

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Carrington School
Number of pupils in school	1025
Proportion (%) of pupil premium eligible pupils	28.8
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	21 st April 2025
Date on which it will be reviewed	31 st October 2026
Statement authorised by	Kerry Oakley
Pupil premium lead	Sophie Murenu
Governor / Trustee lead	Mr Matt Tucker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,712
Recovery premium funding allocation this academic year National Tutoring Programme funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,712

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives

- Our expectations at Carrington School are that the attainment of all students, irrespective of background or the challenges they face, is comparable with that of non-disadvantaged students within school and nationally.
- We recognise that disadvantaged students may face a wide range of barriers that may impact on their learning. Our mission is to equip these students with the skills they need to look after their social, emotional and well-being needs, whilst developing resilience for them to become active, independent and well-rounded citizens of the future.
- Our strategy is to use Pupil Premium funding to directly improve student outcomes through high quality teaching, intervention and resources, whilst ensuring that our efforts are sustainable in order to secure higher attainment for our disadvantaged students.
- We aim to engage students and enhance the outcomes of every ability to close the achievement gap by broadening opportunity and experience for students to close the culture capital gap.
- Ultimately this will enable students to reach and to aspire to their dreams or discover new dreams through increasing student cultural capital

Key principles

- Staff are fully aware of every pupil premium student in their charge.
- Staffing is stable
- Teacher with expert subject knowledge use quality first teaching to close achievement gaps.
- All staff to receive relevant training to support them in their teaching to close the achievement gap. These have included a focus on Literacy and Oracy strategies for teachers to use in the classroom.
- Where appropriate students will be provided with extra curriculum and social opportunities, broaden their aspirations with regard to higher education and to support their progress.

Challenges

This details some of the key challenges to achievement that we have identified across the range of our disadvantaged pupils. It is important to note that different challenges will apply to different pupils.

Challenge number	Detail of challenge
1	Quality differentiation and adaptive teaching, marking and feedback needs to be consistently good to ensure PP students benefit from strategy
2	Seneca or other online support requires suitable a home broadband and learning environment with home support. PP homes are less likely to have all three
3	Sparks maths requires independent use by students. Less support from home for independent learning in PP households may reduce impact
4	Some experience of low literacy levels compounded by lack of reading outside school in homes with fewer books and PP students are more likely to be in this situation
5	Evidence of oracy gap – PP students often lack public speaking confidence due to lack of ‘learning through talk’ exposure at home.
6	Consistency of identification and following up with extra / differentiated support across the whole curriculum
7	Unique programmes take students outside of their normal comfort zones – increased probability of PP students not taking advantage of new experiences

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
That pupil premium achievement is as high as non-pupil premium	2025-2026 Pupil premium students make expected national ks2-ks4 progress for non-pupil premium
Quality first teaching	All pupil premium students are identified by staff In book looks the standard of work produced by pupil premium and non-pupil premium students will not be evidenced.

	Homework monitoring shows that the completion of independent learning shows no difference between PP and non pp In learning walks pp students are fully engaged and staff have high expectations and encourage students to engage in all lessons. Mix ability in KS3 to eliminate the heavy loaded lower ability classes
Broadening opportunity and experience for students to close the culture capital gap.	Pupil premium students will fully engage with the excellence programme. School trips and excursions: pupil premium students will be given priority booking for these as well as support with the funding of the cost of attending these activities where needed. The successful outcome is that the % of PP students on every trip is at least representative of the %PP in the relevant cohort. There will be extra opportunities for Pupil Premium students such as regular university trips and our work with Surrey Stars has continued to raise aspirations.

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)

(Staff estimations = 67 teachers (59.6 FTE) at average of £44000 + £14000 on costs; Average cost per teacher per hour = £45.80)

Budgeted cost: £ 9200 (CPD revisited and evaluated) + £11435 (RAC) + LW (£830) + PP booklooks (£830)

