



Uxbridge High School

Pupil Premium Strategy Statement 2025-2026



Pupil Premium Strategy

2025-2026

This statement details our school's use of pupil premium (and recovery 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	1336
Proportion (%) of pupil premium eligible pupils	Year 7 33.48 % Year 8 32.75 % Year 9 35.22 % Year 10 38.70 % Year 11 38.86 % Total 32.11 %
Academic year/years that our current pupil premium strategy plan covers	20-2026
Date this statement was published	November 2025
First review September	2025
Date on which it will be further reviewed	September 2026
Statement authorised by	L Seymour
Pupil premium lead	A Mangat
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding estimate this academic year	£485,642
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£485,642

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium Statement: Policy Overview

Closing the attainment gap between disadvantaged pupils and their peers remains a significant national and local priority. While the contributing factors to this gap are multifaceted and deeply embedded, Uxbridge High School is committed to implementing evidence-informed strategies that secure measurable improvement. Our ethos of a *Gold Standard Curriculum for All* reinforces our commitment to equity and high expectations across the school.

High-quality teaching is recognised as the most effective lever for improving outcomes for disadvantaged pupils. Accordingly, and in line with the Education Endowment Foundation (EEF) guidance, our Pupil Premium strategy adopts a tiered approach, prioritising excellence in teaching and learning, targeted academic support, and wider strategies that address non-academic barriers.

Use of Pupil Premium Funding

Pupil Premium funding is allocated to:

- provide targeted professional development and instructional coaching to ensure all staff are equipped to deliver an adaptive, inclusive curriculum
- implement evidence-informed academic interventions at the point of identified need
- address wider barriers to learning, including attendance, behaviour, and social-emotional wellbeing
- provide tailored support for higher prior-attaining disadvantaged pupils as well as those requiring additional academic intervention

We acknowledge that disadvantage does not always align with Pupil Premium eligibility. Therefore, the school monitors the needs of all vulnerable learners and provides support where appropriate, ensuring that decisions are informed by robust diagnostic assessment rather than assumptions.

School Commitment and Strategic Intent

Uxbridge High School is firmly committed to ensuring that no pupil experiences academic or social disadvantage as a result of socioeconomic circumstances. Our strategy is grounded in the belief that all pupils, irrespective of background, are entitled to high-quality teaching, ambitious expectations, and equitable access to the full breadth of our curriculum. To achieve this, our strategic intent is to:

- **Challenge and eradicate the ‘soft bigotry of low expectations’** by establishing consistently high standards for all pupils, ensuring staff hold ambitious academic and pastoral expectations, and embedding a culture in which every learner is encouraged and supported to excel.
- **Raise aspirations and promote high ambition for all disadvantaged pupils** through targeted guidance, high-quality careers education, enrichment opportunities, and a school-wide commitment to fostering resilience, confidence, and a belief in future success.
- **Identify, address, and remove barriers to learning**—whether academic, social, emotional, or practical—through early intervention, adaptive teaching, targeted support, and collaboration with families and external agencies, ensuring that all pupils can access, engage with, and succeed across the curriculum.

Contextual Factors

National research indicates that disadvantaged pupils were disproportionately affected by partial school closures during the Covid-19 pandemic, resulting in widening attainment and literacy gaps. The ongoing economic impact and rising cost of living have also increased Pupil Premium eligibility rates nationally. In this context, our commitment to supporting disadvantaged pupils is of heightened importance, with recent external examination outcomes demonstrating that Pupil Premium pupils at Uxbridge High School are performing in line with their peers.

Principles for Effective Practice

To secure the greatest impact, Uxbridge High School will:

- ensure disadvantaged pupils are consistently challenged through ambitious, high-quality teaching
- intervene promptly and effectively at the point that needs are identified
- embed a whole-school approach in which all staff share responsibility for the progress and attainment of disadvantaged pupils and maintain the highest expectations

