gaps and increases the risk of behaviour escalation and disengagement from school life.</p>
2. Attainment	<p>There is a substantial KS4 attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>At GCSE, disadvantaged pupils underperform across all core subjects. A disproportionate number of disadvantaged pupils do not secure 4+ in English, Maths and Science, and their Attainment 8 is significantly below that of peers. Many report low self-esteem, reduced resilience and motivation, reflected in lower attitude-to-learning scores.</p> <p>Why this matters Weaknesses in foundational literacy/numeracy and self-efficacy restrict access to the full curriculum and limit post-16 pathways.</p>
3. Literacy and Oracy	<p>Disadvantaged pupils start secondary with a reading disadvantage that widens over time.</p> <p>KS2 entry data shows a small but notable reading gap between PP and non-PP pupils, indicating a slightly lower starting point for PP pupils. As pupils progress, gaps widen due to reduced wider reading, background knowledge and vocabulary depth, which impedes comprehension, discussion, and extended writing across subjects.</p> <p>Why this matters Literacy and oracy are gateway skills; gaps here depress outcomes in all text-rich subjects and cap performance in exams requiring precise technical language.</p>
4. Dysregulation	<p>Disadvantaged pupils are disproportionately represented in higher-level behaviour incidents</p> <p>PP pupils accrue more behaviour points, are over-represented in the highest behaviour quartile, and experience more lesson removals and suspensions, often repeatedly. Homework completion rates are lower for disadvantaged pupils, further limiting practice and feedback cycles</p> <p>Why this matters Lost learning time and reduced participation undermine progress, particularly for pupils who already face gaps in knowledge and skills.</p>

<p>5. Belonging and sense of connection</p>	<p>A proportion of students, especially the most vulnerable, do not feel they fully belong in all aspects of school life.</p> <p>Student voice, parent/carer surveys and focus groups show some pupils do not feel strongly connected to staff, peers or wider school life and want deeper relationships and more enrichment opportunities. Low self-esteem and limited support for some students correlate with weaker resilience and motivation and lower attitude-to-learning scores.</p> <p>Why this matters Belonging underpins attendance, behaviour and participation; without it, pupils are less likely to engage, persevere and succeed.</p>
<p>6. Material deprivation and access to resource</p>	<p>Financial constraints create barriers to full participation and sustained learning beyond school.</p> <p>Some families struggle to provide uniform and basic equipment; delays in replacing lost items can trigger behaviour issues or school refusal. Many disadvantaged pupils have limited access to devices, reliable internet, quiet study space, subject-specific materials and wider cultural enrichment, restricting independent study and background knowledge growth.</p> <p>Why this matters Resource and experience gaps limit readiness for learning, homework quality, and curricular breadth, reinforcing existing disparities.</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>PP attendance improves to $\geq 85\%$ overall, with a sustained narrowing of the gap to whole-school and national.</p> <p>PP persistent absence (PA) reduces significantly from a high base towards national disadvantaged levels.</p>	<p>PP attendance rises from 78.5% (24/25) to minimum 89%</p> <p>PP PA falls from 56.3% to maximum 30%.</p>
<p>PP Attainment 8 rises</p> <p>PP E+M 4+ / 5+ rates improve materially</p>	<p>PP A8 from 26.5 \rightarrow minimum 36.0</p> <p>PP E+M 4+ from 24.4% \rightarrow minimum 52%</p> <p>PP E+M 5+ from 4.4% \rightarrow minimum 26%</p> <p>PP P8 \rightarrow minimum -0.25</p> <p>PP Science 4+ 40.6% \rightarrow minimum 60%</p> <p>PP Humanities 4+ 33.3% \rightarrow minimum 56%</p>
<p>Improve outcomes in Maths for PP students</p>	<p>Maths A8 (PP) 4.9 \rightarrow minimum 7.0</p> <p>PP Maths 4+ 33.3% \rightarrow minimum 58%</p>
<p>Raise PP reading access and academic language so that English and text-rich subjects show improved thresholds.</p>	<p>English A8: from 7.2 \rightarrow minimum 8.2</p> <p>PP English 4+ from 35.6% \rightarrow minimum 60%</p> <p>PP English 5+ from 28.9% \rightarrow minimum 46%</p> <p>Reading age improvement for PP below age: minimum 12 months gain over the year</p> <p>Oracy participation: minimum 80% of PP students contribute at least once per lesson in We Do activities.</p>
<p>Stabilise MFL (French) outcomes after the 2025 dip, protecting PP progress.</p>	<p>MFL 4+ from 37.5% to minimum 70%</p>
<p>Reduce PP disproportionality in removals/suspensions</p>	<p>PP 1+ suspensions down from 28.89% \rightarrow maximum 12%</p> <p>PP 2+ from 21.11% \rightarrow maximum 7%</p>