£23000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation / review
CPD of teaching on quality first teaching principles; Series of staff training sessions including historic data and evidence; whole school book look; cross-curricular discussion about categories; departmental discussion and PP teaching development,	Collaborative learning + 5 months impact (EEF) Feedback + 6 months Metacognition +7 months impact (EEF) Oral Language interventions + 6 (EEF)	1, 4	Pupil premium staff training sessions have been completed to allow teachers time to identify and plan for Pupil premium students in their classes. Follow up learning walks and subject time to ensure teachers have explored literacy and oracy opportunities in the classroom. Yr11 -0.66 – Spring 1 – -0.56 Yr10 -0.71 – SKI 2 – -0.74 Yr9 +0.17 – SKI 2 – -0.38 Yr8 0 – SKI 2 – -0.39 Yr7 -0.01 – SKI 2 – -0.29

placement of PP students in seating plans.			The data reveals a mixed picture regarding the progress of Pupil Premium students across year groups. Notably, Year 11 shows a positive trend, with the attainment gap narrowing from -0.66 to -0.56, indicating that interventions are having a beneficial impact as students approach their final exams. In contrast, Year 10 has experienced a slight widening of the gap, from -0.71 to -0.74, suggesting that support strategies may need review or reinforcement. The lower year groups, particularly Year 9, where the gap has shifted significantly from +0.17 to -0.38, reflecting a decline in relative performance. Similarly, Year 8 and Year 7 have seen their gaps widen by -0.39 and -0.28 respectively. This downward trend in the younger cohorts highlights a need to strengthen early interventions, ensure consistency in quality of teaching, and closely monitoring the progress of disadvantaged students to prevent the gap from becoming further entrenched as students move up the school.
Learning walks and book looks with feedback to develop PP supportive teaching strategies. Along with the SESSET PP focussed review	Mastery (in maths) +5 months Individualised instructions (and differentiation) +4 Within class attainment grouping +2 months PP focussed computing review	1, 4	Completed with KGR yr9 and 8. ABL yr7. SMU Yr 11, 12 PD SESSET Review and book look, completed by NME and ABL. SESSET literacy review, KGR, NME, ABL PP Focused Computing review SESSET, KGR, SMU PP SESSET whole school learning walks, pupil voice and book looks

			Generally, there is not noticeable differences between standards in books and engagement in lessons for PP students vs non PP. However, it was noted that PP students were more reluctant in some cases to contribute in class discussion This was fed back to department and added to one note documents.																														
Focus 3 (each teacher identifies 3 students where improvement can be made using classroom strategies and targeted support)	<table><tr><th>Year group</th><th>SKI 1 F3</th><th>SKI 2 F3</th><th>SKI 1 non-F3</th><th>SKI 2 non-F3</th></tr><tr><td>7</td><td>-0.43</td><td>-0.31</td><td>-0.3</td><td>-0.28</td></tr><tr><td>8</td><td>-0.48</td><td>-0.37</td><td>-0.38</td><td>-0.38</td></tr><tr><td>9</td><td>-0.35</td><td>-0.33</td><td>-0.56</td><td>-0.5</td></tr><tr><td>10*</td><td></td><td>-1.2</td><td></td><td>-1.48</td></tr><tr><td>11</td><td>-1.29</td><td>-0.66</td><td>-1.37</td><td>-1.28</td></tr></table> *Year 10 cannot be accurately compared due to the change from bands to grades between SKI 1 and SKI 2.	Year group	SKI 1 F3	SKI 2 F3	SKI 1 non-F3	SKI 2 non-F3	7	-0.43	-0.31	-0.3	-0.28	8	-0.48	-0.37	-0.38	-0.38	9	-0.35	-0.33	-0.56	-0.5	10*		-1.2		-1.48	11	-1.29	-0.66	-1.37	-1.28		The Focus 3 (F3) data shows consistent improvement in progress scores from SKI 1 to SKI 2 across the year groups , suggesting positive impact from interventions or support measures. Most notably, Year 11 F3 students demonstrated the greatest progress, improving from -1.29 to -0.66—nearly doubling their progress relative to non-F3 students, whose scores remained largely static. Year 10 data cannot be included so overall, the data suggests that F3 students are making meaningful academic gains, particularly in the upper years and this supports the intention of including 1 pupil premium student within the focus 3 groups.
Year group	SKI 1 F3	SKI 2 F3	SKI 1 non-F3	SKI 2 non-F3																													
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Mixed ability teaching in KS3 – removal of PP heavy low ability groups	EEF state that setting has a low positive impact for high ability setting, hence the MNO groups, and a negative impact on low ability students, hence the mixed ability P, Q, R and S groups. The curriculum structure is; a. % of PP students in each year group <table><tr><th>Year group</th><th>Number</th><th>%PP</th></tr><tr><td>7</td><td>58</td><td>28%</td></tr><tr><td>8</td><td>70</td><td>33%</td></tr></table>	Year group	Number	%PP	7	58	28%	8	70	33%	1, 4	Data shows progress of PP students vs non PP (see above). Main stream sets do not contain PP heavy “sink” sets. Streams and Nebula contain lower PP % The data reveals a notable decline in the proportion of Pupil Premium (PP) students.																					
Year group	Number	%PP																															
7	58	28%																															
8	70	33%																															

