



*Creative  
Education  
Trust*

**WEAVERS**

**Pupil Premium Report**

**AIB**

**2025-26**

1. **Please provide a summary of the Pupil Premium Strategy Statement focusing on the most impactful interventions and identifying any areas for further development. Is the strategy statement on the School / Academy website?**

## STRATEGY OVERVIEW

1. **Core Aim:** Ensure all pupils, especially disadvantaged ones, make strong progress—particularly in English and Maths—through high-quality teaching and targeted support.
  2. **Inclusive Strategy:** Support extends to vulnerable groups (e.g. SEND, CIC, CP, CIN, young carers), not just those eligible for Pupil Premium.
  3. **Whole-School Approach:** Staff are expected to adopt the “Disadvantaged First” strategy, with improved tracking via updated rubrics and frequent data drops.
  4. **Leadership & Training:** Learning Leaders receive performance data and support, but further training is needed to embed strategies across all classrooms.
  5. **Parental Engagement & Wellbeing:** Increased focus on parental contact, student voice, and wellbeing—supported by pastoral teams and revised policies (e.g. homework, feedback).
- 2024/25 Year 11 outcomes show significant impact for boys disadvantaged groups. Learning Leaders implemented the use of more exam practice in and planned reviews within their lessons and curriculum amendments.
  - One of our objectives is for all staff to employ the Disadvantaged First Strategy. This was discussed in all Standards Meetings in Y11, with specific data dashboards on PP achievement. However, it was difficult to track as the Teaching and Learning rubric did not specify a focus on PP achievement. This is not the case this year, as it has been amended to include a specific PP section.
  - Learning Leaders were provided with student performance data after every data drop, we have recognised that the data drops were not frequent enough and have reviewed our assessment policy and assessment calendar to include data point every half term with a particular focus on vulnerable groups. This is also further supported by a revised DIP for Learning Leaders to sharply focus on these groups and the strategies they are implementing and what the impact is overtime.
  - It is also recognised that some Learning Leaders will need additional training and support to implement effective Disadvantaged strategies within their team and classrooms. Now, the analysis and interpretation of data is the domain of senior and middle leaders and it has not yet filtered down to all teachers.
  - Feedback policy for vulnerable groups will be re-written with the support of a Learning Leaders working party and Ofsted framework updates
  - The Inclusion team have a depth of knowledge and understanding of our disadvantaged students and their lives, this is also reflected by the Creative Arts Faculty, Maths Learning Leader and Science Learning Leader. They are working continuously to achieve and sustain improved well-being for all pupils, including those who are disadvantaged.
  - Further work is planned to support our teachers to understand the needs of our vulnerable students across our school to positively impact on achievement but most importantly a child’s experience.
  - To facilitate deeper understanding of our disadvantaged cohorts Progress Leaders and Pastoral Managers are holding weekly briefing with Tutors/Teachers.
  - We are continuously working to increase parental engagement to support learning outcomes, last academic year the Pastoral Manager and Progress Leads rang all parents of PP students to encourage them to attend parents’ evening. They also interviewed all PP students to gather information about their personal needs. However, online parents’ evening demonstrated a lower attendance (on average 60% for every year). After parents’ feedback, we decided to come back to face to face events this year.

- Our whole Teaching and Learning focus on metacognition and self-regulatory skills showed a series of training sessions on questioning, breaking down command words in learning titles and a clear structure for exposition and modelling.
- The purchase of the online Platform Seneca was another partial success. On average more than 60% of students complete their independent work at 100%. However, after leading a staff working party on Homework, we have revised and rewritten a homework policy to incorporate it into our Behaviour policy to increase pupils' engagement and outcomes.

## BUDGET BREAKDOWN

Category	Amount (£)
<b>Overall Budget Dedicated</b>	£53,425
<b>Total Spent</b>	£53,503.74
Breakfast Club + Catering	£3,484
Uniform	£11,181
Equipment	£3,949 ( <i>Food mostly</i> )
Laptops	£2,100
Online Tutoring	£12,166
Accelerated Reader License	£5,961.25
Attendance Reward Projects	£957
Seneca	£3,208.42
Trips	£8,065
Training	£2,250
Bus Passes	£180