	<p>Repeat incidents: minimum 50% reduction in PP pupils with 3+ removals year on year.</p> <p>Homework completion gap: PP vs non-PP gap minimum 5% year on year.</p>
<p>PP students report a stronger sense of wellbeing, belonging and maintain participation in the wider life of the school</p>	<p>Minimum 80% of PP attend at least one sustained House or extra-curricular activity: retention minimum 70% across the term.</p> <p>Student voice – qualitative data from student voice, parent surveys and teacher observations.</p>
<p>Remove practical barriers (uniform, equipment, digital access, travel) so PP learners are ready to learn daily</p>	<p>Students have the equipment that they need to access lessons and learning.</p> <p>100% of identified PP as having an appropriate device and internet access at home.</p> <p>Uniform bursaries provided to all PP students.</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: £ 55,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop teachers' ability to identify and support PP students in lessons through The Oxted Way T & L approach</p> <p>Embedding formative assessment.</p> <p>Purchase ClassCharts and Provision Map & provide training for all staff</p> <p>Use our CPD Programme and Instructional Coaching.</p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF. There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p> <p>Embedding formative assessment practices help teachers understand student learning, identify areas for improvement, and adapt teaching strategies to individual needs, thereby enhancing student attainment.</p> <p>Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1700623598</p> <p>The EEF Pupil Premium guide indicates that investing in high quality teaching should be a top priority. This investment in professional development will help develop this.</p>	
<p>Coherent PD Programme to raise aspirations and support revision techniques and strategies</p>	<p>There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective student learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	

<p>Assessment, data and intervention strategy to routinely monitor PP students' progress and support interventions.</p> <p>Diagnostic Assessments, Key Assessment Tasks and Summative Tasks to monitor student progress.</p>	<p>The EEF's Pupil Premium Guide prioritises high-quality assessment and targeted support, with ongoing monitoring and evaluation of impact, precisely the role of a routine assessment-and-intervention cycle for PP students</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf</p>	
<p>Communication strategy to provide a coherent whole school approach to reading, writing, oracy and vocabulary.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary, oracy and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)</p> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	
<p>Challenge in KS3 Maths curriculum and assessment to be introduced with pathways.</p>	<p>To teach Maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Use feedback to positively impact learning, particularly for PP students.</p>	<p>Feedback studies tend to show high effects on learning. However, there are a wide range of effects, and some studies show that feedback can have negative effects and make things worse. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	
<p>Careers curriculum to be a central part of our PD Programme.</p> <p>Fund independent careers advisors to prioritise disadvantaged students and work throughout the year to make more explicit the links between subject disciplines, opportunities and careers.</p>	<p>'Every young person needs high quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.' https://www.gatsby.org.uk/education/careers-guidance/</p>	

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

Budgeted cost: £ 143500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocate 2 x RSL responsibilities to SLT to oversee the progress of our priority students. The RSL will monitor KS assessment data and liaise with departments on strategies to raise attainment.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual students, or across classes and year groups.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</p>	
<p>Appointment of a PP Support Officer to support PP families and students. The role will be to work closely with families to remove barriers and create a positive link between home and school.</p>	<p>EEF research shows that positive parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Partnership with Surrey Scholars (part of University of Surrey)</p>	<p>Surrey Scholars (University of Surrey): An award-winning, sustained outreach programme for eligible students in Years 10–13, offering hybrid on-campus and online activities (e.g., Y10 Realise Your Potential, Y11 revision masterclasses, Y12 summer schools, Y13 AIM4University) to raise attainment, confidence and progression into higher education; fully funded for eligible learners with priority access to flagship opportunities.</p>	
<p>Introduce Direct Instruction intervention groups for English and Maths in Yr 7 & 8.</p> <p>These programmes focus on developing students' basic knowledge and fluency so that they can access the main curriculum.</p>	<p>Regular feedback is a key part of this intervention. Evidence from EEF identifies the impact of feedback and the importance of explicit instruction to support students' needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-exactly-is-explicit-instruction</p>	
<p>Period 6 support for students who have consistently not completed their homework and require time, space and / or additional support of an adult or subject expert to complete their work.</p>	<p>Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on student learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	