9	70	33%
10	49	24%
11	44	24%

b. % of PP students in each band

2024-2025	Top	Mixed X	Mixed Y	Stream / Nebula
Y7	4%	14%	10%	
Y8	3%	18%	12%	
Y9	4%	15%	14%	
Y10	1%	10%	8%	5%
Y11	2%	9%	9%	7%
2022-2023	Top M, N, O	Mixed 1 P, Q	Mixed 2 R, S	Stream 9/10 / R4
Y7	17%	31%	49%	N/A
Y8	8%	33%	33%	N/A
Y9	5%	35%	31%	45%
Y10	7%	29%	31%	60%
Y11	12%	27%	35%	63%
2021-2022	Top M, N, O	Mixed 1 P, Q	Mixed 2 R, S	R4
Y7				
Y8	7%	43%	35%	83%
Y9	14%	35%	23%	#DIV/0!
Y10	13%	38%	38%	50%
Y11	23%	32%	50%	64%

While overall year group PP percentages remain relatively stable—with Years 8 and 9 having the highest proportions at 33%—the distribution of PP students in top sets has dropped sharply; for instance, Year 7 saw a fall from 17% in 2022–2023 to just 4% in 2024–2025, and Year 11 declined from 12% to 2%. This trend suggests a widening gap in access to higher ability groupings for PP students over time, raising potential concerns about equitable opportunities for academic stretch and progression. The data may indicate systemic barriers or shifts in setting criteria that disproportionately affect disadvantaged learners.

The Stream/Nebula band provides a small group setting for students in KS3 who are struggling with main stream, supporting them with teaching and strategies to cope better within main stream. In 2022-23 this previously had the highest PP representation (e.g. 63% in Year 11), and now contains a much smaller proportion, with only 7% in the same year group. This can be seen as a positive result for the inclusion strategies implemented within school.

	2020-2021	Top M, N	Mixed O, P, Q, R, S		R4
	Y7	3%	40%		#DIV/0!
	Y8	11%	28%		67%
	Y9	9%	35%		0%
	Y10	27%	35%		64%
	Y11	20%	28%		50%

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

Budgeted cost: £ 5031 + 8385 + 28958 + 6183 (post KAD meetings) + AR (£5000) + Sparks Maths (£2000) /Whiterose Maths (£250) + HLTA £50000 + TA time £1650 + £1677 + S10 teacher and TA £75000 + S9 co-ordinator and teachers £58000. The Brilliant Club £2800, Lodge Hill Residential (£2952)

£247,886

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation / review
Homework club	Extending school +3 months Homework +5 months Average attendance by day of the week:	2, 3	Majority Homework club attendance Y7s-estimate 80%. Between January and GCSEs there were also a small number of Y11s who came regularly to revise.

