

Pupil premium strategy statement – Thomas Knyvett College

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (as of Dec 1 st 2025)	674
Proportion (%) of pupil premium eligible pupils	40.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Jul 2026
Statement authorised by	Shyam Dhokia
Pupil premium lead	Adam Belbin
Governor / Trustee lead	Nicola Euridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£271975

Part A: Pupil premium strategy plan

Statement of intent

At Thomas Knyvett College, our mission is to provide great learning which changes lives.

It is our absolute priority to minimise the impact that potential socio-economic disadvantage can have on the progress, wellbeing and prospects of our students.

We also acknowledge that education disadvantage can come in many forms and so commit to taking all possible actions to ensure equity of opportunity for all members of our community.

We therefore refer to our disadvantaged/pupil premium policy as our 'Educational Equity Strategy'. We have sought to remove all language contributing to the 'deficit discourse' in recognition of the positive contribution to our culture and community all students make, regardless of socio-economic status.

Therefore, the scope of this strategy has broadened as it seeks to ensure an equity of opportunities for all students, including, but not limited to, students in receipt of the pupil premium funding because of socio-economic status.

We believe it is particularly important now, given the difficulties many of us have faced in recent years, that we recognise that lots of families find themselves in challenging contexts, and we have a responsibility to implement a variety of strategies which support the full range of students who could benefit from them, and to make sure our support for students is such that that no individuals miss out on the support they need- pastorally or academically.

We prioritise championing excellent teaching and learning practice. Our newly launched essential practice model, influenced largely by Alistair Smith's Accelerated Learning Cycle (1996) provides a foundation for consistently effective learning in lessons. An intensive drive on raising standards across the school means that these lessons are facilitated by a culture of organised routines and high expectation- meaning that learning is prioritised in all scenarios. As a result, our potentially disadvantaged students are provided with a consistent learning experience through our curriculum to ensure progress for all.

We also have a determined focus on accurate diagnostics and screening. This includes a focus on collecting and responding to regular, accurate academic assessment and progress data. It also includes our annual 'Access to Education Survey', which all students participate in, designed to diagnose any potential barriers to provisions in our student community. This process allows us to quickly respond to the needs of our students in terms of providing IT and internet access at home, uniform and equipment provision, young carer support and access to appropriate reading material.

Reading is the most important area in which this diagnostic approach can have a transformational impact on student lives. Our reading intervention programme quickly identifies any students struggling with reading and identifies the specific nature of their reading need. We then offer a range of intensive reading intervention programmes to address this need. In our first year of this strategy, we reduced the number of 'very low' readers in the school by 30% and the programme has continued to reduce this number further in the three years since. We also take a whole-school approach in our dedication to reading- making sure in the classroom, the reciprocal reading technique teachers use to introduce texts, helps both our weaker readers to improve, and our stronger readers to participate in high-challenge dialogue around reading.

We are committed to continuing to broaden our full cultural offering to all students, to make sure that any potentially educationally disadvantaged members of our community have the opportunity to experience a vast range of enriching cultural experiences. We run a range of extracurricular clubs- including a performing arts club that perform Christmas and End of Year productions, sports clubs which participate in training and fixtures, an on-site fitness suite available to students, and a cooking club amongst others. We run a range of educational visits- including whole school 'enrichment days' which will offer an annual trip off site to all students in the school. We also have an extensive careers and post-16 support programme which exposes students to the full range of options for their next steps with speakers from different industry sectors, colleges and universities in school each week to talk to students. We run a free breakfast bagel club at the start of each day and our inclusion department provide a robust network of support for our SEND students including ELSA interventions, East to West and NHS mental health and wellbeing support.

This broad cultural offering, supported by our PSHE/personal development curriculum, delivered in weekly lessons with Jigsaw PSHE programme, provides our students with a strong foundation for their personal development and builds a clear sense of belonging in our community. We are determined to make sure that as a result of this attendance and behaviour is excellent- and that disadvantaged students are not disproportionately represented in attendance and suspension data.

Increasingly, it is becoming clear to us, that addressing socio economic disadvantage alone is not sufficient, at TKC, students identified as pupil premium, but not part of any other potentially vulnerable demographic, actually perform better than our non-pupil premium students- identifying the success we have had in addressing the vulnerabilities cause by socio economic disadvantage alone. However, when pupil premium students are also SEND, or persistently absent, or In Year Admissions from other schools who join us after our Sep year 7 intake, then we need to prioritise ensuring these students also benefit holistically from our offer and progress in line with their peers.

