

Pupil premium strategy statement – Thomas Alleyne’s High School

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	756 (Year 9-11) 948 (Year 9-13)
Proportion (%) of pupil premium eligible pupils	125 (16.5%)
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)	2025-28 Currently in year 2025-26
Date this statement was published	18.12.25
Date on which it will be reviewed	Reviewed Annually. Final review of this statement Autumn 2028.
Statement authorised by	Mrs L Heywood (Headteacher)
Pupil premium lead	Mr J Biggs (Assistant Headteacher)
Governor / Trustee lead	Mrs F Needs (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£165,835

Part A: Pupil premium strategy plan

Statement of intent

At Thomas Alleyne's High School, our Pupil Premium strategy is driven by our belief in Progress, Opportunity and Individuality. We are committed to ensuring that every disadvantaged pupil experiences a rich and ambitious education that enables them to make meaningful progress, access genuine opportunity, and develop as confident, independent individuals. Our ultimate goal is that every pupil premium student achieves highly, thrives socially and emotionally, and leaves school ready to lead a successful and fulfilled life.

Our three-year strategy (2025–2028) is designed to remove barriers to learning through an approach that combines high-quality teaching, targeted academic support, and wider strategies to improve attendance, wellbeing, and engagement. At its heart lies the consistent implementation of the Thomas Alleyne's Teaching and Learning Model, ensuring that every classroom provides structured, adaptive, and inclusive teaching of the highest quality. Staff development is prioritised through the Innovate 2 Educate Partnership Teaching and Learning Toolkit, bespoke CPD, and ongoing coaching that promotes reflective practice. Through the principles of Check in, Check up, Check out, teachers and support staff maintain continuous awareness of pupil needs—particularly those who are vulnerable or at risk—fostering trust, accountability, and a sense of belonging.

To accelerate academic progress, we deliver small-group tutoring in English and Maths, literacy recovery through Focus Fifteen and guided reading, and targeted support for pupils below expected standards. Personalised pathways such as Elevate Form-Time, Period 6 tutoring, and the Innovate2Educate Curriculum ensure that all pupils, including those with additional needs, have a route to success that reflects their strengths and aspirations. Access to technology, dyslexia screening, and SEND-led mentoring further ensure equity of access for all learners.

Beyond academic support, our wider strategies focus on the whole child. Improved attendance is driven through consistent communication, pastoral tracking, and early intervention by form tutors and welfare officers. Emotional wellbeing and self-regulation are strengthened through Emotion Coaching, ELSA counselling, and mentoring programmes that help pupils manage anxiety, build resilience, and sustain engagement. Our on-site Evolve Alternative Provision supports disengaged learners, particularly Year 11 boys, through mentoring, motivation, and future planning. Enrichment opportunities—such as the Progressive Masculinity and Prison Me No Way programmes, curriculum trips, music tuition, and leadership activities—ensure that disadvantaged pupils benefit from the full breadth of school life and gain the cultural capital needed to succeed.

The spirit of We love, we listen, we learn and we grow underpins every element of our strategy. We love by caring for our pupils as individuals and recognising their unique potential. We listen by seeking pupil voice, responding to need, and engaging families as partners in progress. We learn by reflecting on practice and applying evidence-based approaches that make a tangible difference. And we grow by building resilience, confidence, and ambition—both in our pupils and across our community.

By 2028, our success will be reflected not only in measurable outcomes such as improved attainment, attendance, and destination data, but in the daily experiences of our pupils. Disadvantaged learners at Thomas Alleyne's High School will demonstrate pride in their progress, feel secure in their individuality, and recognise the opportunities they have seized. They will leave us as confident, compassionate young people.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for disadvantaged students remains significantly below both school and national averages.</p> <p>Pupil Premium attendance as of the Summer term of 2025 at 85.9%, compared to the national secondary average of 91.3%, indicating a 6.4% deficit. Although this marks an improvement from 78.8% in 2023–24, disadvantaged learners continue to experience inconsistent attendance patterns that impact academic continuity and social participation.</p> <p>Persistent absence among disadvantaged pupils remains a concern. While the overall school persistent absence figure has reduced substantially from 36.6% to 24.04%, this improvement is less pronounced within the PP cohort, where entrenched barriers such as family circumstances, mental health, and low motivation continue to affect regular attendance.</p> <p>Response:</p> <p>Remaining Pupil Premium funding will be devolved strategically to departments and pastoral teams to enhance provision in three key areas:</p> <ol style="list-style-type: none"> 1. Access to Educational Trips and Visits – subsidising opportunities for disadvantaged students to participate fully in enrichment and curriculum experiences. 2. Curriculum Resources – ensuring equitable access to essential equipment, revision materials, and digital tools. 3. Incentive and Engagement Projects – supporting attendance, progress, and behaviour through positive reinforcement and recognition systems within departments. <p>Each department/pastoral team will submit a Pupil Premium funding request form outlining funding required, baseline data and expected impact. Staff will then be asked to evaluate the impact later in the year.</p>
2	<p>Despite a general improvement in whole-school attainment, an evident and persistent attainment gap remains between disadvantaged and non-disadvantaged students. The 2025 KS4 data shows an Attainment 8 score of 33.7 for Pupil Premium students, compared to 49.8 for non-PP peers, highlighting a gap of more than 16 points.</p> <p>This disparity translates into fewer disadvantaged pupils achieving key threshold measures in English and Maths. The proportion of PP students attaining a Grade 5 or higher in both subjects remains well below that of their peers, thereby limiting access to preferred post-16 pathways. This pattern is echoed in Sixth Form performance data, where disadvantaged students recorded negative Value Added scores (ranging between -0.08 and -0.32) compared with broadly positive outcomes for non-disadvantaged students.</p> <p>Response:</p> <p>To close the attainment gap evidenced in 2025 GCSE outcomes (PP Attainment 8: 33.7 vs. Non-PP: 49.8), the school will deploy 15 hours of small-group tutoring in Maths each week.</p> <p>Targeted pupils will be selected using half-termly attainment data, with emphasis on:</p> <ul style="list-style-type: none"> - Year 11 students working below Grade 4 or at risk of underperforming in GCSE Maths. - Year 10 students identified in the Raising Attainment Group meeting as below target in Progress 8 sub-measures. <p>Expected Outcomes:</p> <ul style="list-style-type: none"> - Increased proportion of PP students achieving 4+ and 5+ in Maths. - Improved confidence and retrieval fluency through structured, high-impact tutoring sessions. <p>Progress will be reviewed at each Raising Attainment Group meeting.</p>