	<table><tr><th>Day</th><th>Average number of attendees</th></tr><tr><td>Monday</td><td>18</td></tr><tr><td>Tuesday</td><td>24</td></tr><tr><td>Wednesday</td><td>22</td></tr><tr><td>Thursday</td><td>15</td></tr></table> 28 % PP students which is in proportionate to PP throughout the school.	Day	Average number of attendees	Monday	18	Tuesday	24	Wednesday	22	Thursday	15		Small number of regular attendees- ~20 who consistently attended at least once/week, ~5 who consistently attended more than once/week. Attendance has been fairly consistent throughout the year- gradually decreased from April and numbers drop off steeply in second half of Summer Term. Qualitative data has shown that students have appreciated having a quiet space to work after school, particularly the year 11 students in the run up to their exams. It has all been an invaluable resource for many of our parents. 28.
Day	Average number of attendees												
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Year 11 GCSE revision sessions and subject interventions 4s open doors.	Small group Tuition + 4 months Extending school +3 months In the English Bucket, Pupil Premium students have an average score of 7.02, which is notably lower than the 10.91 achieved by Non-Pupil Premium students. This indicates a substantial attainment gap of 3.89 points, suggesting that PP students are facing challenges in achieving the same level of proficiency in English as their peers. Similarly, in the Maths Bucket, the average score for Pupil Premium students is 6.04, while Non-Pupil Premium students score significantly higher with an average of 9.4. In previous years, (using in school data), NTP and small group tuition have shown varying degrees of improvement. In English Literature, the rate of improvement showed negligible difference, however, the selected students were selected as they were making less progress per student prior to the intervention.	2, 4	While the specific NTP funding has ended, (August 2024) many departments are continuing to provide tutoring support to students, often funding alternative online sources and scheduling regular revision and intervention sessions for KS4. 4s open doors was also a new initiative this year for a selection of Year 11s students who were on borderline 3/-4 for GCSEs and received 1 to 1 mentoring to get them over the line to 4s. (Result for GCSE 2025 to follow) This results in an attainment gap of 3.36 points, further highlighting the academic hurdles that PP students encounter in Mathematics. However, this is also due to PP attendance of the extra revision sessions, particularly given that they are scheduled at the end of the school day and attendance of PP students at these sessions needs to remain a focus. The previous years										

	In Maths; the small tuition group made +0.05 against non-small tuition group -0.41 grades. This is a difference of nearly ½ a grade per student in the small group tuition cohort.		data, there is still evidence that these small group sessions are valuable.
Accelerated reader	Reading comprehension strategies +6 months <i>Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background. DoE 2012</i> 73% of students whose prior reading age meant that they were selected for this intervention are PP students SESSET review reflected the progress of the schools' use of accelerated reader in their literacy progress.	4, 5	The Accelerated Reader data reveals moderate progress across the cohort. On average, students improved their percentile rank by 3.3 points and increased their standardised scores by about 25.3 points. There was also an average gain of 0.58 years in reading age between the first and second tests. However, the distribution of students across growth categories indicates that progress is uneven: the largest group falls under Low Growth, Low Proficiency (11 students), while only 7 students achieved High Growth, High Proficiency. This suggests that while some students are making strong gains, a significant number may require targeted support to accelerate their reading development and reach proficiency benchmarks. This also justifies the increased investment we will be making in Accelerated reader as it will provide opportunities for smaller interventions as well as incorporating it into the English curriculum.
HLTA's in maths and English, Intervention tutor	Teaching assistant intervention +4 months Small group or one to one tuition +4 and +5 months, respectively Tutor to run intervention for students with literacy and dyslexia needs. Feedback +6 months Individualised instruction +4 months	1, 3, 4, 6	We now have a specialist Maths HLTA and regular intervention sessions take place weekly in the Maths department. The accelerated English intervention sessions show that smaller and more regular intervention will be worthwhile and this will increased over 2025/26

	One to one tuition +5 months / small group tuition +4 months Phonics +5 months Reading comprehension +6 months		
Forest School	Outdoor adventure learning Physical activity +1 month	6	55 % of Year 7 Forest school are pupil premium. We have received lots of positive responses to students and parental questionnaires, that show the value of this intervention in helping those involved navigate friendship issues and feel a part of the community.
Stream 9,10,11 Streams 9–11 continue to receive tailored support to meet the diverse needs of their students. Stream 9 operates a hybrid model with adjustments made to Maths groups due to group dynamics, while two students may require specialist placements following stability meetings.	Small group with support. Behaviour interventions +4 months Feedback +6 months Reducing class size +2 months Small group tuition +4 months Social and emotional learning +4 months	1, 4,6,7	Reduction in suspensions 61% of the stream students are PP In Stream 10, one student has successfully transitioned back to mainstream, and two others are part of the EBSNA programme, with one beginning to re-engage after long-term absence. Stream 11 shows positive progress under PTA's guidance, with improved behaviour, successful college applications, and additional academic support in place for selected students, including targeted Maths and English sessions and mentoring through the 'Fours Open Doors' initiative.
The Nebula Programme – Supports students unable to access mainstream education through a blended model of in-person and online learning.	Small group with support. Behaviour interventions +4 months Feedback +6 months Reducing class size +2 months Small group tuition +4 months	1,4,6,7	Students have successfully completed the GASP project and are engaging well in Maths, English, and additional support sessions such as ELSA and one-to-one reading. A new Year 10 student has joined the programme, with her placement to be reviewed at Easter. Students will also participate in a Ment-4 workshop addressing gang culture, knife crime, and grooming, aiming to educate and reduce risk-taking behaviours. Overall, student engagement