## 2. INTERVENTION IMPACT

Objective	Strategy	Impact
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"> <li>• Increased sets and set changes in Maths and English to have a specialist teacher leading on sets focusing on 4+/5+/7+</li> <li>• More regular class assessment in English and Maths focusing on 1 or 2 questions of past papers</li> <li>• KS4 teaching resources on Teams</li> <li>• Sparx use in Maths for independent work</li> <li>• Seneca/other online platforms use in other departments</li> <li>• Countdown strategy</li> <li>• Standards meetings</li> <li>• Y11 teachers' meetings</li> <li>• Subject Specifications training</li> <li>• Masterclasses timetable before exams (with free food if after school)</li> <li>• Mini bus pick up before each exam</li> <li>• Exam period daily communication with parents (targeted excellence hour, masterclasses timetable, exams, free food)</li> <li>• Monday P6 core subjects lessons for all KS4 students</li> <li>• Top 100</li> <li>• Laptop provided for PP students</li> </ul>	PP boys showed notable improvement in Maths and English A8 scores in 2025, with gains above DISNAV averages.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"> <li>• Small group tutoring sessions with teachers in core subjects. (16.13% disadvantaged students)</li> </ul>	10 PP students participated; 80% achieved grade 4+ in core subjects.

Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"><li>10 week online tutoring programme in English and Maths. (22.22% disadvantaged students)</li></ul>	8 PP students participated; 87.5% achieved grade 4+, 37.5% met target grades.												
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"><li>Hospitality intervention (36.6% disadvantaged students) for those that completed the course early.</li></ul>	5 PP students participated; 50% achieved grade 4+ in Maths and English.												
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"><li>Holiday School</li><li>Saturday School (music, dram, MFL)</li></ul>	65 students attended Holiday sessions; 13% (approx. 8 PP students) participated. Core subjects need more focus.												
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"><li>Excellence Hour (on average 10% of students attending every day are disadvantaged)</li></ul>	All PP students attending Excellence Hour (approx. 10% daily) achieved grade 4+ in English and Maths.												
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"><li>Core PE intervention/withdrawal (25.74% disadvantaged students)</li></ul>	20 PP students participated; 50% achieved grade 4+ in supported subjects.												
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"><li>Purchase of Accelerated reader license.</li></ul>	<div><div><div>Total Reading Support by Year Group</div><table><tr><th>Year</th><th>Total</th></tr><tr><td>Year 7</td><td>106</td></tr><tr><td>Year 8</td><td>207</td></tr><tr><td>Year 9</td><td>248</td></tr><tr><td>Year 10</td><td>230</td></tr><tr><td>Year 11</td><td>198</td></tr></table></div><div>The reading interventions have demonstrated 76.3% of students engaged in literacy interventions are now at expected reading age or above. However, the tracking of Pupil Premium (PP) students has</div></div>	Year	Total	Year 7	106	Year 8	207	Year 9	248	Year 10	230	Year 11	198
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		<p>been inconsistent, limiting the ability to evaluate the specific impact of interventions on this key cohort.</p> <p>To address this, PP tracking will be systematically integrated into the intervention framework this academic year.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Reward strategy</li> <li>• Attendance rewards projects</li> <li>• Priority for disadvantaged students for counselling</li> <li>• Individual interviews of disadvantaged students with Progress Leads</li> <li>• Keyworker</li> <li>• POD provision</li> <li>• Self-regulation training to all staff</li> </ul>	Counselling referrals included 50 of 90 (55%) and 29 of 52 (56%) PP students; feedback shows improved emotional wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>PP pupils have been supported through:</p> <ul style="list-style-type: none"> <li>- minibus collections</li> <li>- 1-1 support via and and Attendance Improvement Leader</li> <li>- Rewards</li> <li>- Parenting support</li> </ul>	<p>Attendance has improved from 81.6% to 85.7%.</p> <p>PA has reduced from 54% to 43%</p> <p>Severe absence has reduced from 13% to 6.9%</p>
Teachers receive regular updated information about disadvantaged students and share strategies that work well to improve outcomes	<ul style="list-style-type: none"> <li>• Weekly briefing with Pastoral Managers and Progress Leads</li> <li>• Data PP dashboard provided to all Learning Leaders and Teachers.</li> <li>• Standards meetings with PP section analysis</li> </ul>	PP strategy updates were inconsistent last year (Whole tutor briefing held instead of Year groups); fixed rota in place for regular updates.
Disadvantaged students to be advised on career options pathways as a priority	<p>230 students in year 11</p> <p>74 students are disadvantaged.</p> <p>All disadvantaged students received one or more careers interviews with external careers</p>	74 PP students received career guidance; 100% have recorded destinations.