	<p>Parallel to Maths, 15 hours of English tutoring will be delivered each week in response to half-termly attainment analysis. This will target:</p> <ul style="list-style-type: none"> - Year 11 PP students at risk of not achieving a strong pass in English Language or Literature. - Year 9 students with a reading age two years below chronological age, supporting literacy recovery and future GCSE readiness. <p>Sessions will focus on reading comprehension, writing stamina, and exam preparation, aligning with the school's Teaching and Learning Model.</p> <p>Impact Measures:</p> <ul style="list-style-type: none"> - Improved reading ages and exam-style writing performance. - Increased proportion of PP students achieving above FFT20 projections in English.
3	<p>Departmental analysis identifies that low-attaining boys and Pupil Premium learners require targeted support across several subject areas, particularly in Business, English, and Science, where underperformance correlates with lower engagement and weaker exam technique. Additionally, a significant number of male Pupil Premium learners in Year 11 have concerning behaviour, attainment and attendance data.</p> <p>Response:</p> <p>Building on the Evolve AP Proposal by Simon Nicholls, the school will establish an on-site Alternative Provision (AP) offer designed for disengaged and at-risk Year 11 boys. This bespoke provision will operate one day per fortnight under the guidance of Evolve AP Services.</p> <p>The programme will deliver:</p> <ul style="list-style-type: none"> - 1:1 mentoring and small-group intervention for students with low engagement or behavioural concerns. - Skills 4 School and Anti-Social Behaviour courses to develop communication, teamwork, and respect. - Individualised sessions focusing on next-step planning, resilience, and motivation for education or employment. <p>Aims and Expected Outcomes:</p> <ul style="list-style-type: none"> - Reduction in fixed-term suspensions and behaviour points among targeted students. - Improved attendance and engagement in core subjects. - Increased sense of belonging, motivation, and future orientation.
4	<p>Pupil Voice data and pastoral records suggest that disadvantaged pupils often present with additional social and emotional barriers that inhibit learning. These include low confidence, anxiety, difficulties with peer relationships, and reduced self-regulation. The school's pastoral and SEND teams report a continued need for emotion coaching, mentoring, and targeted wellbeing support, particularly among students with overlapping SEND and Pupil Premium status. Feedback from Year 11 exit interviews reinforces this picture: several disadvantaged students identified stress, low motivation, and distractions at home as major barriers to effective revision and exam preparation. These students particularly valued teacher guidance, one-to-one conversations, and structured revision evenings as key supports.</p> <p>Response:</p> <p>In partnership with VIP Education, the school will introduce weekly Emotion Coaching sessions to address emotional regulation and self-management difficulties that disproportionately affect disadvantaged students.</p> <p>Referrals will be made by the pastoral team based on attendance, behaviour, and safeguarding data. Sessions will combine talking therapy and coaching techniques aimed at:</p>

	<ul style="list-style-type: none"> - Improving emotional awareness and self-regulation. - Reducing stress-related absenteeism and behavioural incidents. - Supporting students experiencing anxiety or social withdrawal. <p>Impact will be tracked through reduced behaviour incidents, improved attendance rates, and qualitative pupil feedback collected each term.</p>
5	<p>An increasing number of Pupil Premium students are entering school with reading ages significantly below their National Curriculum Year (NCY) expectations. This widening gap presents a considerable barrier to accessing the curriculum across all subjects. Additionally, there has been a notable rise in pupils with identified cognition and learning needs, which further impacts their ability to engage with and produce age-appropriate written work. Together, these factors create a dual challenge: firstly, to accelerate reading progress to enable meaningful access to learning; and secondly, to provide targeted support that develops both reading comprehension and writing fluency, ensuring students are able to participate fully and make sustained academic progress.</p> <p>Response:</p> <p>To address the increasing number of Pupil Premium students with below NCY reading ages and rising cognition and learning needs, the school has implemented a multi-tiered literacy and accessibility strategy:</p> <p>Form Time Modelled Reading (Weekly): All students engage in guided reading, with staff modelling fluency and comprehension strategies to build vocabulary and reading confidence across the curriculum.</p> <p>SEND-Led Focus Fifteen Intervention (Weekly): Targeted small-group sessions improve decoding, fluency, and comprehension for students with identified learning needs, delivered by SEND specialists.</p> <p>Targeted English Tutoring (15 Hours Weekly): Based on half-termly attainment data, this provision supports:</p> <ul style="list-style-type: none"> Year 11 PP students at risk of not achieving a strong pass in English. Year 9 PP students with reading ages two years below chronological age, supporting literacy recovery and GCSE readiness. <p>Sessions focus on comprehension, writing stamina, and exam preparation, aligned with the school's Teaching and Learning Model.</p> <p>Assistive Technology Access:</p> <p>To remove structural barriers, the school will purchase 30 laptops and a charging station for Keeling House (SEND Base). This supports:</p> <ul style="list-style-type: none"> Students with access arrangements (e.g. use of word processors). Disadvantaged students lacking reliable technology for coursework and assessment. <p>A SEND-managed booking system ensures equitable use during lessons and interventions.</p> <p>Weekly Dyslexia Screening:</p> <p>The Dyslexia Co-ordinator will conduct weekly screenings for students referred by staff, ensuring timely identification and targeted support for those with undiagnosed literacy needs.</p> <p>Impact Measures:</p> <ul style="list-style-type: none"> Accelerated reading age progress. Improved exam-style writing and assessment performance. Increased proportion of PP students exceeding FFT20 projections in English. Greater independence and engagement from students using assistive technology.
6.	<p>Despite a shared commitment to high-quality education, there remains variability in the consistent application of the Thomas Alleyne's Teaching and Learning Model across departments and classrooms. This inconsistency can disproportionately affect disadvantaged pupils, who benefit most from structured, responsive, and adaptive teaching practices.</p>