			has improved, with increased attendance and a significant reduction in suspensions.
Provision of study materials	Homework +5 months	4	Revision materials were given to all PP students in English, maths, science, geography and history. Impact to be seen after exam results.
Lodge Hill Revision Residency	Small Group support Small Group Tuition + 4 months Social and Emotional Learning + 4 months	1,4,5,6,7	This was an intervention where 28 PP students participated in two days of revision workshops in English, Maths, and Science. They also did a range of team building activities. Although Non-Lodge Hill students continued to outperform their Lodge Hill peers overall, the rate of improvement was greater among Lodge Hill students. This results in an improvement gap of +0.09 in favour of Lodge Hill, suggesting that they are making slightly more progress and narrowing the performance gap. So interventions targeted at PP students are beginning to have a positive effect. However, the revision will be even more targeted next year with top and lower band PP students being invited (resources to be differentiated)
The Brilliant Club	Feedback +6 months Individualised instruction +4 months One to one tuition +5 months / small group tuition +4 months Phonics +5 months Reading comprehension +6 months	1,7	14 of our PP students participated a university-style course on Biodiversity, taught by a PhD researcher through a series of seven tutorials, culminating in a challenging final assignment. They also attended a Graduation at SOAS university (part of UCL) and had the opportunity to learn about higher education and life at university. One of our students achieved the highest mark the PHD student had ever awarded. Qualitative data is that they understand referencing for longer essays/dissertation and they have a better understanding of academic research and feel more prepared and confident about higher education.

Surrey Stars	All students participating in these interventions were Pupil Premium students. <table><tr><th><u>Year Group</u></th><th><u>Workshop</u></th><th><u>Number of students involved</u></th></tr><tr><td rowspan="2"><u>7</u></td><td>University Start (35)</td><td>35</td></tr><tr><td>Rapid Reader (30)</td><td>30</td></tr><tr><td rowspan="2"><u>8</u></td><td>Crime scene Maths Investigations</td><td>30</td></tr><tr><td>Exploring Higher Education</td><td>35</td></tr><tr><td rowspan="5"><u>9</u></td><td>School, Skills and Beyond</td><td>30</td></tr><tr><td>Physics Day</td><td>35</td></tr><tr><td>Biosciences Day</td><td>30</td></tr><tr><td>The Brilliant Scholars Programme</td><td>14</td></tr><tr><td></td><td></td><td></td></tr><tr><td rowspan="2"><u>10</u></td><td>Maths Revision conference (25)</td><td>25</td></tr><tr><td>English Revision (25)</td><td>25</td></tr></table>	<u>Year Group</u>	<u>Workshop</u>	<u>Number of students involved</u>	<u>7</u>	University Start (35)	35	Rapid Reader (30)	30	<u>8</u>	Crime scene Maths Investigations	30	Exploring Higher Education	35	<u>9</u>	School, Skills and Beyond	30	Physics Day	35	Biosciences Day	30	The Brilliant Scholars Programme	14				<u>10</u>	Maths Revision conference (25)	25	English Revision (25)	25	1,3,4,5,6,7	241 PP students engaged with Aspirations Curriculum in school 98 Students engaged with on Campus activities 71% of Y8 Exploring HE participants are now aware of the support available at university (32% increase) 72% increase in the knowledge outcome: I know what studying at university would be like. Y9 School, Skills and Beyond “I enjoyed the activities and working in a team. I liked the campus tour and learning about the university” Y9 Speak Up! Speak Out! – “I think that this programme has helped with confidently writing and public class speaking” Rapid Reading Plus - A six week reading intervention involving 30 of our PP students saw students reading age improve from the lowest 6 months, the highest 14 months.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15000 (provision of extra curricular and support materials) + £6044 (Phoenix) + £58000 + BWA hours (1 hour per week approx. £780) + 34655 (HSLW removed from final calculation) + £2320 (organising counselling sessions)+ MCR Programme