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Literacy Levels</p> <p>Low literacy and comprehension levels at point of entry prevent some PP students from fully accessing the curriculum. PP students with SEN face additional challenges. Of the students who started Y7 with 6 months or more deficit in reading, 39.47% are PP.</p> <p>MAPS average 50.44 of which 36.84 are PP and 63.16 are non-PP. HAPs 20.35 of which 17.39 are PP and 82.60 are non-PP.</p>
2	<p>Attainment</p> <p>The overall attainment of disadvantaged students is generally becoming more in line with that of their peers, however, this is still an area of focus. In most recent GCSE exams, we have 42.7 A8 score compared to the full cohort. In Maths, the</p>

	subject APS was 4.32 with PP students achieving 3.66. In English, the cohort APS was 4.71 with PP students achieving an APS of 4.06.
3	Attendance Attendance and Punctuality below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success. This can be a significant barrier to learning for many disadvantaged students.
4	Aspirations The aspirations of disadvantaged students may not align with those of their non-disadvantaged peers, particularly in relation to progression into further education and future career pathways.
5	Limited cultural Capital and Enrichment experiences Limited access to wider educational and cultural experiences can restrict students' exposure to cultural capital and reduce their engagement with the broader curriculum.
6	Financial costs Impact of the cost-of-living crisis on PP families in equipping students for all aspects of their education.

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
1 Quality First Teaching All Pupil Premium students will experience consistently high-quality, inclusive teaching tailored to meet individual learning needs, promoting engagement, confidence, and academic progress.	<ul style="list-style-type: none"> - Pupil Premium students make at least expected progress across all subjects and achieve outcomes in line with peers. - Engagement and participation in lessons and enrichment activities increase. - Evidence includes effective use of strategies such as mini whiteboards to check understanding and promote active learning. - Barriers to learning are identified and addressed promptly.
2 Low Literacy Improve reading comprehension and fluency across Key Stage 3 for disadvantaged students, bringing them in line with peers by the end of Year 9.	<ul style="list-style-type: none"> - Tier 2 vocabulary gaps in Years 7 and 8 are addressed through Bedrock Learning. - Reading ages monitored via NGRT assessments in Years 7-9, with targeted interventions applied. - Implementation of the UHS Golden PP Pathway ensures structured support in literacy, numeracy, and academic progress.

	<ul style="list-style-type: none"> - By the end of the strategy period, reading and literacy outcomes align with the full cohort.
<p>3 Attainment Gap Disadvantaged students achieve outcomes in line with non-disadvantaged peers across all subjects.</p>	<ul style="list-style-type: none"> - Student progress and attainment monitored via PPEs and external examinations (Years 10-11). - Interventions implemented promptly for students not meeting targets. - By the end of the strategy, all Pupil Premium students achieve parity with non-disadvantaged peers.
Intended Outcome	
<p>4 Attendance and Punctuality Reduce the attendance gap between Pupil Premium and non-Pupil Premium students.</p>	<ul style="list-style-type: none"> - Attendance is rigorously monitored by a dedicated team. - Targeted interventions provided to students with attendance or punctuality issues. - Aim to reduce the attendance gap by 50% over the term of the strategy.
<p>5 Academic and Personal Aspirations Ensure all students feel confident in achieving success academically and in their chosen post-school pathways</p>	<ul style="list-style-type: none"> - Provision of a broad curriculum and enrichment opportunities to support diverse aspirations, including apprenticeships, sport, and higher education. - Increased representation of disadvantaged students aspiring to third-level education and quality universities. - Careers guidance and enrichment programmes actively support all students in developing realistic and ambitious goals.
<p>6 Accessing the Wider Curriculum Ensure all students participate in at least one wider curriculum activity to enhance skills and engagement.</p>	<ul style="list-style-type: none"> - Pupil Premium students achieve at least proportional representation in wider curriculum activities. - Participation monitored through registration and activity tracking.
<p>7 Impact of Cost-of-Living on Learning Ensure disadvantaged students have access to essential resources, including breakfast, uniform, and equipment.</p>	<ul style="list-style-type: none"> - Breakfast club continues to provide a supportive start to the school day. - Provision of equipment and resources ensures all disadvantaged students are prepared for learning.

	<ul style="list-style-type: none"> - Ongoing monitoring identifies and supports students in need.
<p>8 Enrichment Provide structured weekly opportunities for students to engage in activities beyond the classroom, enhancing cultural capital, personal interests, and wider skills.</p>	<ul style="list-style-type: none"> - All students participate meaningfully in enrichment activities. - Activities span music, sport, technology, creative arts, and personal development, with programmes refreshed each half term. - Schemes of learning are in place for each activity, clearly outlining rationale, structure, and intended outcomes. - The leadership team conducts regular learning walks and reviews to evaluate the quality, impact, and effectiveness of all enrichment provision. - Students have access to subsidised trips and events, ensuring full participation regardless of financial circumstances. - Pupils receive subsidised access to instrumental tuition to support musical development.
<p>9 Support for families of disadvantaged pupils Families confidently use their knowledge and skills to support learning at home, supported by school-provided workshops, resources, and guidance.</p>	<ul style="list-style-type: none"> - Increased parent participation in school-led workshops and home-learning support sessions. - Families report greater confidence in helping with learning at home through surveys or feedback. - Pupils show improved engagement and progress in targeted areas supported by home-school learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £242,821