	<p>To ensure every pupil—particularly those eligible for the Pupil Premium—receives the highest standard of education, we must secure staff mastery of our pedagogical framework. This includes:</p> <ul style="list-style-type: none"> • Deep understanding and consistent implementation of the core principles of the Teaching and Learning Model. • Embedding excellent pedagogical practice that reflects evidence-informed strategies proven to close attainment gaps. • Developing highly effective responsive and adaptive teaching, enabling staff to swiftly identify and address misconceptions, tailor instruction, and provide targeted support. <p>Response:</p> <p>To address the challenge of embedding consistent, high-quality teaching across all classrooms, we are implementing a multi-layered approach that prioritises visibility, accountability, and professional development:</p> <p>Senior Leadership Commitment to Quality Assurance All senior leaders are committed to conducting a minimum of three learning walks per week, with a clear focus on observing the implementation of the Thomas Alleyne's Teaching and Learning Model. These observations will: Provide real-time insights into classroom practice. Enable timely, developmental feedback to staff. Identify and celebrate excellent practice while supporting areas for improvement. Inform whole-school CPD priorities based on observed trends.</p> <p>Reinforcing the high-quality inclusive teaching through CPD and a departmental focus on the consistent implementation of the Teaching and Learning Model, ensuring they are: Each strand of the model is explicitly revisited and modelled in whole-school CPD sessions. Embedded into departmental meetings, with subject leaders facilitating discussions, sharing best practice, and reviewing implementation. Monitored and supported through coaching, peer observations, and collaborative planning.</p> <p>Bespoke Adaptive Teaching CPD for Teachers and Teaching Assistants To ensure all staff are equipped to meet the diverse needs of learners, a programme of bespoke CPD on adaptive teaching will be delivered throughout the half term. This will: Provide practical strategies for responsive teaching and scaffolding. Be tailored to the distinct roles of teachers and teaching assistants, ensuring both groups are empowered to support pupil progress effectively. Include opportunities for modelling, practice, and feedback to embed learning.</p> <p>Implementation of the Innovate 2 Educate Partnership Teaching and Learning Toolkit The Innovate 2 Educate Partnership Teaching and Learning Toolkit will be fully implemented to support staff in translating the Teaching and Learning Model into daily practice. The toolkit will: Offer practical guidance, exemplars, and planning tools aligned with the model's principles. Serve as a reference point for lesson planning, adaptive strategies, and formative assessment. Be integrated into CPD, coaching, and performance development conversations to ensure consistent use and impact.</p>
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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
High levels of progress in literacy and numeracy for all pupil eligible for PP and equality of progress with all pupils.	We will close the reading age gap for Year 9 Pupil Premium students who are two or more years below their National Curriculum Year expectations, ensuring they are on track for GCSE readiness. More broadly, we aim to secure high levels of progress in literacy and numeracy for all pupils eligible for Pupil Premium, achieving parity of progress with their non-PP peers.
We are committed to closing the attainment gap in English and Maths between Pupil Premium students and their non-PP peers. Our goal is to increase the proportion of PP students achieving or exceeding FFT20 benchmarks and to ensure parity in Progress 8 scores for English and Maths, demonstrating sustained academic progress and equitable outcomes.	<p>Progress 8: PP students' Progress 8 score will move from negative or below-average to ≥ 0.0, indicating at least expected progress compared to peers. The gap between PP and non-PP students' Progress 8 scores will be reduced to ≤ 0.2 (i.e., PP students' progress score will be no more than 0.2 points lower than non-PP pupils).</p> <p>Attainment 8 Score: Nationally in 2024-25, disadvantaged pupils achieved an Attainment 8 average of ~ 34.9 whereas non-disadvantaged pupils achieved ~ 50.3. The aim locally is for PP students in the school to attain an Attainment 8 of ≥ 45.0 (closing much of the gap) with the goal of matching or exceeding the non-disadvantaged national average (50.0) within 3-5 years. GCSE English & Maths Grade 5 or Above ("Strong Pass"): Nationally, in 2024-25 (provisional), detailed breakdowns for the percentage of disadvantaged vs non-disadvantaged pupils achieving grade 5 or above in both English and maths are not yet published by the DfE. The most recent full academic year of headline data (2023-24) shows that approximately 25.8 % of disadvantaged pupils achieved a strong pass (grade 5+) in English & maths, compared with 53.1 % of non-disadvantaged pupils.</p> <p>Success criteria for PP students: increase the proportion achieving Grade 5+ in English & Maths to $\geq 40 \%$ in the next academic year, and to $\geq 50 \%$ within three years, thereby significantly narrowing the gap with non-PP peers. As a reference point, Staffordshire's overall average Attainment 8 score in 2024-25 was approximately 43.9, compared with the national pattern of mid-40s Attainment 8 scores seen in headline data for all pupils.</p> <p>School target: PP students to achieve an Attainment 8 of ≥ 44.5 in the first year, aligning with the local average Attainment 8 benchmark for</p>

	<p>all pupils in Staffordshire, then progress beyond this.</p> <p>Attainment Gap Reduction: Year on year, the difference in key measures (Progress 8, Attainment 8, Grade 5+ in English & Maths) between PP and non-PP pupils will reduce by at least 50 % over a three-year period. By the end of the strategy period, the gap in Progress 8 between PP and non-PP pupils will be less than 0.1 points, and the gap in Grade 5+ English & Maths will be 10 percentage points or fewer.</p>
<p>We aim to significantly improve attendance for Pupil Premium students, raising their average attendance and narrowing the gap with their non-Pupil Premium peers while exceeding local averages. Persistent absence rates among disadvantaged pupils will be substantially reduced over the strategy period, closing the attendance gap with non-PP students. Targeted interventions will ensure that the majority of PP students with low attendance show consistent improvement each term, directly supporting better progress and attainment in core subjects.</p>	<p>Overall Attendance Rate</p> <p>Raise the average attendance of Pupil Premium students to $\geq 96\%$, reducing the gap with non-PP students (national average $\sim 94\%$) and exceeding the Staffordshire LA average where applicable.</p> <p>Persistent Absence (PA) Reduction Reduce the percentage of PP students who are persistently absent (missing 10% or more of sessions) from a national average of $\sim 33\%$ for FSM pupils to: $\leq 15\%$ by the end of Year 1 $\leq 10\%$ by the end of Year 2 $\leq 8\%$ by the end of Year 3, bringing rates closer to the non-FSM national average of $\sim 15.7\%$.</p> <p>Attendance Gap Reduction Close the attendance gap between PP and non-PP students by at least 50% over three years, aiming for a persistent absence rate gap of no more than 5 percentage points by the end of the strategy cycle.</p> <p>Improved Attendance Among At-Risk PP Students Ensure that $\geq 80\%$ of PP students with attendance below 90% show sustained improvement over the following term through targeted interventions, contributing to improved attainment in English and Maths.</p>
<p>We aim to reduce permanent exclusions, fixed-term suspensions, internal suspensions, and consequence points among Pupil Premium students to levels that are equitable with their non-Pupil Premium peers. This will ensure fair and consistent behaviour management, promote positive engagement, and support improved attendance and attainment for all learners.</p>	<p>Permanent Exclusions By July 2028, the rate of permanent exclusions for Pupil Premium pupils will be in line with or below non-Pupil Premium peers within school and below the Staffordshire average of 0.18%, compared to the national rate of 0.22%.</p> <p>Fixed-Term Suspensions By July 2028, the proportion of Pupil Premium pupils receiving a suspension will be within one percentage point of non-Pupil Premium peers and below the Staffordshire average of 9.32%, reducing the gap with the national disadvantaged rate (currently around 14%).</p>

	<p>Internal Suspensions / Internal Exclusions By July 2028, internal suspensions for Pupil Premium pupils will show a year-on-year reduction from the September 2025 baseline, achieving parity with non-Pupil Premium peers in both frequency and duration.</p> <p>Consequence Points / Behaviour Incidents By July 2028, the average number of consequence points or recorded behaviour incidents per Pupil Premium pupil will be within 5% of the non-Pupil Premium average, demonstrating fair and consistent behaviour management.</p> <p>Positive Engagement By July 2028, the ratio of positive to negative behaviour logs for Pupil Premium pupils will match or exceed that of non-Pupil Premium peers, evidencing sustained improvement in engagement and relationships.</p> <p>Attendance Correlation By July 2028, the attendance rate for Pupil Premium pupils will reach at least 93.2% (Staffordshire average) and the attendance gap with non-Pupil Premium peers will be within 1%, reflecting the positive impact of equitable behaviour systems and improved engagement.</p>
<p>By the end of Key Stage 4, Pupil Premium students will have post-16 destination outcomes comparable to their non-Pupil Premium peers, with NEET (Not in Education, Employment or Training) rates in line with or below school and national averages. All Pupil Premium students will progress to a sustained post-16 destination, with the majority securing their first-choice provider or course.</p>	<p>Our careers provision, aligned with the Gatsby Benchmarks, ensures that all pupils receive high-quality, impartial guidance about future pathways. Currently, our NEET rate for Pupil Premium students is 2.1% (2024), lower than the East Staffordshire and Staffordshire LEA averages and reflecting our ongoing commitment to preparing students for successful education, employment, or training destinations.</p> <p>By July 2028, our targets are:</p> <ul style="list-style-type: none"> • NEET Rate: The percentage of Pupil Premium students identified as NEET within three months of leaving Year 11 will be no higher than the school's non-Pupil Premium cohort and at or below the national average (currently 4.4%). We are actively working to reduce this figure further, aiming to return to our previous best NEET rate of 0.4% (2023) through strengthened careers guidance, targeted intervention, and sustained post-16 support. <ul style="list-style-type: none"> ◦ <i>Benchmark:</i> National NEET rate for 16–17-year-olds: 4.4% (DfE, 2023); Staffordshire: 3.2% (Staffordshire County Council, 2024). • Sustained Post-16 Destinations: 100% of Pupil Premium students will progress to a sustained education, employment, or training destination (participation across the first two terms after KS4), matching or