£116,019

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<i>Funding of enrichment trips and Excellence programme</i>	Art participation + 3 months impact on progress (EEF) Physical Activity + 1 month impact on progress (EEF)	6	Money has gone towards the following: Dorking Academy Football kit Funding towards clubs Swimming lesson Engagement in Excellence programme from learning walks is high. Students choose a variety of activities (this is ensured through the choosing process). Students experiences are widened and, in some topics aspirations heightened. 24% of those attending clubs are Pupil Premium students. There is an improved uptake for boys (attending at least one club is currently 50% male/ female) with a similar ratio for those attending the most clubs.
Pheonix project – an engagement, well being and academic support project for 15 PP students. Through trips and interventions, we aim to raise aspirations across the core subjects of English, Maths and Science.	Collaborative learning approaches+5 months Mentoring +2 months Social and emotional learning +4 months	5, 6 and 7	Students have written comments such as: ‘I was allowed to teach and think on the spot and make my own decisions.’ ‘Today I learnt how to deal with kids.’ ‘Reading with the Kids was very fun and it showed me I like doing this.’ ‘I might want to be a teacher now.’ It is already apparent that the students are building resilience, when asked what the Dorset trip taught them they wrote comments such as:

			'to never give up.' 'I can do it.' 'To take whatever is thrown at me.' Each term has a curriculum link, this term being English. The English department, and project leader have completed book looks and a learning walk as well as set English targets for each student.
Pastoral leaders monitor, reward and contact to improve PP attendance	Students with attendance of less than 95% are less likely to achieve 5 or more GCSE grade 4 or above	6	HOYs form focus groups, monitor, mentor and meet.
Home-school link work identifies vulnerable and hard to reach families; builds in strategies to enable students to reach potential	Parent engagement impact +4 months	6	Home visits are made regularly by our inclusion team and the SENECA online, home learning programme has been used in a meaningful way, monitored and set up by PTA
A permanent Counsellor who provides one-to-one therapy sessions for students	Social and Emotional learning +4 months impact on progress	6	15 students, engagement excellent and parental feedback very positive.
ELSA sessions (CWI)	Social and Emotional learning +4 months impact on progress	6	15 students involved (including a high proportion of PP) students
BE ME	Social and Emotional learning +4 months impact on progress	6	8 student A charity provides group support sessions for Y8 students with a focus on self-esteem, socialisation and resilience
MHST (Mindworks)	Social and Emotional learning +4 months impact on progress	6	10 students We work closely with the Mental Health Support Team, Mindworks, Surrey, who provide support for our students and their families.

MCR (Mentoring Pathways)	A permanent Young Surrey Talent Coordinator from MCR Pathways who works with identified students on an individual and group basis. Our MCR coordinator also runs group sessions.	6	MCR mentoring programme has proven to be an excellent resource for raising our PP students' expectations with 63 students currently on the programme, of these 46 are PP, 37 FSM, 8 LAC, SGO 4
SparkFish x 1 day (1:2:1)	Social and Emotional learning +4 months impact on progress	6	A charity that run individual and group support sessions for Year 7 students, with a focus on transitioning to secondary school in the Autumn term. They also run a Christian union on Wednesday lunchtime which has proved very popular They will coming in for Thinking Space days with our year 7s and 8s next year
Teen Project Confidence course.	Social and Emotional learning +4 months impact on progress	6	A 12 Week Confident building course for 12 students who are struggling with confidence and self-esteem.
Provision of equipment where families have financial hardship, ensuring students have full participation in curriculum and extra-curricular activities, including the ability to access online independent learning work at home.	Homework +5 months	3	Extra pens, maths equipment, pencils and rubbers were distributed to all year group tutors and topped up to PP students when deemed necessary.
Provision of enrichment activities such as music lessons and DofE participation to widen cultural experiences	Arts participation +3 months	6,7	

Total budgeted cost: £ 386,905

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2022 academic years.

