

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Riddlesdown Collegiate
Number of pupils in school	2072
Proportion (%) of pupil premium eligible pupils	18.85%
Academic year/years that our current pupil premium strategy plan covers.	2024/25 to 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Daniel Osborne
Pupil premium lead	Fiona Langan
Governor / Trustee lead	Cathryn Marsden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,675
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	£276,675

Part A: Pupil premium strategy plan

Statement of intent

At Riddlesdown Collegiate, our intent is to ensure that every student has equitable access to a broad, ambitious, and engaging curriculum. We are committed to delivering learning experiences that are relevant, ambitious, and intellectually stimulating, both within and beyond the classroom. We recognise that some students experience persistent disadvantage and therefore require additional, targeted support. By deliberately broadening experiences and developing cultural capital, we strengthen students' understanding and enable deeper access to the curriculum.

Through the continued development of the *Students Experiencing Disadvantage* programme, informed by evidence-based research, we refine our understanding of the varied and complex needs within our community. This enables a personalised and responsive approach to support, whether those barriers are economic, social, emotional, or developmental. Rigorous monitoring and evaluation ensure that interventions are precisely targeted to promote sustained academic progress alongside personal and social development.

Our high-quality, coherently sequenced curriculum, delivered by subject specialists, is designed to ensure that Disadvantaged Students feel, supported, motivated and valued members of the school community. Central to our strategy is the expectation that all staff maintain consistently high ambitions for these students and take shared responsibility for their success.

Inclusive classroom practice is a cornerstone of our approach and is aligned with our *Teach to the Top* ethos. Consistency in pedagogical practice and behavioural expectations enables students to engage fully with learning and reduces barriers to success. A strong emphasis on reading, language acquisition, and oracy across all subjects supports confidence, academic resilience, and a sense of belonging, equipping students with the skills required for success beyond school.

We recognise that strong relationships are fundamental to the success of Disadvantaged Students. When students feel known, valued, and supported through high-quality pastoral care, an inclusive curriculum, and effective teaching, attendance improves and outcomes strengthen. Significant investment in counselling, mentoring, Zones of Regulation, and leadership opportunities reflects our commitment to a holistic approach. We acknowledge that success looks different for each student and therefore focus on closing the gap through a whole-child approach rather than academic outcomes alone.

Raising the attainment and improving the life chances of Disadvantaged Students is a collective responsibility shared by all staff across the Collegiate.

- **Strategic Principles**

- Our Pupil Premium strategy is underpinned by the following principles:
 - Ensuring a broad, ambitious, and equitable curriculum for all students across Riddlesdown Collegiate.
 - Developing staff expertise to ensure the consistent delivery of high-quality, evidence-informed teaching.
 - Embedding inclusive classroom practices that enable staff to meet a wide range of learner needs effectively.

- Raising academic and behavioural standards through mixed-attainment teaching at Key Stage 3.
- Providing structured social and cultural capital opportunities that promote independence, aspiration, and high expectations.
- Creating meaningful opportunities that build self-esteem, develop student leadership, and encourage active engagement within the school and wider community.
- Supporting students' social, emotional, and mental health to ensure readiness for life beyond education.
- Promoting strong attendance and punctuality so that students can fully benefit from the Collegiate's academic and pastoral provision.