Our range of strategies have been determined by a synthesis of the most up to date research and collaboration with partners include expertise with The Howard Partnership Trust, participation in programmes with The Greenshaw Learning Trust and School Alliance for Excellence led by Marc Rowland, Ofsted's Improving Reading in Secondary Schools report, and the Pupil Premium best practice guide produced by the Education Endowment Foundation.

We believe that by inhabiting our core values of Kindness Opportunity and Belonging, we will ensure the success of all students.

Challenges

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

no.	Detail of challenge
1	Low literacy levels generally in reading, writing, oracy limit access to the curriculum across disciplines.
2	Negative attitudes towards, and engagement with, reading can leave reading ages low.
3	Some students lack intrinsic motivation for the role of education and learning- this means they do not have a resilient approach to overcoming challenges
4	Stakeholder engagement in the school community, is not as effective as it could be. Some students cannot articulate the role of enrichment and personal development at school.

5	Attendance of Pupil Premium (PP) students is low in comparison to non-PP students. Persistent absence of PP students is high. In school lesson nonattendance is higher in PP than non-PP students.
6	PP students are overrepresented in suspension data proportionately to non-PP students.
7	Some students do not have access to the finances to equip them with the resources required for learning.
8	During the lockdowns, some students locally were less engaged with remote provisions and this has created a lot of missed content, and even more importantly, broken the habit of engaging with learning skills. This is still apparent with new cohorts joined the school with missed primary school content.
9	Post 16 aspirations can be low which creates a generational cycle of increasing disadvantage.
10	Where vulnerabilities co-exist alongside socio economic disadvantage (SEND, PA, IYA) student progress is dramatically affected.

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
Improve student attitudes to, and proficiency in, reading.	Student standardised reading scores will improve, and the number of very low readers will reduce.
Improve literacy skills (reading, writing, oracy) within disciplines	Student progress data within discipline areas will improve.
Improve student approach to overcoming challenges	Student progress data within discipline areas will improve.
Improve stakeholder engagement, particular to ensure there is a sense of belonging with students	Student participation with extracurricular offering will be high and proportionate for PP students.
Remove any financial barriers to learning	Survey screening will demonstrate reduced barriers disclosed by the end of the year.
Ensure any learning missed earlier in academic career due to COVID has been covered	Curriculum provisions will demonstrate responses to academic diagnostic
Improve lesson attendance of all students- and ensure PP attendance is in line with non-PP	Attendance data will improve overall, and PP attendance will improve at a greater rate.
Improve behaviour of all students- and ensure PP behaviour records are in line with non-PP	Suspension data will improve, with PP suspensions in line with non-PP suspensions
Improve all outcomes	GCSE outcomes will improve (A8 data for next two years)
Ensure PP outcomes improve in comparison to the PP national averages.	PP GCSE outcomes will improve compared to national averages
Ensure all students secure post-16 destinations and improve fidelity to destinations in medium term.	All students in current year 11 will secure a destination for Sep 2025. June 2026 and Sep 2026 destination checks will demonstrate improved fidelity compared to previous cohort.
Reduce impact of socio-economic disadvantage on our community in the very long term.	Proportion of students receiving PP funding should fall over the decades.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of essential practice model of teaching and learning (accelerated learning cycle) promoting direct instructions/modelling/independent practice</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://books.google.co.uk/books/about/Accelerated_Learning.html	1, 2, 3, 8
<i>Monday Professional Studies Programme</i>	Effective Professional Development EEF https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf#	1, 3, 8
<i>ECT, UQT, OTT teacher support programme</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Effective Professional Development EEF	1, 3, 8
<i>Middle Leader Professional Development Programme</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Effective Professional Development EEF	1, 2, 3, 8
<i>Curriculum Review Programme (including United Learning Curriculum KS3 Maths and English)</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 8, 9
<i>Development of assessment/diagnostic /targeting approach</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 8
<i>Increased school collaboration focus (including Challenge Partners)</i>	Effective Professional Development EEF Home Challenge Partners	2, 3, 4, 5, 8
<i>A disciplinary literacy approach- focusing on reciprocal reading, authentic text exposure, disciplinary writing models</i>	Palincsar, A and Brown, A. (1984) Reciprocal Teaching of Comprehension- Fostering and Monitoring Activities. <i>Cognition and Instruction</i> , 1(2), 117-175. DOI: 10.1207/s1532690xci0102_1	1, 2, 3, 7, 8