Intended outcome	Impact 2022
Pupil premium achievement is as high as non-pupil premium	Improvements The data highlights several positive developments in the provision and progress of Pupil Premium (PP) students across the school. Notably, there is strong evidence of improved academic outcomes for students in the Focus 3 (F3) groups, which will include at least one PP student in each cohort. Year 11 F3 students made significant gains in progress scores, improving from -1.29 to -0.66, demonstrating the effectiveness of targeted interventions. Book looks and learning walks also confirmed that there are generally no significant differences in the standard of work or lesson engagement between PP and non-PP students, suggesting that teaching and support strategies are successfully promoting equity in classroom experiences. Furthermore, reluctance in PP student contributions to class discussions has been identified and addressed through department feedback and tracking in OneNote, supporting continuous improvement. Another notable improvement is the reduction in PP representation within the Stream/Nebula groups, which were previously dominated by disadvantaged students. For example, Year 11 Stream/Nebula dropped from 63% PP representation in 2022–23 to just 7% in 2024–25, indicating success in inclusion strategies that are enabling more PP students to thrive in mainstream settings. Additionally, the absence of PP-heavy “sink” sets in the mainstream structure reflects more balanced and fair grouping practices. These positive trends suggest that the school’s focused approach—through reviews, data tracking, and targeted interventions—is beginning to yield meaningful results for disadvantaged learners, particularly in terms of access, support, and academic progress.

	However Despite the progress made there is still a decline in PP representation within higher ability sets, with Year 7 dropping from 17% in 2022–2023 to just 4% in 2024–2025, and Year 11 declining from 12% to 2%. This suggests that disadvantaged students are becoming increasingly underrepresented in top sets. Additionally, although the reduction in PP numbers within Stream/Nebula is largely positive, ongoing monitoring is required to ensure these students are not being underserved elsewhere in the system. Overall, further focus is needed on closing the opportunity gap in higher sets and ensuring that all PP students are fully supported to engage, contribute, and succeed at the highest levels.
Quality first teaching	Quality First teaching is the most important tool with which PP engagement and outcomes will improve. Evidence from book looks and learning walks throughout 2024-2025, show that many of the simple teaching strategies used in teaching training sessions, like cold calling, think, share pair, Socratic circles are improving Pupil Premium students confidence in presenting and talking in public (oracy being a focus area for 2025). This has been reflected in an improvement in the results achieved in the Speaking and Listening section of the English GCSE exam. Subject-specific interventions, including regular Maths and English sessions led by a specialist HLTA and dedicated staff, have been embedded across departments, with continued support despite the end of NTP funding. Initiatives like 'Fours Open Doors' have supported borderline Year 11 students through one-to-one mentoring, while revision materials were distributed to all PP students in core subjects. Both English and Maths core departments are fully staffed despite continual national recruitment issues in both subjects. The SESSET reviews show that the students are receiving good quality provision. However, our assessment data, particularly for KS3 shows that Pupil premium students continue to show less progress towards their targets. Addressing this gap is crucial to ensure that pupil premium students receive the support they need to achieve their full potential, but there is sufficient evidence to show that improvements are being made: if we continue to target our interventions

	programmes, focus groups and quality teaching strategically we will reduce this attainment gap.
Broadening opportunity and experience to close the cultural capital gap	A wide range of extracurricular opportunities and academic interventions specifically targeted at supporting Pupil Premium (PP) students have proved effective. A dedicated two-day revision workshop with team-building activities was delivered to 28 PP students, and Lodge Hill residential students showed greater improvement than their peers, indicating the value of targeted revision support. Beyond academics, PP students have benefited from a wide variety of enrichment and personal development activities. Forest School, with 55% PP participation, has received positive feedback for supporting students' wellbeing, social integration, and confidence. In the Stream provision, there has been notable progress with increased attendance, reduced suspensions, and successful engagement in interventions like ELSA, one-to-one reading, and the GASP project. Wider aspirations work has been impactful too—241 PP students engaged with the Surrey Stars, 98 participated in on-campus activities, and a significant number of students reported improved awareness and confidence about higher education. Notably, 14 PP students completed a university-style biodiversity course led by a PhD researcher, culminating in graduation at SOAS University, with one student achieving the highest mark the tutor had ever awarded. The variety of support we offer our PP students shows our commitment to raising aspirations and providing meaningful opportunities for disadvantaged learners.

Externally provided programmes

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

Programme	Provider
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Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.