	<p>exceeding Staffordshire (95%) and national averages (94%).</p> <ul style="list-style-type: none"> • First-Choice Provider / Course: At least 80% of Pupil Premium students will successfully secure their first-choice post-16 provider or course, as recorded through transition and destination tracking data. • Post-16 Retention: Retention rates in Year 12 for students who were Pupil Premium in Year 11 will be in line with or above the non-Pupil Premium cohort, evidencing effective guidance and successful transition. <ul style="list-style-type: none"> ○ <i>Benchmark:</i> National retention rate for 16-year-olds in education or training: ~92%. <p>Careers and Guidance Access</p> <p>100% of Pupil Premium students will have received at least two high-quality careers guidance interactions per year (Years 9–11), including a 1:1 destination interview and post-16 application support, in line with Gatsby Benchmarks 1, 3 and 8.</p>
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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: £ 95,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to keep up to date with development in their subject areas/disciplines and non-subject specific pedagogical developments. Embedding Excellence within the Classroom across all subjects and lessons providing students with an excellent educational experience.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk) Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF which states significant improvement in learning e.g.: Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	2
All class teachers to use own expert subject specific knowledge to identify barriers and strategies to overcome these and create	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)	2

class/pupil specific pupil interventions.		
Ensure that all staff access high quality CPD which is both line with the TAHS Teaching and Learning Model. Supported by all staff having access to the national college.	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk)	2
Excellent teaching for all pupils supported by: <ul style="list-style-type: none"> • The entry and exit routines. • Embedding the TAHS Teaching and Learning Model • Best practice shared from the Relational and Restorative Practice initiative to be fully implemented. • Learning visits and feedback from Senior and Middle Leaders to provide actionable feedback linked to the TAHS Teaching and Learning Model, and Adaptive Teaching for all learners. • Promotions of tier 2 and 3 language and vocabulary through departmental approaches to disciplinary literacy. 	EEF guide to pupil premium-tiered approach-teaching is the top priority, including CPD. Using pupil premium EEF (educationendowmentfoundation.org.uk) Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	2
TA's to attend training sessions from external providers to improve their professional development in line with the whole school priorities. TA's will also receive bespoke training from a School Improvement officer within the Innovate 2 Educate Partnership trust focussed on the Teaching and Learning Model.	EEF Making Best Use of Teaching Assistants Guidance Report identifies the need for TA's to have training to support classroom practice. Making Best Use of Teaching Assistants Guidance Report EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £ 34,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elevate Formtime intervention for Year 11. This is a morning intervention of English, Maths and Science to diagnose and intervene for all students, including PP.	EEF research indicates that these strategies add 3 months learning through class size interventions. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Afterschool Period 6 intervention sessions available for all GCSE Subjects across the curriculum for all Year 11.	EEF research indicates that these strategies add 3 months learning through class size interventions. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Small group tutors for English and Maths to provide specific sessions with students with either poor reading ages, or those that are significantly underachieving.	EEF research indicates that these strategies add 3 months learning through class size interventions. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 5
All students have a weekly 'T.H.O.M.A.S Character' pastoral session with PSHE/CSE issues.	EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Innovate 2 Educate Curriculum GCSE Option block has been created for students in Year 11 struggling to access the full suite of GCSE options	The course focuses heavily on collaborative learning approaches to build confidence and self-efficacy, which can add 5 months learning based on research from EEF. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5

and struggling with core subjects. In this option the students complete ASDAN short courses and Functional Skills English and Maths.		
Targeted support from Careers Advisor.	Focusing on and prioritising the needs of PP students with careers information and guidance, with greater emphasis and monitoring on those at greater risk of becoming NEET	1, 2, 3
CEIAG meetings with member of the Senior Team.	Focusing on and prioritising the needs of PP students with careers information and guidance, with greater emphasis and monitoring on those at greater risk of becoming NEET	1, 2, 3
All Year 9 students to be assessed for their reading ages, and appropriate intervention implemented through use of Small Group tutor and where possible Sixth Form Reading Mentors.	<p>EEF research indicates that these strategies add 6 months learning through reading comprehension interventions.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>PP students benefit from working alongside positive role models and develop effective relationships with other students.</p> <p>EEF research indicates that these strategies add 5 months learning through peer tutoring interventions. Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 5
Utilisation of SENECA and UniFrog for all students to enhance their learning.	EEF research indicates that these strategies add 5 months learning through homework interventions alongside gains in conjunctions with parental engagement and digital learning strategies. Homework EEF (educationendowmentfoundation.org.uk)	1, 2, 5
31 laptops have been purchased and available for usage from SEND base. This is for students with access arrangements including a word processor and can support those with reading and literacy gaps.	According to the Education Endowment Foundation's (EEF) <i>Using Digital Technology to Improve Learning</i> guidance report, digital tools such as laptops can support learning when used purposefully to enhance teaching and address specific learning needs. The provision of 31 laptops in the SEND base at Thomas Alleyne's High School aligns with this guidance, particularly in supporting students with access arrangements—such as the use of word processors in exams—and those with reading and literacy gaps. The	1,2,5

	<p>EEF emphasises that technology should be used to improve the quality and quantity of practice, provide scaffolding, and support pupils' access to the curriculum. Additionally, the EEF's <i>Improving Literacy in Key Stage 2</i> and <i>Key Stage 3</i> guidance reports highlight the importance of targeted support for struggling readers and writers, including the use of assistive technology to develop fluency and comprehension. This approach is further supported by JCQ regulations and wider research on assistive technology, which confirm that word processors can remove barriers for students with persistent and significant difficulties, ensuring equitable access to learning and assessment.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
An Alternative Provision package has been agreed on site every fortnight with Evolve focussing on supporting disengaged Year 11 boys with engagement and aspiration.	According to the Education Endowment Foundation's (EEF) <i>Teaching and Learning Toolkit</i> and <i>Rapid Evidence Assessment: Attendance Interventions</i> (2022), mentoring can have a moderate positive impact on academic outcomes, particularly for students at risk of disengagement, such as Year 11 boys in alternative provision. While the evidence base is moderate, mentoring has been shown to support improvements in confidence, resilience, and aspirations—especially when mentors are consistent and the support is tailored to individual needs. However, the EEF also notes that aspiration-focused interventions alone tend to have limited impact on attainment unless combined with academic or pastoral support. The EEF's ongoing research into internal alternative provision further supports the potential of structured, supportive models—like the fortnightly on-site Evolve mentoring programme—to improve engagement and outcomes for pupils at risk of exclusion or persistent absence. This approach aligns with EEF guidance that effective interventions should be holistic, targeted, and integrated within a broader school improvement strategy.	1,2,3,5
A new Attendance policy has been launched focussing on lost sessions and greater use of Pastoral Welfare Officers and Form tutors to support attending school. Staff will be using early intervention strategies including the EP EBSA programme from Staffordshire	The Education Endowment Foundation (EEF), in its 2022 <i>Rapid Evidence Assessment: Attendance Interventions</i> , highlights that while the overall evidence base on attendance interventions is limited, certain strategies show promise—particularly those involving parental engagement and tailored, individualised support. Building on this, the EEF's <i>Supporting School Attendance</i> guidance outlines six evidence-informed themes for improving attendance: (1) building a holistic understanding of pupils and families to identify barriers; (2) fostering a culture of community and belonging to increase pupil engagement; (3) communicating effectively with families using	1,2,3,5