<p>One to one and small group academic tutoring for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tuition targeted at specific needs and knowledge gaps to support low attaining students or those falling behind.</p> <p>Targeted disadvantaged Y11 students to have an in-school mentor.</p> <p>Tutor time intervention programme / Year 11 intervention groups after school (period 6s and holiday programmes)</p> <p>Introduction of Study Skills programme at KS4</p>	<p>Evidence to support these targeted strategies comes from</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Tutoring is one of the most effective ways to accelerate pupil progress. (DfE, 2021)</p> <p>EEF states that mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Use of Year 10 'Reading Mentors' to improve the standard of reading and reading comprehension in Year 7 students.</p>	<p>A reading mentor programme helps to embed a culture of reading across a school: giving older students invaluable skills and raising literacy levels for younger students, allowing them to engage more effectively with their studies." (The Children's Literacy Charity, 2024)</p>	

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 103500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Uniform and equipment provision</p> <p>Revision guides to be supplied to all disadvantaged students by the end of Year 10 to support their learning and achievement.</p> <p>Funding for tangible resources in practical subjects as well as subsidised peripatetic music</p>	<p>Providing a uniform bursary and equipment for our families in receipt of free school meals helps to support those most in need to</p> <p>This initiative helps to support our attendance objectives. "Students from lower socio-economic households are less likely to be able to afford the cost of school uniforms".</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	

<p>lessons offered, and DT and Food products purchased.</p> <p>Laptop provision will continue so to access our SharePoint pages, Revision Hub and homework platforms.</p> <p>Full / part payment of nominated trips and careers-focused visits for selected disadvantaged students to raise aspirations and connections.</p>	<p>Cultural capital is vital knowledge for our students to have to navigate the world.</p> <p>Cultural Capital</p> <p>The EEF states that ‘students eligible for free school meals typically receive additional benefits from homework.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Improving attendance across the school; particularly for disadvantaged students</p> <p>Employment of an additional Attendance officer and Pupil Premium Support Officer.</p> <p>Support from external EWO service.</p> <p>Attendance officer used to monitor attendance, meet with parents and issue PNs. Heads of Year will establish ‘clinics’ to address any attendance concerns with students and parents.</p> <p>Full audit and attendance barriers screening undertaken for all PP students.</p> <p>Spotlight on Attendance Days & 2 week streaks introduced every half term to make school ‘unmissable’.</p> <p>Enrichment Programme and House system to be resurrected and a key feature of life Oxted School to build belonging.</p>	<p>Attendance strategy – Embedding principles of good practice set out in DfE’s Working together to improve school attendance</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	
<p>Participate in the Cradle 2 Career programme to build positive transition links with our local feeder Primary Schools.</p> <p>Utilise QLA and attendance information to triage support for</p>	<p>https://educationendowmentfoundation.org.uk/news/eeef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</p> <p>https://www.cradletocareer.uk/</p>	

<p>students who are PA and / or not meet expected standard at KS2.</p> <p>Transition programme to be embedded for Year 7 into Year 8 to avoid national attendance drop.</p>		
<p>Prioritise early, frequent and personalised communication with families; targeted workshops and guidance so parents can support learning, attendance and behaviour at home.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Run a daily Breakfast Club for targeted pupils so that they can eat, play and socialise in a welcoming and supportive environment and have the opportunity to build purposeful relationships with their teachers and peers.</p>	<p>Although in a primary setting there is existing evidence that breakfast clubs help improve attainment and attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	
<p>Wellbeing support and developing Oxted School's universal offer through the introduction of an Inclusion Management Team (IMT)</p> <p>Set up and run a Peer Mentoring Programme with Year 12 students trained by the MHST; offer provision and meeting regularly with students from the lower year groups who have been nominated by their Head of Year.</p>	<p>A child's emotional health and wellbeing influence their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p>Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</p> <p>Mentoring interventions are beneficial for students, as the development of trusting relationships with an adult or older peer can provide a different source of support."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Introduction of a visit to Jamie's Farm for SEMH & PP students</p> <p>The programme blends structured therapeutic support with purposeful, hands-on activities, cooking, farming, animal care, and team-based tasks</p>	<p>DfE encourages schools to use incentives to boost attendance, focusing on positive reinforcement for 100% or improved attendance.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	

Total budgeted cost: £ 30,2075

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal assessments. Accurate information on student progress is not possible for this cohort who did not complete their KS2 SATS during Covid-19 and so do not have any prior attainment data for the school to use.