Challenges

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

Challenge number	Detail of challenge
1. Attainment	<p>Over recent years, the attainment gap between Disadvantaged and non-Disadvantaged students at GCSE level has widened. In response, we have made a deliberate shift towards early, proactive intervention in Key Stage 3. This includes implementing mixed-attainment groupings and adapting elements of the curriculum to prevent student disengagement and low confidence by the time they reach Key Stage 4.</p> <p>Reducing variation in classroom practice across departments—and throughout the wider school—takes time, but it is essential for lowering cognitive load and supporting our most vulnerable learners. These strategies form the foundation of our inclusive teaching approach. A key development has been the introduction of our standardised lesson structure, <i>Principles of an Effective Lesson</i>, which is now used in most lessons to create a more stable and consistent learning experience for Pupil Premium students. Core Quality First Teaching practices—such as modelling, checking for understanding, and targeted feedback—have long been embedded in our routines, but they are now strengthened by inclusive strategies like the <i>Well Worn Path</i>, ensuring that priority learners, including Disadvantaged Students, are systematically supported to close the attainment gap.</p> <p>The transition to mixed-attainment teaching across Key Stage 3 has been gradual, but it requires significant shifts in pedagogy and curriculum design. Much of our ongoing staff development is dedicated to supporting teachers through these changes.</p> <p>Another notable challenge is student access to learning resources. Many of our Disadvantaged Students have limited access to essentials that support independent study, including reliable Wi-Fi, a computer, a quiet space to work, and appropriate revision materials.</p>
2. Reading and Oracy	<p>Students from Disadvantaged backgrounds often enter secondary school with reading ages below expected levels. Limited fluency and slower reading pace can significantly restrict access to the curriculum, contributing to low self-esteem, reduced motivation, and behaviour concerns. With rising levels of SEND need—particularly the number of students with SALT diagnoses and EHCPs—ensuring access to the curriculum for students who are word-poor or only functionally literate has become a key priority. To address this, we are placing greater emphasis on oracy, embedding language acquisition, structured talk, and verbal rehearsal at the centre of our inquiry-led staff development programme. This will run alongside our well established reading strategy and curriculum refinement work which places Tier 3 language at the heart of all lessons.</p>
3. Belonging and sense of connection	<p>Establishing strong relationships with some of our hard-to-reach families can be challenging. Long working hours, childcare responsibilities, and parents' own negative experiences of education can create barriers to productive home–school partnerships.</p> <p>Disadvantaged Students also tend to engage less in co-curricular activities, often due to complex social circumstances. This reduced participation limits opportunities for social development, independence, and the building of cultural capital—all of which are essential for accessing the curriculum confidently. Similarly, we know that Pupil Premium students are underrepresented in leadership roles across the school. Increasing their involvement in leadership not only helps them develop key skills but also fosters a stronger sense of belonging, encouraging confidence and comfort within academic settings.</p>

6. Dysregulation	Societally, the social and emotional health of young people has declined. Delays in securing timely intervention from external agencies mean that students' mental health can worsen without the targeted support that qualified clinicians provide. As a result, teachers are increasingly managing highly complex social and emotional situations—often at a crisis point—without the necessary time, specialist training, or support. Funding must therefore be directed towards strengthening provision across the collegiate, including the expansion of SEMH support, access to counselling services, external mentoring, and community-based programmes
7. Attendance & Punctuality	Students who are persistently disadvantaged typically have attendance and punctuality levels below the national average. In response, our attendance systems are being reviewed to reflect shifting societal attitudes and the new context surrounding school attendance. We are working proactively to communicate the importance of regular attendance while maintaining positive relationships with hard-to-reach families. However, deeper investigation into the unique barriers affecting attendance among Disadvantaged Students is essential, as current interventions are proving less effective for these students compared with their non-Disadvantaged peers.
8. Mixed Attainment Teaching	Through engagement with action research we believe that mixed attainment teaching groups will best serve the needs of our students. The challenge is to ensure a positive shift in culture towards personalised and adaptive learning, with ambition and challenge at the heart of pedagogical strategy. Staff who have traditionally taught groups in sets are being supported to plan and deliver lessons where the needs of the individual are met in an ambitious and academically challenging environment. Training will focus on inclusive practices which raise attainment for all so that students are challenged to achieve outstanding outcomes whilst having their individual needs met.

