

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 2024 to 2025 academic year.

The pupil premium strategy 2024-2025 was highly effective in ensuring that the common challenges and individual needs of disadvantaged students were met. The whole-school focus on high-quality teaching & learning coupled with individual targeted academic and non-academic support ensured good outcomes for our disadvantaged students.

Impact of pupil premium funds on outcomes – 2025:

- Average attainment 8 score per disadvantaged student is 41.3 is above NAv. for others which is 34.9 (SISRA Collaboration 2025).
- The proportion of disadvantaged students achieving 5+ in BASICS is 35%, which is well above national average of disadvantaged at 26%.
- The percentage of disadvantaged students entering EBACC at 67.6% is well above the 29.% average (SISRA Collaboration 2025)
- The % APS for all EBACC for disadvantaged students was higher than previous years & above national averages at 4.04
- The percentage of disadvantaged students achieving EBacc at grade 5 or above at 26.5% which is significantly above national average of 8.6%
- The percentage of disadvantaged students achieving EBacc at grade 4 or above at 38.2% which is significantly above national average of 13.6%
- The % APS for English for disadvantaged students was above national averages at 4.25
- The % APS for Maths for disadvantaged students was above national averages at 4.12
- The % APS for Double science for disadvantaged students was above national averages at 4.46 compared to 3.62 nationally.
- The % APS for Languages for disadvantaged students was significantly above national averages at 4.67 compared to 1.59 nationally.
- The % APS for Humanities for disadvantaged students was above national averages at 4.67 compared to 2.82 nationally

The whole school approach has enabled disadvantaged students to achieve well in all measures and subjects, as we believe strongly that an ambitious curriculum is the entitlement of all. It was ensured that each member of staff is clear about the collective responsibility toward all disadvantaged students and there is a shared understanding amongst staff that the best strategy for reducing the gap is quality-first teaching through direct instruction. In our recent Challenge Partner review in February 2025 identified the whole school dedication to improving outcomes for our disadvantaged students:

“Leaders take a forensic approach to understanding the needs of disadvantaged students and those with SEND.”

“Teachers have specialist information about individual students through a range of sources, including seating plans and knowledgeable teaching assistants. As a result, they make appropriate adaptations while maintaining high expectations.”

Our target is to provide professional learning (PL) time and training so that across all subjects:

- Curriculum design is inclusive and coherent, with explicit focus on language, metacognition, and key vocabulary.
- High-quality teaching, informed by Direct Instruction principles, is consistently implemented.

Research shows that disadvantaged students benefit most from high-quality teaching, well-designed and ambitious curricula, and teacher consistency. Our three-year PL strategy was designed with this evidence in mind, and multiple strands of impact demonstrate its success:

In the Challenge Partner review 2025 they noted that:

“The Rushey principles of instruction inform best practice in teaching and learning across the school. Subject teachers use their professional expertise to apply this best practice to individual subject grids. The result is a teaching and learning framework that is common to all yet carefully adapted to accommodate disciplinary differences. ”

Ambitious and coherent lesson planning: Lessons build disciplinary knowledge and skills in a structured way. For example, Year 7 history students studied interpretations of the Silk Road, while Food Technology linked theory to practical muffin-making, supporting conceptual understanding. These approaches particularly benefit DA students by providing clarity, scaffolding, and access to complex knowledge.

Teachers’ subject expertise and retention: *Highly skilled teachers, supported through PL, deliver consistent, high-quality instruction. In Year 11 history, students explored nuanced Cold War crises, while Year 9 science extended calculation tasks to include discussions of anomalies. Consistency in teaching ensures that DA students encounter the same high expectations and structured learning regardless of class or teacher.*

Retrieval and memory strategies: *DA students benefit from systematic retrieval practice, which strengthens long-term memory. Examples include Year 8 RE recall of key terms (‘incarnation’, ‘re-incarnation’, ‘samsara’) and Year 7 maths ‘Do Now’ activities on percentages and fractions.*

Oracy and literacy development: *Explicit teaching of disciplinary language and opportunities for verbal expression support DA students in developing confidence and fluency. Year 10 English students used terms like ‘tyrannical regimes’ in discussions, while Year 8 RE students debated ethical perspectives in think-pair-share activities.*

Assessment for learning: Timely and precise feedback supports DA students in addressing misconceptions and consolidating learning. *For instance, mini-whiteboard responses in Year 7 maths*

informed reteaching, while cold-call questioning in Year 10 Computing supported retrieval and engagement.

Consistent routines and strong relationships: *Lessons are underpinned by the school's Rushey values, high expectations, and clear routines.* This consistency ensures DA students experience a stable learning environment, enabling them to thrive alongside their peers.

The school's Pupil Premium Champions have successfully ensured that individual barriers to learning are identified and addressed, supporting the personal and academic growth of disadvantaged and vulnerable students. Targeted students benefit from one-to-one and small group tuition, during which both academic and non-academic barriers are identified and addressed through tailored interventions. Termly reports from Pupil Premium Champions demonstrate that students' organisation and study skills have improved, as evidenced by a reduction in homework-related consequences. Termly tracking data further indicates a positive impact on students' attitudes to learning, which has contributed to improved attainment,

Challenge partners confirmed the effectiveness of these strategies:

"The 'team around the year group', which includes the 'Pupil Premium Champions', has developed a range of support strategies to help close the attainment gap for disadvantaged students. These are delivered precisely to avoid duplication and rigorously evaluated to inform the next steps."