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
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<p>Developing high-quality teaching, assessment, and a responsive curriculum</p> <p>UHS is committed to delivering high-quality teaching, assessment, and a responsive curriculum that meets the needs of all pupils. Curriculum maps are reviewed annually, and schemes of work are updated regularly to ensure students know more, remember more, and access all areas of learning with confidence. Through the UHS Way, we develop the whole student in a safe and inclusive environment with a strong focus on adaptive teaching. The school nurtures ambition so that all students are PROUD of their achievements, supported by the introduction and monitoring of the DPR system to track progress. In accordance with The Playbook, all lessons must include a Do Now, guided practice, and independent practice as part of a consistent instructional framework. Wider curriculum opportunities shall be clearly signposted within curriculum documentation and routinely reviewed to evaluate their impact. A strong transition curriculum ensures that Year 7 learning builds effectively on prior learning from primary school, with targeted support in place to ensure that all disadvantaged pupils complete their transition work. This support continues throughout their educational journey, with Pupil Premium and other disadvantaged students receiving sustained assistance from Year 7 through to Sixth Form through the FLC and trained staff.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/EEF-Guide-to-the-PupilPremium-Autumn2021.pdf</p> <p>https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/85/8502.htm</p> <p>https://www.gov.uk/government/pu</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/schoolimprovementplanning/3-widerstrategies</p>	<p>12345</p>
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<p>Professional Development</p> <p>Professional development is focused on evidence-based approaches, including adaptive teaching, metacognition, reading comprehension, phonics, and mastery learning. In line with The UHS Way, all staff are expected to understand, embody, and consistently deliver the principles outlined in The UHS Playbook, fostering whole-school behaviours that promote professionalism, high expectations, and continuous improvement.</p> <p>September training days ensure that all staff are fully aware of the school’s vision and culture, understand The UHS Playbook, and are equipped to embed these principles—fostering trust, optimism, and positivity—consistently in their practice. Leaders are supported and challenged to drive high expectations and lead their departmental areas effectively.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/feedback</p> <p>https://blog.thenationalcollege.co.uk/news/eef-remotecpd-for-teachers#:~:text=EF%3A%20Remote%20CPD%20for%20Teachers%20Can%20Improve%20Pupil,for%20teachers%2C%20ultimately%20leading%20to%20improved%20pupil%20outcomes</p>	<p>12345</p>
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Activity	Evidence that supports this approach	Challenge Number(s) Addressed
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<p>Leaders ensure that all teachers receive focused, high-quality professional development, enabling their subject knowledge, pedagogical skills, and pedagogical content knowledge to develop consistently over time. This professional growth directly translates into improvements in curriculum delivery and teaching effectiveness. Staff engage in ongoing CPD during curriculum meetings to share best practice, with a particular focus on strategies that improve outcomes for Pupil Premium students. Leaders also ensure equality of opportunity across the school, with particular emphasis on monitoring the progress of Pupil Premium students. High-quality, timely feedback and assessment are used to support learning, address gaps, and motivate all students, ensuring that Pupil Premium students make measurable progress.</p> <p>The 3 principles of effective feedback are applied in all lessons and adaptive teaching, monitored via DPR has an instant impact on engagement and progress. Using school data to identify PP Haps and make sure that these students are challenged at all times. Use of CPD sessions to promote latest research in classroom practice to enhance the quality of teaching and learning. For example – the GROW teacher model, the early careers framework, the National College. This also includes the UHS curriculum recommended reading and research. Examples include The CPD Curriculum by Zoe and Mark Enser and Running the Room by Tom Bennett. Improve and develop leadership at every level to ensure that whole staff professional development leads to improved outcomes for all PP students.</p> <p>A range of appropriate leadership opportunities / CPD training made available each academic year to staff. The teaching and learning team ensure the consistency of The UHS Classroom and The Playbook in every lesson, every day. LPT become visible leaders of this CPD raising the profile of them as experts, disseminating latest research.</p> <p>LPT to deliver high quality training to middle leaders through to ECF1, ECF2, TF devise and</p>		<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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<p>apply a success criterion for what good training involves. This is shared with all staff responsible for delivering training. Lead practitioners are linked with curriculum areas to support the monitoring of teaching and learning. All leaders focus on improving the success of all students within their curriculum area by having the highest 'gold' expectations for all students.</p> <p>Middle leaders will participate in regular CPD sessions to share best practice and engage with current educational developments, with a particular focus on evaluating provision for Pupil Premium students and ensuring that departmental strategies effectively close the attainment gap between disadvantaged and non-disadvantaged learners.</p>		
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Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p>Use of Teacher WalkThrus as ongoing CPD for colleagues – inclusion of this into CPD curriculum, Teaching and Learning newsletter and on desktops.</p> <p>As part of staff professional development, UHS provides twilight ASPIRE sessions for all staff, covering key areas including Teaching support, Curriculum development, Pastoral support, Senior leadership, develop teaching and learning and support Teach First and ECT.</p> <p>Leadership work with and support Trustees so that they can actively support their role as the lead for Pupil Premium.</p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>Mentoring and coaching</p> <p>The GROW teacher model fosters a culture of coaching in which all staff are committed to continuous professional improvement. The school will fully implement the GROW model, building on the foundations established in previous years. Training will be provided in delivering high-quality feedback, and 1:1 career interviews will be conducted for ECT1 and ECT2 teachers. Mentors and mentees are expected to take ownership of accurate record keeping. Staff with mentoring or</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearningtoolkit/mentoring</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf</p>	<p>1245</p>