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
<p>1. Above national average progress and attainment. With a focus on closing the gap between disadvantaged students and their peers.</p>	<p>2026/27 outcomes demonstrate:</p> <ul style="list-style-type: none"> ● Improved Progress 8 measure for Disadvantaged Students, closing the gap between DS and non-DS peers. ● Improved percentage of students achieving a 4+ in English and Maths ● Improved percentage of Disadvantaged Students achieving a 5+ in English and Maths
<p>2. To improve social capital through co-curricular and leadership opportunities.</p>	<p>2026/2027 evidence on participation of disadvantaged students' uptake in co-curricular and leadership opportunities:</p> <ul style="list-style-type: none"> ● SOCS data demonstrates increased participation in co-curricular and leadership opportunities. ● Regular Enrichment/Cultural Learning opportunities in the form of celebratory/recognition days and activity/trips weeks to promote success and affirm the contributions of all our students. Additional opportunities for Disadvantaged Students to develop their cultural capital will be provided during Enrichment Week. ● Qualitative data through student panels which demonstrate the impact of these opportunities have on the students lived experience.
<ul style="list-style-type: none"> ● High levels of wellbeing linked to a sense of belonging at school. 	<p>2026/2027 evidence on wellbeing and belonging to include:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations focusing on inclusion and a sense of belonging. ● Qualitative data from SEMH interventions, student case studies and student voice. ● A significant increase in participation of co-curricular and leadership activities, particularly among students from disadvantaged backgrounds. ● The attendance gap between Disadvantaged Students and their non-disadvantaged peers being reduced to no more than 4%
<ul style="list-style-type: none"> ● Raising behavioural and academic standards through mixed attainment teaching. 	<p>2026/27 evidence on self-regulatory skill levels to include:</p> <ul style="list-style-type: none"> ● Arbor Data shows a decrease in negative behaviour points.

	<ul style="list-style-type: none"> ● Internal data demonstrates an increase in student attainment compared to previous years who were not taught in mixed attainment groups.
<ul style="list-style-type: none"> ● Supporting high reading, writing and oracy levels 	<p>2026/27 evidence on high language levels to include:</p> <ul style="list-style-type: none"> ● A small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments. ● Qualitative data such as observations, learning walks etc show that the Reading Toolkit is embedded in lessons across the Collegiate. ● Reading is not evident as a barrier to accessing the full curriculum for disadvantaged students.
<ul style="list-style-type: none"> ● High levels of attendance with a reduced variation between Disadvantaged Students and Non-Disadvantaged Students. 	<p>2026/27 evidence on high attendance to include:</p> <ul style="list-style-type: none"> ● The overall attendance rate to be above 95% for all students and the attendance gap between Disadvantaged Students and their non-disadvantaged peers being reduced to no more than 4%. ● The percentage of all Students who are persistently absent being below 10% and the figure among Disadvantaged Students being no more than 4% lower than their peers. ● Evidence of rapid intervention with those who have attendance of below 95% and evidence of progress on individual students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of the Directors' Professional Development Curriculum, 1 period per fortnight, to monitor, develop and align around our Teaching and Learning priorities. The curriculum is fluid and needs constant review from middle and senior leadership.</p> <p>Though all strands of Professional Learning we will focus on Inclusive teaching and Principles of an Effective Lesson, embedding common language procedures and pedagogical approaches to best support students experiencing disadvantage.</p> <p>Performance Development – whole staff to focus on Oracy and Language Acquisition for their Inquiry Question. This granular focus will ensure incremental gains across the collegiate.</p> <p>Through training and monitoring on the use of seating plans to map a <i>Well Worn Path</i> which allows for greater CFU and checking that vulnerable learners are accessing the curriculum.</p> <p>A thorough, embedded reading programme with multiple strands to improve literacy and enhance knowledge; using NGRT testing to identify students who read below</p>	<p>What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk)</p> <p>What does the evidence base tell us about effective oral... EEF</p> <p>IQ Structured learning talk – language acquisition and rehearsal is purposefully structured into lessons to explicitly support students with less cultural capital, access to language.</p> <p>Inclusivity: Circulate the Well-Worn Path</p> <p>Riddlesdown Reading strategy tracks students below expected reading progress through customised intervention starting with 1:1 catch up to close gaps for the most profound issues.</p>	<p>1, 2, 3, 5,7, 8</p>