	<p>consistent and empathetic messaging; (4) improving universal provision through high-quality teaching and inclusive practices; (5) delivering targeted interventions that supplement universal strategies; and (6) monitoring the impact of approaches to refine and adapt over time. These findings underscore the importance of a whole-school, strategic approach to attendance that is both data-informed and rooted in strong relationships. EEF, 2022 – <i>Rapid Evidence Assessment: Attendance Interventions and Supporting School Attendance</i> Guidance. EEF (educationendowmentfoundation.org.uk)</p>	
<p>The school has a Wellbeing Room, which is managed by a Pastoral Welfare Officer, and has a staff member available throughout the day. This provides a space where emotion regulation can be offered more intensive support.</p> <p>The school has a Return to Learning facility where students demonstrating poor behaviour can be removed from lessons to for a defined period of time. This facility has flexibility to help prevent the escalation of negative behaviour.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
<p>'On Call' staff for each lesson of the day has one Pastoral Welfare Officer, and one Senior/Middle Leader. This supports teaching staff with any students needing to be removed from lesson due to behavioural issues, or supporting any wellbeing concerns throughout the lesson. This supports with preventing pupils from opting out of lessons and dictating their learning space.</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>Further consolidation of the renewed Behaviour for Learning Policy with new rewards, and sanctions systems. This has been mapped out and implemented in</p>	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

consultation with Middle School partners.		
Further refinement of a new MIS system – Arbor – which has replaced previous MIS and VLE platforms. This provides more streamlined platform, and centralised communication system. This has been mapped out and implemented in consultation with Middle School partners. It needs to be further refined and utilised fully.	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
Pastoral Support plan templates form readmission meetings when pupils are returning from suspensions. This allows their support to be reviewed with more appropriate offers in place to best support and reduce the chance of repeat suspensions.	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
Positive Behaviour Interventions introduced in line with SENDHub practice nationally, and as examples of early APDR thus aligning pastoral and SEND best practice.	<p>EEF Behaviour Interventions 4 months learning. Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
Pastoral interventions used for challenging behaviours, and to support students at risk of suspension.	<p>EEF research indicates that these strategies add 4 months learning through social and emotional interventions.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Emotional coaching used for mental health and wellbeing support. EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
Students needing counselling by external professionals for mental health and wellbeing	EEF research indicates that these strategies add 4 months learning through social and emotional interventions.	1, 3, 4

<p>have been able to access this either through short in school sessions delivered by V.I.P Emotions Coaching or YESSS.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Emotional coaching used for mental health and wellbeing support. EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	
<p>A progressive masculinity extracurricular activity can significantly enhance the lives of disadvantaged teenagers in the UK by challenging traditional stereotypes of masculinity and providing a healthy, supportive space for personal growth. Many disadvantaged young men face societal pressures to conform to narrow, often harmful notions of masculinity, which can lead to issues like aggression, mental health struggles, and poor emotional regulation.</p>	<p>By engaging in a progressive masculinity programme, teenagers are encouraged to explore alternative forms of masculinity that emphasize emotional intelligence, vulnerability, respect, and equality. This helps them develop healthier relationships with themselves and others, fostering self-confidence and emotional resilience. Additionally, such activities often focus on building life skills, leadership, and critical thinking, which are valuable for navigating life's challenges, improving academic performance, and increasing future employability.</p> <p>In a safe, structured environment, young men can reflect on their identities and values, break free from limiting stereotypes, and gain the tools to manage personal challenges constructively. For disadvantaged teenagers, this type of extracurricular activity offers opportunities for empowerment, social mobility, and the development of positive role models, which can have long-lasting positive effects on their lives.</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>
<p>The "Prison Me No Way" programme can enhance the lives of young people by offering them a powerful and eye-opening</p>	<p>Raising Awareness of Consequences: Young people are often unaware of the full scope of the consequences of their actions, particularly those involving crime. "Prison Me No Way" exposes them to the grim realities of</p>	<p>1, 3, 4</p>

<p>experience that challenges their perceptions of crime, consequences, and life choices. This initiative, which involves interactive workshops and talks delivered by ex-offenders, aims to deter youth from engaging in criminal activity by showing them the harsh realities of prison life and the long-term impact of criminal behaviour.</p>	<p>incarceration, helping them understand the lasting personal, social, and professional costs that a criminal record or prison sentence can bring. This awareness can deter impulsive or risky behaviours.</p> <p>Positive Role Models: Hearing from ex-offenders who have turned their lives around provides young people with relatable, authentic role models. These speakers share their personal stories, including the mistakes they made and the consequences they faced, which can have a more profound impact than traditional education or warnings. This can inspire young people to make better life choices and avoid similar pitfalls.</p> <p>Promoting Personal Reflection and Accountability: The programme encourages self-reflection and helps young people understand how their decisions can affect their futures. By seeing how others have gone down the wrong path, they may be motivated to make better choices, take responsibility for their actions, and consider the wider impact of their behavior on their families and communities.</p> <p>Improving Emotional Intelligence and Life Skills: The programme often focuses on building resilience, decision-making, and conflict resolution. These essential life skills can help young people navigate challenging situations, manage emotions, and avoid getting caught up in crime. It can also foster better communication and problem-solving abilities, which are valuable in both personal and professional contexts.</p> <p>Inspiring Change: "Prison Me No Way" is not just about deterring negative behaviour but also about inspiring hope for a different future. For young people who may feel trapped by their circumstances, the programme can open their eyes to alternatives and show that it is possible to turn one's life around, regardless of past mistakes or current struggles.</p> <p>EEF Social and Emotional Learning 4 months learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
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	EEF Mentoring Interventions 2 months learning. Mentoring EEF (educationendowmentfoundation.org.uk)	
<p>Support of PP student to improve proportionate take up of opportunity to engage in wider curriculum opportunities. Participation rates in and out of class activities to be at least proportionally equivalent to those of other pupils (including leadership responsibilities and opportunities). Funding for resources to support this to include:</p> <ul style="list-style-type: none"> ▪ Uniform ▪ Music tuition ▪ Sport kit ▪ Essential equipment (including revision guides in KS4) ▪ Resources for practical lessons such as ingredients ▪ Support for curriculum-based trips/activities such as Geography field trips 	<p>A high quality, aspirational and well resourced learning environment is key for the success of PP students. Cultural capital is further developed through educational visits and experiences outside the classroom environment. This is paramount for students from poor socio-economic backgrounds.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk) EEF research indicates that these strategies add 3 months learning through sports and art interventions.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>EEF participations and outdoor learning adds 4 months learning. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Opportunities for all Year 9 students to experience Year 9 camp. DofE award gives students outdoor adventure learning opportunities. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	1, 2, 3, 4, 5