<p>coaching responsibilities are supported and trained to confidently challenge colleagues to achieve their full potential, including guidance on conducting difficult conversations effectively.</p>		
<p>Recruitment and retention of teaching staff Pay structures</p> <p>This is consistently and regularly monitored. Review and benchmark all pay and allowances. Look at teacher contact hours to ensure the focus is productivity with students.</p> <p>Review the TLRs to ensure they are representative of the role and in line with other schools. Develop and review flexible working model and policy to ensure productivity from all staff. Review the contracts of all support staff and compare 52-week contracts with term time contracts to ensure efficiency.</p>	<p>https://www.ucl.ac.uk/ioe/news/2023/jun/global-review-finds-financial-rewards-could-help-teacher-recruitment-and-retention</p> <p>https://www.ucl.ac.uk/ioe/departments-and-centres/quantitative-social-science/research/effects-teacher-pay-reforms-teacher-pay-teacher-careers-and-student-attainment</p>	

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p>Use benchmarking tools effectively to plan for succession planning and sustainability. Create opportunities for staff to consider their health and well-being. Ensure well-being is a focus of all we do, consulted on and a joint responsibility between colleagues and the school.</p> <p>Additional staff recruited across all subject areas to enable subject specialists to deliver the curriculum. In departments where recruitment is difficult, we work with recruitment agencies who find teachers.</p> <p>Leadership opportunities are created in line with whole school priorities to ensure that excellent teachers are retained.</p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions) Budgeted cost: £121,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy, will take place through UHS Golden PP Pathway. It will provide a targeted pathway in reading, literacy, and numeracy, ensuring all students develop essential skills. The recovery premium will be used for specific activities to support PP students to recover lost learning, in line with the curriculum expectations.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions%20</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/literacy-early-years</p>	<p>123456</p>