	<p>Shanahan, T and Shanahan, C (2012) <i>What Is Disciplinary Literacy and Why Does It Matter?</i>, Topics in Language Disorders, Vol. 32, No. 1, 7–18.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<i>Whole school annual reading standardised screening and diagnostic assessment</i>	<p>Shanahan, T and Shanahan, C (2012) <i>What Is Disciplinary Literacy and Why Does It Matter?</i>, Topics in Language Disorders, Vol. 32, No. 1, 7–18.</p> <p>Palincsar, A and Brown, A. (1984) Reciprocal Teaching of Comprehension- Fostering and Monitoring Activities. <i>Cognition and Instruction</i>, 1(2), 117-175. DOI: 10.1207/s1532690xci0102_1</p>	1, 2, 8
<i>Staff awareness of vulnerable individuals in classrooms and targeted in-class support and individualised instruction where appropriate</i>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 2, 3, 8, 9, 10
Participation in SAFE and Greenshaw Disadvantaged collaboration programmes	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Shanahan, T and Shanahan, C (2012) <i>What Is Disciplinary Literacy and Why Does It Matter?</i>, Topics in Language Disorders, Vol. 32, No. 1, 7–18.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://schoolsallianceforexcellence.co.uk/Making-the-difference- Greenshaw-Research-School</p>	1, 2, 8, 9, 10
Focus 5 – Disadvantage strategy	<p>The Focus Five – how we are addressing... Greenshaw Research School</p>	2,3,4,6,8, 10
The 100 – Whole school strategy	<p>https://learningspy.co.uk/featured/the-best-3-sentences-in-education/C:\Users\richard.edwards\OneDrive - The Howard Partnership Trust\SLT AP\Personal Development 25-26\Pupil Premium\PPG Strategy.pdf</p>	2,3,4,6,8

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

Budgeted cost: £35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 7 THRIVE KS2-KS3 academic transition support programme</i>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Palincsar, A and Brown, A. (1984) Reciprocal Teaching of Comprehension- Fostering and Monitoring Activities. <i>Cognition and Instruction</i>, 1(2), 117-175. DOI: 10.1207/s1532690xci0102_1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://www.thriveapproach.com/</p>	1, 2, 3, 4, 5, 6, 7, 8, 9
<i>Diagnostic-informed reading interventions based on diagnosis of specific need for students with very low reading ages- prioritising phonics</i>	<p>Palincsar, A and Brown, A. (1984) Reciprocal Teaching of Comprehension- Fostering and Monitoring Activities. <i>Cognition and Instruction</i>, 1(2), 117-175. DOI: 10.1207/s1532690xci0102_1</p> <p>Shanahan, T and Shanahan, C (2012) <i>What Is Disciplinary Literacy and Why Does It Matter?</i>, Topics in Language Disorders, Vol. 32, No. 1, 7–18.</p>	1, 2, 8
<i>Online literacy support intervention programme</i>	<p>Shanahan, T and Shanahan, C (2012) <i>What Is Disciplinary Literacy and Why Does It Matter?</i>, Topics in Language Disorders, Vol. 32, No. 1, 7–18.</p> <p>Palincsar, A and Brown, A. (1984) Reciprocal Teaching of Comprehension- Fostering and Monitoring Activities. <i>Cognition and Instruction</i>, 1(2), 117-175. DOI: 10.1207/s1532690xci0102_1</p> <p>Dyslexia and Dyscalculia Software and Screening Tests IDL</p>	1, 2, 8, 9
<i>EAL intervention programme</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>FlashAcademy®</p>	1, 8, 9
<i>SEND led intervention programme</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3, 8