Total budgeted cost: £165,835

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NGRT Reading Assessments	GL Assessment
YESSS Counselling	YESS
VIP Emotions Coaching	VIP
Prison Me No Way	Prison Me No Way Charity
Progressive Masculinity Workshops and Assemblies	Progressive Masculinity LTD
Careers Advisor	ENTRUST
Beyond Youth Project Alternative Provision	Beyond Youth Project
GCSEPOD	GCSEPOD
UniFrog	UniFrog
Alternative Provision Placements	Burton and Uttoxeter PRU
Positive Engagement Initiative	Evolve

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Incorporated as above

The impact of that spending on service pupil premium eligible pupils

Incorporated as above

Impact Report for Pupil Premium Strategy 2024-2025
Pupil Premium Impact Report 2024–25 – Funding
deployment

No	Department/Institute	Requester (Staff name - (His/Her membership details are responsible for providing input data)	Project - What the funding was used for	Stand of IT staff by the end of the year	Challenge(s) being addressed	Expected Impact and evidence for the year	Output Measure	Output Measure	Item Group	Cost for Post	Learning Area	Data Collection Method	Assessable Data (before assessment)	Assessable Data (after assessment)	Final Information Data	Impact N/A/0	
7	Drama		GCE Drama Resources - Feedback, Feedback & revision guide	0 Feedback	access to resources	Provide additional revision resources to boost GCE outcomes				23.28	Attainment data (Final Exam Outcome)	GCE Outcome Data	Target Grade 4		Final Grade 3		
	Drama		GCE Drama Resources - Feedback, Feedback & revision guide	0 Feedback	access to resources	Provide additional revision resources to boost GCE outcomes				23.28	Attainment data (Final Exam Outcome)	GCE Outcome Data	Target Grade 7		Final Grade 6		
	Drama		Notes to school drama performance	0 Feedback	Celebrating achievements of peers and raising aspirations in performance arts	inspire students to want to study Drama			10/Nov/22	8	Participation in Benchmark, Leadership, Top	Attendance to Extra Curricular Activity			Attended event		
	Drama		Notes to school drama performance	0 Feedback	Celebrating achievements of peers and raising aspirations in performance arts	inspire students to want to study Drama			10/Nov/22	8	Participation in Benchmark, Leadership, Top	Attendance to Extra Curricular Activity			Attended event		
	Drama		Notes to school drama performance	0 Feedback	Celebrating achievements of peers and raising aspirations in performance arts	inspire students to want to study Drama			10/Nov/22	8	Participation in Benchmark, Leadership, Top	Attendance to Extra Curricular Activity			Attended event		
	Drama		Notes to school drama performance	0 Feedback	Celebrating achievements of peers and raising aspirations in performance arts	inspire students to want to study Drama			10/Nov/22	8	Participation in Benchmark, Leadership, Top	Attendance to Extra Curricular Activity			Attended event		
8	Physical Education		Beyond 10th Project (Athlete's Project planning)	0 Feedback	Physical Education	Reduced behaviour problems and good return to full-time education			10/Nov/22	10.54	Suspension Data	Fixed Term Exclusion Suspension Data	4 suspensions before February half term		1 suspension after February half term		
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12-02	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12-02	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12-02	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12-02	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12-02	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12-02	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	
	Physical Education		Places on Bowling Forward Trip	0 Feedback	Physical Education	behaviour and rewards	attendance on rewards trip			9/12-02	5.5	student voice	high achievement points	check eligibility based on achievement and behaviour points, reports data and attendance		in-ited on future recognition later in academic year	

[illegible]

Funding deployment													Intended vs Actual Impact Data			
No	Department/Year	Requester (Full name - This cell number is also responsible for providing impact data)	Travel - what the funding was used for	Amount of the funding requested	Challenge(s) being addressed	Expected impact and evidence for use	Budget Outcome	Budget Summary	Item Group	Cost per Unit	Intended Impact	Actual Impact Data	Intended vs Actual Impact Data			
11	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 4			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 4			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 4			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 3			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 4			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 3			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 5			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 3			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 4			
	Geography		Participation in GCSE Geography Field Trip to Cornwall Coast	£1000	Access to the curriculum	GCSE Outcomes				7.5	Participation in trips	GCSE Outcome Data	Target 3			
12	UAC Funding		GCSE French - complete revision and practice (GCSE AGA GCSE French)	£1000	Access to resources	Improved performance in the written target grade in Year 10 (Mock Exam)			£1000	12.0	Attainment data (Assessment/Outcome)	Mock Exam Data	4 - estimated grade			
13	Vulnerable Learners		Preparation and marking of mock exams by external person	£1000	Attainment of EAL students	Feedback for mock exams to support performance in final exams				50	Attainment data (Final Exam Outcome)	GCSE Outcome Data	4 - estimated grade			
	Vulnerable Learners		Preparation and marking of mock exams by external person	£1000	Attainment of EAL students	Feedback for mock exams to support performance in final exams				50	Attainment data (Final Exam Outcome)	GCSE Outcome Data	4 - estimated grade			
14	Computing		Robotics Samnag	£1000	Access to wider opportunities	Engagement and attendance at competition				10			Attended			
	Computing		Robotics Samnag	£1000	Access to wider opportunities	Engagement and attendance at competition				10			Attended			
	Computing		Robotics Samnag	£1000	Access to wider opportunities	Engagement and attendance at competition				10			Attended			
	Computing		Robotics Samnag	£1000	Access to wider opportunities	Engagement and attendance at competition				10			Attended			
15	Facial		Attendance Person	£1000	reduce suspensions	Final suspension and complete of academic sessions during Period of Attendance			3000		Suspension Data	Suspension Data	5 suspensions in Autumn			
16	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
	Animal Care Science		Animal Care Quizzes	£1000	Engagement within subject					10			Attended lessons and engaged			
17	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
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	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		
	CI		CI Resources	£1000	Engagement within subject					10		Attainment Data	In class Assessment	Attended lessons and engaged		

Impact Report for Pupil Premium Strategy 2024-2025

Pupil Premium Impact Report 2024–25 – Summative Report

1. Strategy Intent

The school's Pupil Premium (PP) strategy aims for all students, irrespective of background, to make at least good progress and achieve highly across the curriculum. The strategy places high-quality teaching, targeted interventions, and pastoral care at its core. It recognises the widened disadvantage gap post-pandemic and prioritises diagnostic assessment, evidence-based interventions and a whole-school responsibility for disadvantaged students' outcomes.

2. Summary of Funding Deployment and Rationale

In 2024–25, Pupil Premium funding was deployed across four interlinked strands: raising attainment in core subjects; targeted literacy and numeracy interventions; pastoral and mental health support; and attendance, behaviour and engagement. Resources included small-group and 1:1 tuition, GCSE Plus sessions, literacy packages for students with low reading ages, MHST and YESS counselling, pastoral staffing and targeted equipment/materials for disadvantaged students. The rationale was to address both academic and non-academic barriers identified through diagnostic assessment and pastoral intelligence.

3. Enhanced Analysis of Impact and Implementation

This section provides a deeper analysis of interventions, measured impact, implementation fidelity, and cost-effectiveness. Where numeric data is available it is referenced directly; where data was missing or partial this is noted and has influenced the strength of conclusions.

Attendance (Challenge 1)

Context and measures:

- Baseline (2023–24): PP attendance 74.8% vs non-PP 89.8% (15 percentage point gap).
- 2024–25 outcome: PP attendance improved to 78.8%.