Whilst still some way to go overall attainment for disadvantaged pupils strengthened. Attainment 8 rose from 22.0 to 26.5 (a +4.5 uplift), and importantly the gap trend shifted from widening in 2024 to narrowing in 2025, signalling that recent actions are beginning to embed. Within subject components, English A8 increased from 5.2 to 6.3, while Mathematics A8 edged up from 4.6 to 4.9, both contributing to the improved overall picture, even if Maths remains a priority for further acceleration.

On the basics, there are clear gains. The proportion of disadvantaged students achieving English and Maths at grade 4+ rose from 20.6% to 24.4% (+3.8%), with the associated gap now narrowing rather than widening. In English specifically, grade 5+ moved up sharply from 23.5% to 28.9% (+5.4%), and grade 4+ nudged from 35.3% to 35.6%, again with a narrowing gap to national comparators. In Mathematics, grade 4+ improved from 29.4% to 33.3% (+3.9%), reflecting better threshold performance for PP students.

Subject strands beyond the basics also show positive movement. In Science, disadvantaged pupils securing grade 4+ increased from 38.1% to 40.6% (+2.5%), pointing to incremental but broad-based improvement. In the open bucket, PP A8 rose from 6.5 to 8.1, suggesting that gains are not confined to a single area of the curriculum.

Attendance indicators for disadvantaged pupils have begun to move in the right direction. FSM6 attendance increased from 77.2% to 78.5% (+1.3%), and our IDSR notes the school's trend moved from relative decline to in line with national. More materially, FSM6 persistent absence fell from 66.0% to 56.3% (-9.7%), a substantial improvement that should feed through to learning time and outcomes.

In short, 2025 shows measurable improvement for disadvantaged students across attainment (overall A8, English A8, maths A8), threshold measures (E+M 4+, English 5+, maths 4+), specific subject areas (science 4+, open bucket A8), and attendance/persistent absence, with several measures shifting from previously widening gaps to narrowing ones.

At Key Stage 3 internal data shows a dramatic increase in the number of students making and exceeding expected progress in a range of subject across all year groups indicating a sustained and potential growth in outcomes in the future.

Our reading data shows progress across the academic year, with two-thirds of Pupil Premium students improving their reading age from Autumn to Summer term. On average, PP students made between two- and six-months' progress, indicating that targeted literacy support and classroom strategies are having a positive impact.

Our suspension data shows several encouraging signs. The proportion of PP students receiving 1+ suspensions has fallen by over 10% and those receiving 2+ suspensions has decreased too. Our patterns indicate that the majority of PP students are no longer repeat offenders and that our behaviour interventions and early-identification systems are helping prevent escalation. The comparatively lower percentage of students receiving multiple suspensions suggests that when issues do arise, they are being addressed more effectively and quickly, with fewer students moving into higher-risk categories.

Embedding revision strategies across the curriculum has been a clear strength of the school's approach to advantaging the disadvantaged. All students have been provided with high-quality revision materials, and explicit teaching of study skills has become standard practice. Exam wrappers, reflective tasks, and structured revision routines have been introduced to support self-assessment and ownership of learning. Observations and student feedback suggest that students are increasingly able to identify what effective revision looks like.

Homework completion rates and engagement with independent study have improved qualitatively, reflecting greater confidence and accountability. The consistency with which metacognitive strategies have been implemented across departments demonstrates strong collective understanding of how to develop independence and resilience in students. This has contributed to a cultural shift in which reflection, self-monitoring, and personal responsibility are embedded expectations for all students although continued work will be carried out in this area.

We have achieved a high level of success in ensuring that all disadvantaged students can access the full curriculum without material barriers. Revision guides, book bundles, PE kits, uniform, school bags, and essential academic equipment were provided as needed, and uniform bursaries were distributed to all. These measures have ensured that attendance, participation, and engagement are not hindered by financial constraints.