<i>Panel review meeting schedule (solution circles)</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3, 5, 6, 7, 8, 9
<i>HEON- Maths/Eng KS3 mentoring</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Higher Education Outreach Network (HEON)	1, 2, 3, 8, 9
<i>Year 11 after school small group tuition</i>	https://www.tes.com/news/almost-no-progress-closing-gcse-gap-2017 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3, 8, 9
<i>Year 11 weekend and holiday time tuition</i>	https://www.tes.com/news/almost-no-progress-closing-gcse-gap-2017 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3, 4, 7, 8
<i>Year 11 Maths and English support Programme</i>	https://www.tes.com/news/almost-no-progress-closing-gcse-gap-2017 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3, 8
<i>Year 11 hybrid dual registration provision model</i>	https://www.tes.com/news/almost-no-progress-closing-gcse-gap-2017 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 3, 5, 6, 7, 8, 9, 10

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

Budgeted cost: £56575

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>PSHE personal development curriculum</i>	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education Unifrog's PSHE Lesson Pack: FAQs : Unifrog Blog	2, 3, 4, 6, 9
<i>Extra curricular club development - including performing arts and sports clubs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education	2, 3, 4, 5
<i>Promoting disciplinary cultural contributions. Looking at low PP uptake in KS4 in specific disciplines-MFL in particular</i>	https://everydaymfl.com/2016/04/25/pupil-premium-mfl/ https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education	2, 3, 4, 5, 7, 8
<i>Year 11 student academic mentoring</i>	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1, 3, 8, 9
<i>Student community/industry mentoring</i>	Kegan, R and Lahey, LL. (2016) <i>An Everyone Culture</i> . USA: Harvard Business Review Press. Conniff Allende, S (2018) <i>Be More Pirate</i> . Great Britain: Penguin Random House Sinek, S (2019) <i>The Infinite Game</i> . Great Britain: Penguin Random House. McGrath, Rita (2019) <i>Seeing Around Corners</i> . New York: Mariner. MCR Pathways - Nationwide Mentoring Programme	3, 4, 6, 8, 9
<i>Careers programme-future Fridays</i>	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education	3, 9
<i>Careers programme- innervate 1-1 careers guidance programme</i>	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education Innervate Careers – Independent careers and personal guidance services for schools	3, 4, 9
<i>Work experience including industry collaboration with Costco, BP, Heathrow, Kingston Tech, Hobbycraft</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3, 4, 7, 9

Yr11 destination support programme (college/apprenticeship visitors/visits/application support)	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education Higher Education Outreach Network (HEON)	2, 3, 4, 9
Sep leavers support programme	Destinations good practice guide for schools	9, 10
HEON- Royal Holloway Outreach support	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education Higher Education Outreach Network (HEON)	3, 4, 9
ACS/Thorpe Park STEM collaboration event	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity 10,000 students descend on Thorpe Park for a rollercoaster day of STEAM learning - ACS International Schools	3, 4, 7, 8, 9
Boys Impact principles development strategy	Boys' Impact	2, 4, 5, 6, 8, 9
East to West wellbeing support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.easttowest.org.uk/	5, 9
NHS MHST support	NHS England » Mental health support in schools and colleges	5, 9
ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Resources for Emotional Literacy Support Assistants - ELSA Support	5, 9
Future Football Leaders	https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education School Programs Future Football	4, 6, 9
Attendance inclusion officer support	50% of PP students since Pandemic have attendance of less than 90% https://www.socialfinance.org.uk/resources/news/disadvantaged-pupils-least-likely-return-school-after-lockdown	4, 5, 9
Stanwell community link establishing	Kegan, R and Lahey, LL. (2016) <i>An Everyone Culture</i> . USA: Harvard Business Review Press. Conniff Allende, S (2018) <i>Be More Pirate</i> . Great Britain: Penguin Random House Sinek, S (2019) <i>The Infinite Game</i> . Great Britain: Penguin Random House. McGrath, Rita (2019) <i>Seeing Around Corners</i> . New York: Mariner.	4, 9, 10
Ashford community link establishing	Kegan, R and Lahey, LL. (2016) <i>An Everyone Culture</i> . USA: Harvard Business Review Press. Conniff Allende, S (2018) <i>Be More Pirate</i> . Great Britain: Penguin Random House Sinek, S (2019) <i>The Infinite Game</i> . Great Britain: Penguin Random House.	4, 9, 10