Assessment and tracking data indicate that students have made clear and sustained progress in their identified areas of improvement, particularly in reading, writing, and spelling. The effective use of targeted resources purchased by the SEN, LDT, and English teams has resulted in measurable gains in literacy levels across the cohort. Students' baseline assessments compared to end-of-year outcomes demonstrate notable improvement in decoding, comprehension, and vocabulary acquisition. Every disadvantaged student made at least one band's progress in their listening, reading, speaking and writing skills an example of this progress is for one of our student below: (Language proficiency is measured with A being New to English and E being fluent.)

Date of assessment	Listening	Reading	Speaking	Writing	Overall proficiency band
04/09/2024	C	C-	B+	B	B
08/01/2025	C	C	C-	B-	B
07/05/2025	D+	D	D	C	D
30/09/2025	D-	D-	D	C-	D

The appointment of a Reading Tutor has further strengthened literacy provision, enabling focused, small-group and one-to-one interventions that have accelerated progress for the weakest readers.

Data shows that NTE DA students make on average a year's progress reading age in one term:

Start	6:03	6:04	6:03	6:07	6:07	6:05	5:08	5:07	05:00	6:03	6:07	6:07	6:05
End	7.8	6.2	7.8	7.09	7.08	7:04	7.4	5.8	5.4	7.8	7.09	7.08	7:04

External observations demonstrate:

- Literacy is now embedded across the curriculum. Teachers explicitly teach and reinforce Tier 2 and Tier 3 vocabulary across subjects The High 5 reading routine is consistently applied to enhance comprehension and develop academic vocabulary.
- Oracy strategies such as sentence stems and full-sentence responses are regularly used in lessons and tutor time to improve verbal fluency and confidence.
- Whole-school literacy strategies are reinforced through Professional Learning (PL) sessions, tutor reading programmes, and targeted interventions such as the Year 8 phonics programme.

Through the strategic use of funding for educational trips and enrichment activities, we continue to support students in their personal growth, raising their cultural capital, aspirations, and self-confidence. We have established strong partnerships with a range of universities, and every year group now benefits from at least one university visit, designed to raise aspirations and provide first-hand insight into higher education.

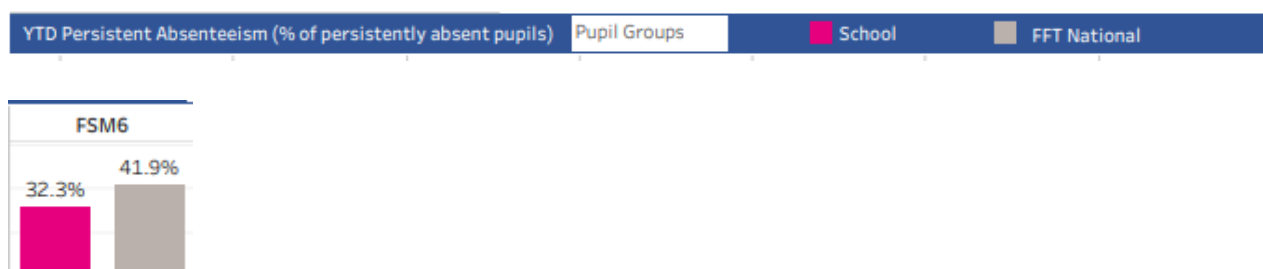
We also offer a broad and high-quality programme of extra-curricular activities aimed at enhancing wellbeing, behaviour, attendance, and ambition. Activities such as The Duke of Edinburgh's Award focus on developing essential life skills including confidence, resilience, teamwork, and communication.

Disadvantaged students are actively encouraged and supported to participate through guidance from tutors and Pupil Premium Champions. Their engagement in enrichment opportunities is closely monitored and evaluated to ensure equitable access and sustained impact.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance breakdown				Year To Date				26 Aug 24	-	11 Jul 25
Pupil Groups		Pupils		All	Year 7	Year 8	Year 9	Year 10		Year 11
FSM6	FSM6	430	School	89.8%	92.6%	90.3%	88.4%	91.2%		85.1%
			FFT National	86.2%	89.8%	87.0%	85.2%	84.2%		83.6%
			Difference	+3.6%	+2.8%	+3.3%	+3.2%	+7.0%		+1.6%

Non-academic barriers to success in school were tackled through the part funding of the Family Support Workers who have significantly increased our parental contact and have built relationships with several of our vulnerable families. Attendance has improved significantly for a number of harder to reach students.



Families have been supported to access food banks and Household Support Funds as well as being supported to complete child maintenance forms and manage their household bills. Over £3000 of our PP budget was spent supporting our disadvantaged students to attend trips and visits. £5000 was spent in supporting disadvantaged students to access work experience. Over £2300 was spent supporting disadvantaged students with getting to and from school. Almost £2000 was spent on providing uniform items to disadvantaged students. £2000 was spent on supporting disadvantaged students with peripatetic musical instrument lessons. All disadvantaged students have access to breakfast every morning in the restaurant. Over £1000 was spent on providing food to students who are disadvantaged but not in receipt of FSM.

Externally provided programmes

Programme	Provider
Inspires Programme	Leicester City in the community employee, based in school 4 days per week, providing individual and group work