<p>A personalised learning plan is put in place for each student that meets their individual needs. There is a love for reading as students read widely and often, both on their own and in pairs. Review early reading research.</p> <p>Use catchup funding effectively to meet the needs of students. Ensure staff are provided with regular information on PP students' progress, in order to identify areas of underachievement. To promote and enhance a love of reading for all students at UHS, implement and evaluate various</p>		
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Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>events/clubs and initiatives such as World Book Day activities, inclusion of 'reading promotion' in assemblies, visiting author events, promote staff/student book club Re- introduce and run a book swap library. Use live school data to identify our weakest readers and to provide targeted literacy intervention.</p> <p>Each student to receive a personalised intervention programme. Monitor the impact and review provision on an ongoing basis. Examples of intervention programmes include; phonics, AR, vocabulary boxes, senior student reading buddies, Year 8 and 9 reading champions, NGRT, Tier2 and Tier 3 vocabulary spelling tests. Closing the vocabulary gap with Year 7 using the Bedrock Learning platform. A love of reading to be supported by E-platform e-library. Set up and run a vocabulary enrichment intervention programme. Introduce simple but effective strategies for teaching of Tier 2 vocabulary ensuring that current research into the science of memory are deployed. To include the use of knowledge organisers as a supportive learning tool. Spelling Tests to be completed every week reinforce these concepts. Develop a range of wider curriculum/ reading and writing initiatives. Students in Years 7-9 to participate in writing competitions each term.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/readingcomprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics</p>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND Regular reviews of our students' needs so that they can confidently access the full curriculum. Continue whole school use of the SEND Handbook in developing consistent quality first teaching. All Curriculum action plans include action for SEND delivery. To replace human scribes by using speech recognition technology for</p>	<p>https://www.gov.uk/government/news/hightech-productsto-level-theplaying-fieldfor-disabledpupils</p>	<p>12356</p>

SEND PP students with specific learning difficulties in year 7-10		
<p>Teaching assistant deployment and interventions Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources. Making Best Use of Teaching Assistants. Teaching Assistants have timetables that support all learners within the class/identified groups. Targeted school and homework clubs, Phonics interventions with support from Speech and Language Therapists. Continued training for TA's.</p>	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p>	1234

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

Budgeted cost: £121,410

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
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<p>Wider Curriculum and Cultural Capital: Pupil Premium students must be given full access to all trips and required equipment, regardless of their social or economic circumstances. A minimum of 40% of students attending all educational trips should be from the Pupil Premium cohort. Departments prioritise the engagement of Pupil Premium students in enrichment opportunities, including educational visits, to ensure equitable access and to support their wider personal development. Increased numbers of PP students accessing extra-curricular opportunities through the wider curriculum. For example, the student leadership team and school council. Increase experiences of activities beyond the school day. E.g. STEM club, art club, photography club, music club, drama club. Get feedback via student voice.</p>	<p>https://www.early-education.org.uk/cultural-capital</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p> <p>https://www.gov.uk/government/news/extra-curricular-activities-soft-skillsand-social-mobility</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillsenrichment</p>	<p>5</p>
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<p>Supporting Attendance: Analysis of PP students' attendance to track and monitor absence and persistent absence daily and weekly. The Data Manager will produce a 360° Pupil Premium (PP) profile dashboard, including attendance figures, behaviour records, and academic data, to enable leaders and staff to monitor trends and implement targeted strategies to improve outcomes. Pastoral team follow up and act on information immediately. Pastoral team carry out home visits and liaise with alternative education providers to address barriers for learning. Strategy for attendance interventions to target at risk students who have gaps/issues with absence at all levels to be implemented so that the school can intervene before it becomes PA. For example, attendance war boards. Improve communication with all parents using an attendance text message system. Increase the profile of absence with staff, students and parents to improve attendance, particularly disadvantaged students to be in line with all other students – target: ≥97% Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons with correct equipment. Attendance strategies, parent workshops, including</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</p> <p>https://www.nfer.ac.uk/media/izpd1p3h/nfer-classroom-research-bite-helping-pupils-return-to-school.pdf</p>	<p>3</p>
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<p>home-school liaison, learning mentors, Breakfast club, and rewards for good attendance</p>			
<p>Extended school time, including summer holidays Transition Day & Summer school PP students and families who are making the transfer from primary</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>5</p>	
<p>Activity</p>	<p>Evidence that supports this approach</p>	<p>Challenge Number(s) Addressed</p>	
<p>education to secondary education are supported so as to make the transition as easy and as informative as possible.</p> <p>Opportunities are given to tour the school and get acquainted with new surroundings. The Transition Day in and the Summer school will give PP students the opportunity to get to know their new peer group better and to find out what they will experience when they actually start school in September.</p> <p>Extra-curricular activities to be run across all curriculum areas at lunch time and after</p>	<p>https://epi.org.uk/publications-and-research/access-to-extra-curricular-provision-and-the-association-with-outcomes</p>	<table border="1" data-bbox="1353 1317 1520 1352"> <tr> <td></td> </tr> </table>	