	McGrath, Rita (2019) Seeing Around Corners. New York: Mariner.	
<i>Jamie's Farm – behaviour residential</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Home - Jamie's Farm	3, 4, 6, 7
<i>Stakeholder- Parental contact methodology based on feedback</i>	<p>Kegan, R and Lahey, LL. (2016) <i>An Everyone Culture</i>. USA: Harvard Business Review Press.</p> <p>Conniff Allende, S (2018) <i>Be More Pirate</i>. Great Britain: Penguin Random House</p> <p>Sinek, S (2019) <i>The Infinite Game</i>. Great Britain: Penguin Random House.</p> <p>McGrath, Rita (2019) <i>Seeing Around Corners</i>. New York: Mariner.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4, 9
<i>Stakeholder- parent (progress) evenings, parent information evenings, parent forums</i>	<p>Kegan, R and Lahey, LL. (2016) <i>An Everyone Culture</i>. USA: Harvard Business Review Press.</p> <p>Conniff Allende, S (2018) <i>Be More Pirate</i>. Great Britain: Penguin Random House</p> <p>Sinek, S (2019) <i>The Infinite Game</i>. Great Britain: Penguin Random House.</p> <p>McGrath, Rita (2019) <i>Seeing Around Corners</i>. New York: Mariner.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4, 5, 6, 9
<i>Stakeholder- social media communication strategy to maximise community links</i>	<p>Kegan, R and Lahey, LL. (2016) <i>An Everyone Culture</i>. USA: Harvard Business Review Press.</p> <p>Conniff Allende, S (2018) <i>Be More Pirate</i>. Great Britain: Penguin Random House</p> <p>Sinek, S (2019) <i>The Infinite Game</i>. Great Britain: Penguin Random House.</p> <p>McGrath, Rita (2019) <i>Seeing Around Corners</i>. New York: Mariner.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <p>McGrath, Rita (2019) <i>Seeing Around Corners</i>. New York: Mariner.</p>	4, 9
<i>Broader Stakeholder engagement seeking – community and alumni</i>	<p>Kegan, R and Lahey, LL. (2016) <i>An Everyone Culture</i>. USA: Harvard Business Review Press.</p> <p>Conniff Allende, S (2018) <i>Be More Pirate</i>. Great Britain: Penguin Random House</p> <p>Sinek, S (2019) <i>The Infinite Game</i>. Great Britain: Penguin Random House.</p>	4, 9

	McGrath, Rita (2019) Seeing Around Corners. New York: Mariner.	
<i>Student screening of potential barriers- access to education survey- including THPT central laptop loans for students</i>	https://www.bbc.co.uk/news/uk-england-55816686 https://www.tes.com/news/if-you-cant-afford-it-you-just-sit-there-your-own	4, 5, 7, 8
<i>Subsidised Uniform provision- including creation of means to donate unused uniform within the community</i>	https://www.bbc.co.uk/news/uk-england-55816686 https://www.theguardian.com/education/2019/aug/31/schools-back-parents-cant-keep-up-with-cost-of-branded-uniforms https://www.tes.com/news/if-you-cant-afford-it-you-just-sit-there-your-own	5, 6, 7
<i>Persistent Absence support for PP with attendance team</i>	50% of PP students since Pandemic have attendance of less than 90% https://www.socialfinance.org.uk/resources/news/disadvantaged-pupils-least-likely-return-school-after-lockdown	4, 5, 9, 10
<i>Supervised revision spaces- after school homework club/ Supervision of KS4 lunchtime quiet study space</i>	https://www.bbc.co.uk/news/uk-england-55816686 https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning	4, 5, 7, 8
<i>Free breakfast bagels for all students</i>	https://www.family-action.org.uk/what-we-do/children-families/breakfast/	4, 5, 7, 10
<i>Disciplinary academic resource provision</i>	https://www.bbc.co.uk/news/uk-england-55816686 https://www.tes.com/news/if-you-cant-afford-it-you-just-sit-there-your-own	1, 3, 5, 7, 8, 9
<i>Race and Identity/ race and diversity focus</i>	http://152.13.18.25/index.php/ijcp/article/view/1057	4, 9
<i>HEON- students of black heritage support group</i>	http://152.13.18.25/index.php/ijcp/article/view/1057 Higher Education Outreach Network (HEON)	3, 4, 9

Total budgeted cost: £271975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have evidence to suggest that the first two years of this PP strategy have had a positive impact in ensuring students in our school living with the consequences of socio-economic disadvantage can access and benefit from the provisions for our whole community.