	provider or LCA, internal careers advisor.	
To ensure effective transition into Year 7 and mid-year transfers are supported to make progress	<p><b>April:</b> Welcome letters sent to allocated students; RPM and SEND teams arranged and conducted transition visits to all feeder primaries.</p> <p><b>May/June:</b> Parents receive detailed transition info; primary schools provided robust student data; Moving Up Project launched for vulnerable students.</p> <p><b>June:</b> staff visit feeder schools to meet students and gather detailed information; form groups compiled based on key student needs.</p> <p><b>July:</b> Parent info evening; students attended transition days and Moving Up sessions; safeguarding and SEND handovers conducted.</p> <p><b>September:</b> Monitoring list created using primary data; SEND/data team reviewed files and summarised high-level/PP needs for staff awareness.</p>	An extensive transition programme which allows us to know our pupils' needs before they join us. Teachers are given all the updated data on PP ready for September.

### 3. SUPPORT FOR ADDITIONAL NEEDS

#### High levels of lesson removals or suspensions

Weekly meetings take place to analyse the data of the week. Any student who has flagged for two or more resets is allocated a keyworker for check-ins, sessions and learning walks the following week. Pupils with 3 or more resets will have parents invited in for a meeting with a member of the pastoral team. this is the same process for suspensions. if a student is repeatedly suspended, they will be timetabled intervention sessions with a keyworker for 6 weeks. they will work through the behaviour Tiers offering a variety of support strategies. should this continue to be unsuccessful, they will be referred into the POD (on site alternative provision). Students will be under the POD provision for 6-12 weeks working through a bespoke plan of support.

#### Non engagement in support programmes/interventions

A robust keyworker model has been introduced to imbed a sense of belonging and building positive relationships with students. Should students not be engaging in the lower tier support with pastoral managers and keyworker, parents will be invited in for discussion around our concerns. the student will be discussed in the weekly inclusion team meeting, and leaders' inclusion meeting to discuss collaboratively with all pillars of inclusion. information sharing is at the centre of programme to guarantee nothing is being missed, and every available level of support is implemented. the Top tier of support will include the POD provision, governors' warnings, direction off site or permanent exclusion as a very last resort at the discretion of the principal.

#### 4. STAFF CPD AND DEVELOPMENT

Countdown strategy for Learning Leaders: Pavandeep Aujla

Standards meetings training with Learning Leaders: Rose Oliva

Data Training: Matthew Higgins

Exam specification training: Sally Birkby

Weekly meeting/ coaching with Progress leads, focus on PP (progress and needs)

Data dashboard analysis provided

Curriculum deep dive questions examples provided

Inclusion Panel meetings fortnightly with TA's, Safeguarding Leads, Progress Managers, SENDCO, SLT Inclusion

Inclusion Panel SLT weekly meeting with VP Inclusion, AP Inclusion, SENDCO, Attendance Director, Behaviour Lead

- Standards meeting were underpinned by Learning Leaders DIPS (Department, Improvement, Plan), these were reviewed after every data drop and focused mainly on Year 11 – An area of rapid improvement needs to ensure that Standards meetings provide Learning Leaders with a clear script regarding all vulnerable groups and includes every year in their analysis and next steps. This has now been actioned through revising DIPS and our quality assurance processes. This will include quality assurance cycles for disadvantage groups across all year groups.
- Learning Leaders are now more confident in analysing data specifically for sub-groups. We also recognise further work is now needed to support them with implementation of their DIPS within their teams and classrooms, this has already started by ensuring every student has their target grade displayed on the front of their books and we have during the INSET days focused on returning Non-Negotiables' and explicitly linking quality first teach to every child and vulnerable groups.
- Teachers are now more confident in their subject knowledge; this has been observed in lesson observations and the benchmarking process. There are still a few KS4 teachers who need support in this area and the Teaching and Learning Team have identified coaches to help them in classroom practice and planning.

#### NEXT STEPS

1. Embed PP strategy across all year groups, not just KS4.
3. Deliver targeted CPD on supporting disadvantaged pupils.
4. Ensure consistent data reporting and analysis across all quality assurance processes.