Analysis:

1. Direction of change: Attendance rose by 4.0 percentage points year-on-year for PP students, signalling a positive trend. Given the scale of the baseline deficit, this is a meaningful move but remains substantially below the national PP benchmark (85.9%).

2. Intervention contribution: Increased pastoral contact, daily visibility of senior and middle leaders and targeted family engagement likely contributed to the improvement. The reduction in suspensions suggests improved school engagement which typically supports attendance.
3. Implementation fidelity: Attendance monitoring systems were in place, but there is limited evidence of consistent escalation pathways, mentoring caseload sizes and frequency of home visits — all factors that moderate impact.
4. Cost-effectiveness: Low-cost pastoral interventions (welfare checks, letters, meetings) appear to have produced measurable gains. Higher-cost strategies (e.g. alternative provision) were used sparingly. Overall, current spend shows reasonable value-for-money but would benefit from clearer tracking of resource input per percentage attendance gain.

Limitations:

- Persistent absence remains a problem for a small cohort where more intensive, multi-agency work may be required.

Attainment and Progress (Challenge 2)

Context and measures:

- Progress 8 declined from -0.74 (2023) to -1.34 (2024) for disadvantaged students, indicating significant underperformance prior to interventions.

Maths:

- Intervention: small-group tuition delivered weekly from October through to examinations; provision of equipment and revision materials.
- Impact data: PP Maths cohort attending tuition achieved average growth of $+1.03$ grades compared to $+0.88$ for PP non-attenders; this equates to an estimated 17% additional impact. Whole-cohort and maths-specific growth figures corroborate notable curriculum progress.

Analysis:

1. Effect size: A $+1.03$ grade improvement for attendees is a substantial and educationally meaningful gain for targeted students.
2. Targeting: Intervention targeted PP students and was sustainable across the year — this aligns with evidence that frequent, domain-specific tuition is effective.
3. Efficiency: The staffing model (two tutors at ~ 10 hours/week) appears to have been cost-effective given the scale of measurable gains.

Maths Tutoring Intervention (JG)

1. General Budget

All PP students were provided with essential mathematics equipment, including calculators, protractors, pens, pencils, rulers, and other necessary items where required.

In addition, revision guides for GCSE Mathematics were distributed to support independent study and exam preparation.

2. Small Group Tuition

All PP students were given the opportunity to participate in small-group intervention lessons with either Tutor 1 or Tutor 2.

Key details:

- Sessions lasted 1 hour per week, on a rotational basis to avoid repeated clashes with the same subject.
- Duration: From October through the end of the examination period.
- Tutor 1: 10 hours per week (including 1 hour administrative time).
- Tutor 2: 10 hours per week (no administrative allocation).
- During September, both staff members were assigned to general TA duties, primarily focused on supporting PP students.

3. Impact Analysis

Growth	Whole PP	Maths Whole	PP Maths	PP Non attend	% Impact
v Y10 Mock	0.03	1.33	1.03	0.88	17.04545
v Y11 Mock	0.15	1.02	0.93	0.85	9.411765
v Y11 Mock 2	-0.44	0.41	0.34	0.35	-2.85714

Notes:

The table above illustrates growth measures across key assessment points:

- From **end of Year 10 Mocks** → **November Year 11 Mocks**
- Through to **March (Mock 2)** → **Final Grade**

Data includes:

- **Whole:** Entire Year 11 cohort.
- **Maths Whole:** Entire Year 11 Mathematics cohort.
- **PP Maths:** PP cohort performance in Mathematics (including small group attendees).
- **PP Non-Attend:** PP students who did not participate in the tuition sessions.

% Impact: Additional growth percentage for attendees versus non-attendees.

4. Summary of Findings

- Whole school GCSE growth: **+0.03 grades**.
- Maths overall growth: **+1.33 grades**, which aligns with the typical structure of the Mathematics curriculum.
- PP students in Maths achieved an average growth of **+1.03 grades**.
- PP students who **attended small group tuition** demonstrated **significantly higher progress** than those who did not attend (**+1.03 vs +0.88**).

- This equates to an estimated **17% additional impact** attributable to the small group intervention sessions.

English:

- Intervention: 1:1 and small-group English tuition; focus on reading and writing skills relevant to GCSE papers.

- Impact data (sample): Between November baseline and end-of-January entry tests/spring mock comparisons, 30–55% of students made consistent improvements across different skills, and 90–100% were stable or improved on targeted sub-questions.

Analysis:

1. Mixed outcomes: While many students improved or stabilised, only a minority showed consistent, across-the-board improvement. Variability is linked to attendance, cohort turnover within sessions and heterogeneity of baseline skills.
2. Data limitations: The teacher report used different paper tariffs making direct comparisons imperfect; lack of a single standardised pre/post-test reduces the reliability of effect measurement.
3. Targeting dilution: Tutors worked with some non-PP students which may have reduced the proportion of tuition hours focused on PP students.

Cross-cutting observations:

- Curriculum alignment: GCSE Plus and diagnostic approaches were appropriate and evidence-aligned, but inconsistent T&L practice limited whole-school leverage of interventions.

- Measurement: Successful interventions (notably in maths) paired clear delivery with consistent measurement. Where measurement was partial, the school must prioritise standardised pre/post testing to evidence impact.

Y11 English Intervention January -June 2025

I have been working with a core cohort of between 28-31 students, which has fluctuated due to student withdrawal and extra/new students being recruited later in the year. These haven't been included here, as they were typically only with me for a few sessions, at most.

Paper 1 Reading:

These figures are based on the P1 Q4 evaluation question, which carries a total of 20 marks. The spring mock mark is actually based on the P2 Q4 comparison question, which carries a total of 16 marks. I have used this, as it is the next highest tariff reading question across both papers, in the absence of more directly comparative data, I hope

that it will at least give a flavour of students' capacity to gain marks on these highly skills-based questions.

Name:	Nov Mock P1 (20)	Entry test (end Jan) P1 (20)	Spring Mock P2 Q4 (16)	Consistent improvement made?
A	9/20 (45%)	8/20 (40%)	6/16 (38%)	No
B	8/20 (40%)	13/20 (65%)	7/16 (44%)	No
C	6/20 (30%)	9/20 (45%)	5/16 (31%)	No
D	9/20 (45%)	9/20 (45%)	8/16 (50%)	Yes
E	8/20 (40%)	9/20 (45%)	6/16 (38%)	No
F	8/20 (40%)	10/20 (50%)	7/16 (44%)	No
G	9/20 (45%)	10/20 (50%)	7/16 (44%)	No
H	7/20 (35%)	8/20 (40%)	8/16 (50%)	Yes
I	8/20 (40%)	10/20 (50%)	7/16 (44%)	No
J	7/20 (35%)	11/20 (55%)	9/16 (56%)	Yes

Thus, 30% of the students made consistent improvement. However, 90% of the students (in green), either were stable or made improvements in Q4 between Nov and the end of Jan.

Paper 2 Reading:

These figures are based on the P2 Q4 comparison question, which carries a total of 16 marks.