- From the previous two year's GCSE outcomes, at TKC, we have a lower than nation average gap in GCSE performance between PP and non-PP students within the institution. The national average gap between PP and non PP student A8 was 15.5 (2024) and 15.4 (2025) points. As a school, our difference was 12.79 in 2024 and was 13.4 in 2025. In 2024, the national average gap between PP and non PP student P8 scores was 0.74. As a school our difference was 0.62.
- From our internal screening of standardised reading scores, since the start of the strategy, we have significantly improved the reading proficiency in the school. We have reduced the number of very low readers (with reading ages of less than 10yrs) by over a third- with 100% of participants on our phonics intervention programme demonstrating positive impact from interventions
- From our destinations data, we can identify that in each of the last two years, over 94% of our leaving year 11 cohorts had secured a position in education, employment or training- above the national average of 88%- as of the September after their departure.
- GCSE outcomes for prior attainment low and prior reading low students are strong. With the PAL overall P8 in 2024 of -0.05 being above the national average of -0.14. In the same year, the progress of prior reading low students of -0.16 was one of the best in the school and close to national average.

Most significantly, from the 2025 GCSE outcomes- the average grade of our PP (without other demographic considerations) students was higher than our non-PP students. Our average grade for all students was 3.90; the average grade of PP, (without SEND or PA) was 3.97.

We can therefore conclude that measures such as our resource provision- including IT/laptop/internet access – which has ensured 100% of our students have access to a computer at home; revision guide and other physical material provision; reading programme; careers/college programme; academic intervention and mentoring prioritisation as well as classroom strategies have had measurable impact.

However, the data also makes it clear where our areas of continued focus should be:

- Although the gap between PP and non-PP is Less than national average within our institution, our PP students perform worse than PP students nationally. The national average attainment score for PP students was 34.9 in 2024. As a school, our average A8 score for PP students was 33.67, and in 2025 was 28.57. In 2024, The national average P8 score for PP students was -0.57. As a school, our average P8 score for PP students was -0.86. this clearly indicates that the 'gap' we need to address is not within our institution- but between our institution and others.
- Although our destination data is strong in terms of places confirmed in the September after leaving, our alumni fidelity to the courses is lower than the national average, meaning by the end of year 1, in each of the last 3 years we have dropped to the national average of 12% NEET.
- Our persistent absence data suggests our PP students are 14.8% more likely to have an attendance of below 90%- with 56.7% of PP students being considered persistently absent.
- PP students are significantly more likely to receive a fixed term suspension than non-PP students.

Most significantly, from the 2025 GCSE results, the performance of SEND and Persistent Absence and In Year Admission students are significantly below the national average- particularly where students are

members of more than one of these demographics- along with PP. Where the national average grade for all GCSEs was 4.51, and our average attainment 8 was 3.90, our average grade for SEND students was 2.44; of Persistent Absence students was 2.48; for SEND+PP was 2.26; for SEND+PA was 1.98; for PP+PA was 1.78; for SEND+PP+PA was 1.01. In addition, the average grade of the in year admissions in the year group was 2.43.

We can therefore conclude that we need to have continued focus in the following areas:

- Maintain the successful provisions to battle socio economic disadvantage to continue to benefit from their efficacy
- Build on developing teacher expertise in delivering the essential practice model of teaching and learning to the whole school to improve whole school outcomes for all demographics in comparison to national figures.
- Broaden our provision for personal development, extracurricular, developing cultural capital and enrichment to support in developing a culture of opportunity, belonging, ambition and high aspirations,
- Refine our focus in supporting students wider than PP- looking specifically at the academic support being offered to students who have multiple potential vulnerabilities across PP, SEND, PA, and IYA.
- Launch of new SEND strategy with new to role SENDCO for AY 25/26.
- Launch of new attendance protocols prioritising early intervention of potentially future PA students based on parental engagement.
- Launch of new induction and catch-up programme for students who join the school after the September of year 7.
- Develop the focus for our careers/destinations programme beyond the securing of a place- and maintain rolling long term alumni support offer for 3 years after leaving TKC
- Launch of new engagement/behaviour strategies- to improve attendance to and engagement with learning for students who are struggling- to reduce suspensions of potentially vulnerable students.

Externally provided programmes

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

Programme	Provider
Greenshaw PP working Group	Greenshaw Trust
Schools Alliance for Excellence Educational Equity Programme	SAfE
PIXL (various)	PIXL