<p>school at various stages across the academic year.</p>		
<p>Supporting Pupil's social emotional and behavioural needs: Analysis of Absor, on call, number of seclusions and exclusions - and the reasons why to identify patterns in students' behaviour. Personalised curriculum adaptations to support PP students at risk of underperforming/exclusion. Give them access to alternative provision to ensure they achieve appropriate qualifications. FLC to work collaboratively with individual departments to ensure appropriate reasonable adjustments are in place to support PP student needs.</p> <p>FLC to support with the launch and embedding the Behaviour Support Plan as a resource that teachers must use for supporting PP students with SEMH difficulties. Wellbeing: Support PP students who have a lack of esteem and self-confidence. Mental Health Leads and ambassadors set up to support students with mental health. Work with external agencies that support PP students and</p>	<p>https://www.gov.uk/government/consultations/behaviourmanagement-strategies-in-school-units-and-managedmoves-call-forevidence</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf</p> <p>https://educationhub.blog.gov.uk/2021/09/03/mentalhealth-resources-for-children-parents-carers-and-schoolstaff/</p> <p>https://evidence.nihr.ac.uk/alert/mental-health-support-in-schools-is-well-received-but-challenges-remain</p>	<p>234</p>

<p>parents understanding issues that surround mental health. Meet with Services PP students to ensure their needs are understood and met. The school will be a safe place for all students.</p> <p>The ASP provides targeted support for disadvantaged students by offering a structured and nurturing environment that reduces barriers to learning. Through adapted curriculum provision, focused mentoring, and daily check-ins, the ASP supports improved engagement, attendance, and emotional regulation. Interventions such as literacy development, behaviour mentoring, and personalised routines enable students to rebuild confidence and make sustained academic and pastoral progress. Entry and exit plans are carefully designed to ensure smooth transitions, providing staff and students with clear, structured guidance that supports successful reintegration into mainstream lessons. The ASP team also works closely with teaching staff and year teams to ensure consistent approaches and effective strategies are implemented throughout the reintegration process.</p>		
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Total budgeted cost: £440,265 Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Measure	GCSE Results 2021-2022	GCSE Results 2022-2023	GCSE Results 2023-2024	A8 Figures	GCSE Results 2024-2025
Outcomes KS4	P8 Overall	0.46	0.01	0.02		42.79
	P8 English	0.41	0.19	0.35		10.29
	P8 Maths	0.69	0.23	0.14		8.42
	P8 Disadvantaged Students	0.01	-0.52	-0.35		34.7

Externally Provided Programmes

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

Programme	Provider
Be Her Lead	https://www.beherlead.com/
Bedrock Learning	https://bedrocklearning.org/
Lucid reading and comprehension Test	https://www.gl-assessment.co.uk/assessments
DPR Education	https://dpr.education
The National College	https://thenationalcollege.co.uk/

Service Pupil Premium Funding (Optional)

<i>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</i>
Services students received the same support that we offer our PP students. In addition to this, they receive extra pastoral guidance to monitor their progress and needs on a regular basis.
The impact of that spending on service pupil premium eligible pupils
Removed barriers to learning and gave personalised social support.

Further Information (Optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

-Embedding more effective feedback practices, in line with EEF evidence and highlighted in our Playbook which demonstrate significant benefits for all students, particularly disadvantaged learners. Effective Feedback Practices to include:

- Clearly communicate learning intentions and success criteria.
- Provide timely, specific, and actionable feedback focused on learning.
- Incorporate self-assessment and peer-assessment to develop independent learning.
- Ensure students have opportunities to act on feedback to consolidate understanding.
- Deliver regular and consistent feedback cycles within lessons and across subjects.
- Differentiate feedback to meet the needs of disadvantaged learners, challenging and supporting them appropriately.
- Focus feedback on academic progress rather than behaviour.

-Ensuring students understand our 'catch-up' plan by providing clear information about the support available (including targeted interventions), how the curriculum will be delivered, and what is expected of them. This will help to address learning loss, one of the main drivers of student anxiety.

-Offering a broad range of high-quality extracurricular activities to support wellbeing, behaviour, attendance, and aspiration. Activities will focus on developing life skills such as confidence, resilience, and social interaction, with disadvantaged students actively encouraged and supported to participate in as many opportunities as possible.

- At UHS, the Attendance Team will closely monitor student attendance using daily registers, data tracking, and targeted follow-up. This approach allows the school to identify Pupil Premium and other disadvantaged students at risk of persistent absence and provide timely interventions. By addressing barriers to attendance, UHS ensures that all students can fully access the curriculum, improve engagement, and achieve their full academic potential.