Name:	Nov Mock P2 (16)	Entry test (end Jan) P2 (16)	Spring Mock P2 Q4 (16)	Consistent improvement made?
K	6/16 (38%)	9/16 (56%)	8/16 (38%)	No
L	5/16 (31%)	6/16 (38%)	6/16 (38%)	Yes

M	8/16 (50%)	8/16 (50%)	2/16 (13%)	No
N	5/16 (31%)	6/16 (38%)	8/16 (50%)	Yes
O	5/16 (31%)	7/16 (44%)	8/16 (50%)	Yes
P	3/16 (19%)	7/16 (44%)	6/16 (38%)	No
Q	5/16 (31%)	7/16 (44%)	11/16 (69%)	Yes
R	9/16 (56%)	12/16 (75%)	0/16 (0%)	No
S	0/16 (0%)	7/16 (44%)	2/16 (13%)	No
T	7/16 (44%)	8/16 (50%)	8/16 (50%)	Yes
U	6/16 (38%)	6/16 (38%)	9/16 (56%)	Yes

Thus, 55% of the students made consistent improvement. However, 100% of the students (in green), either were stable or made improvements in Q4 between Nov and the end of Jan.

Behaviour (Challenge 3)

Outcomes:

- Total suspensions reduced from 29 (2024) to 15 (2025); suspension days reduced from 78.5 to 52.5.
- Repeat suspensions fell (10 → 6); no permanent exclusions in 2024–25.

Analysis:

1. Causal factors: Enhanced pastoral visibility, relational approaches and targeted support for at-risk students coincide with the timing of reduced suspensions. This suggests interventions addressing behaviour worked both preventatively and responsively.
2. Equity impact: SEN suspensions reduced and PP repeat suspensions halved from spring to summer term — indicating improved support for vulnerable subgroups.
3. Operational lessons: Behaviour improvement is cost-effective relative to academic tuition; time-limited investments in pastoral capacity yield system-wide gains.

Limitations:

- Behaviour data would benefit from linkage to earlier attendance and academic engagement measures to better understand the pathway from improved behaviour to attainment gains.

Mental Health & Wellbeing (Challenge 4)

Provision:

- MHST and YESS counselling provided targeted support.
- T.H.O.M.A.S. Character lessons provided universal pastoral curriculum, but delivery quality varied.

Analysis:

1. Impact: Counselling and MHST interventions provided stabilising support for students, contributing to reductions in suspensions and improvements in engagement reported in pupil voice.
2. Capacity gap: The planned TA mental health training did not occur, restricting the school's internal capacity to provide low-level early support and increasing reliance on external services.
3. Programme fidelity: Variable quality in pastoral lessons limits the universal curriculum's potential to consistently build resilience across the cohort.

Limitations:

- Quantitative measures of wellbeing (e.g., validated mental health scales) were not consistently captured, reducing the precision of impact statements.

Literacy (Challenge 5)

Provision and outcomes:

- All Y9 completed NGRT; lowest-reading and SEND students received year-long literacy packages showing gains on WRAT spelling/reading/writing measures.
- Other cohorts received 6-week interventions in summer term; however, NGRT re-testing was not conducted and impact data for the short interventions was not collected.

Analysis:

1. Positive micro-impact: WRAT gains for students in sustained programmes demonstrate the academic value of intensive literacy support.
2. Measurement gap: Absence of systematic re-testing (NGRT) and inconsistent impact capture for short interventions prevents robust cohort-level conclusions.
3. Operational implications: For literacy interventions to scale impact, maintain consistent length (sustained blocks), ensure fidelity to evidence-based programmes, and mandate pre/post standardised assessment.

General writing:

These figures are based on Section B Writing tasks (Q5), which all carry a total of 40 marks. I undertook a variety of both creative, descriptive and transactional questions. All of the marks below are based on P2 Section B transactional writing tasks.

Name:	Nov Mock P2 (40)	Entry test (end Jan) P2 (40)	Spring Mock P2 Q4 (40)	Consistent improvement made?
V	16/40 (40%)	14/40 (35%)	19/40 (48%)	No
W	16/40 (40%)	15/40 (38%)	14/40 (35%)	No
X	19/40 (48%)	22/40 (55%)	19/40 (48%)	No
Y	17/40 (43%)	18/40 (45%)	19/40 (48%)	Yes
Z	18/40 (45%)	18/40 (45%)	20/40 (50%)	Yes
AA	17/40 (43%)	16/40 (40%)	20/40 (50%)	No

Thus, 33% of the students made consistent improvement. In addition, 50% of the students (in green), either were stable or made improvements in Q5 between Nov and the end of Jan.

Teaching & Learning Quality

Observations:

- The school prioritised CPD on adaptive teaching, metacognition and diagnostic assessment.
- Learning walks and work scrutiny identified variable implementation across departments.

Analysis:

1. Implementation gap: Where T&L practice was strong, interventions were amplified. Where it was inconsistent, students received uneven benefits from support

programmes.

2. Accountability: Department-level ownership of PP outcomes is required to translate CPD into consistent classroom practice.

3. Data use: Teachers have increasing access to diagnostic tools, but strategic use of these data to personalise in-class support remains inconsistent.

Cost-effectiveness & Efficiency

Summary analysis:

- High-value returns were observed where interventions combined targeted delivery with consistent measurement (e.g., maths tuition).
- Lower returns or uncertain returns occurred where evaluation was weak (e.g., short-term literacy blocks without pre/post assessment) or where interventions were not tightly targeted to PP students (e.g., some English tuition shared with non-PP cohorts).

Financial transparency:

- The consolidated spend tracker and the new funding-request template (to be implemented) will improve allocation visibility. For 2024–25, an exercise to compute cost per percentage point improvement in attendance and cost per grade improvement in targeted cohorts is recommended to quantify value-for-money more precisely.

Limitations of Evaluation

- Data gaps: missing re-testing (NGRT), partial impact capture for short interventions; some evaluation relied on non-standardised teacher assessments.
- Attribution: multiple concurrent interventions and external influences (e.g., changes in FSM eligibility from April 2025) complicate causal attribution.
- Equity of targeting: where interventions were offered to mixed cohorts (PP and non-PP), isolating PP-specific impact is more difficult.

4. Consolidated Impact Summary

Attendance: Moderate improvement (74.8% → 78.8%) with notable reductions in suspensions.

Behaviour: Marked improvement — suspensions halved, no permanent exclusions.

Maths attainment: Strong positive impact (+1.03 grades for attendees; ~17% additional impact compared to non-attenders).

English attainment: Mixed impact; many students stable or improved on targeted skills, but only a minority showed consistent across-the-board progress.

Literacy: Positive gains for sustained intervention recipients (WRAT), but no cohort-level NGRT re-test to quantify overall impact.

Wellbeing: MHST and counselling effective for targeted students; internal capacity-building (TA training) did not occur.

5. Overall Effectiveness and Conclusion

The 2024–25 Pupil Premium strategy at Thomas Alleyne's High School delivered clear, demonstrable benefits in behaviour management and targeted mathematics attainment, and contributed positively to pastoral wellbeing and engagement. However, persistent gaps in attendance and incomplete evaluation of literacy interventions limit the school's ability to evidence impact at scale. Implementation fidelity and consistent, standardised measurement were the two primary constraints on maximising impact.

Conclusion:

Overall judgment: The strategy was effective in several key domains and provided good value where interventions were targeted and measured. To strengthen outcomes further, the school should prioritise more consistent diagnostic assessment, tighter targeting of PP-funded tuition, and robust, timely capture of intervention impact to enable iterative improvement.