<p>the expected minimum so that this can be rectified through the acceleration programme</p>	<p>Vocabulary acquisition and independent reading practice developed through Tutor Time reading, bookwork lessons and the Sparx Reader for homework.</p>	
<p>Collegiate Development Time (CDT). Delivering training opportunities for all teaching staff utilising both in-house and external professionals</p> <p>Early Career Teachers to have sessions on Adaptive Teaching and how to ensure progress with Disadvantaged Students.</p> <p>Implementation of the Reading Policy focussing on how reading supports the progress of Disadvantaged Students. Training delivered in whole schools CDT ensures staff are confident in utilising the Reading Toolkit to support students in every lesson.</p> <p>English to trial the The Faster Read Programme to increase the confidence, interpretation and engagement of student reading.</p> <p>Sparx Reader platform to be used to assess and personalise reading support for all students in KS3.</p>	<p>Delivery of whole school CPD training sessions, or delivery of targeted CPD training sessions to appropriate staff.</p> <p>Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk) Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>https://www.mixedattainmentmaths.com</p> <p>Feedback approaches and educational attainment in children and... EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>The Faster Read : Research projects : Centre for International Education</p>	<p>1, 2, 3, 4, 6, 7,8</p>
<p>Mixed attainment teaching will require a pedagogical shift whereby greater levels of personalisation are needed to ensure progress at every level of attainment. This is in addition to the maintenance of an ambitious and aspirational curriculum and classroom culture.</p>	<p>Riddlesdown Action Research has shown students make better progress in fully mixed attainment groups than they do in ability sets.</p> <p>Best Practice in Mixed Attainment Grouping - pilot EEF</p> <p>Ditching the sets: why we're teaching mixed ability lessons for science Teacher Network The Guardian</p> <p>Best Practice in Mixed Attainment Grouping EEF (educationendowmentfoundation.org.uk)</p>	

	<p>https://my.chartered.college/impact_article/mixed-attainment-teaching-careful-steps-towards-better-outcomes/</p> <p>Attainment: Why schools must divert from flight paths and use prior attainment data to place students in sets. TES - Megan Mansworth</p>	
<p>The continued running of the Mastery Courses/Professional Studies Sessions/ECF Training. Where staff are explicitly guided on the how to close gaps for Disadvantaged Students.</p>	<p>Bespoke training sessions to New Middle and Senior Leaders as well as trainee and Early Career Teachers on facilitating the progress of Disadvantaged Students.</p> <p>Full article: Professional development leadership: the importance of middle leaders (tandfonline.com)</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	1,2, 6, 8
<p>Independent Study Club. Students Experiencing Disadvantaged students have been invited to an afterschool club where they can access IT facilities and work through independent study tasks with a member of staff.</p>	<p>Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on student learning</p> <p>EEF blog: Modelling Independence - The 'Seven-step Model'... EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5,
<p>Year 7 Intervention Pathway – students undertake additional language acquisition, number, reading fluency interventions to address the gap in foundational KS2 knowledge.</p>	<p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p>	

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Assistant appointment</p> <p>Director of SEND appointment</p>	<p>The appointment of Pastoral Support assistants in every College in order to offer greater support for SEMH needs in our most vulnerable students.</p> <p>To support embedding inclusive pedagogical practices in the classroom in addition to facilitating alternative curriculum routes for SEND and Pupil Premium students.</p> <p>3. Wider strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4,5,6,7</p>
<p>Increased hours of SALT intervention to further support students across all year groups.</p> <p>Year 7 Intervention Programme – Language Acquisition, Numeracy, Reading Fluency, Social Skills.</p>	<p>Speech and language therapy in specialist schools (autism.org.uk)</p> <p>Best Start in Speech, Language and Communication: case studies (publishing.service.gov.uk)</p> <p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,6,7,8</p>
<p>TCT Educational Psychologist</p>	<p>The Collegiate Trust will have more hours to be able to provide students with Educational Psychologist support. This is essential in supporting students to obtain formal diagnosis of particular needs.</p>	<p>1, 2, 5, 6, 7,</p>
<p>1:1 Mentoring HLTA</p> <p>Zones of Regulation for students with developmental disadvantage to facilitating peer mentoring for those who are socially and emotionally disadvantaged.</p>	<p>HLTA mentoring students. Important to identify those most at need and the mentoring needs to have an academic focus.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5, 6, 7, 8</p>
<p>HLTA – Literacy (EAL Support)</p>	<p>Early identification of Disadvantaged Students who require additional 1 to 1 and</p>	<p>2, 5</p>

	<p>small group tuition with qualified experienced member of staff.</p> <p>Focused work with students who are EAL.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
Improving literacy in secondary school. Reading Policy	<p>Reading scheme with further intervention on providing high quality literacy interventions for students who struggle with weak literacy and reading skills. Developed in collaboration with David Didau.</p> <p>EEF KS3 KS4 LITERACY GUIDANCE.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF blog: Shining a spotlight on reading fluency EEF (educationendowmentfoundation.org.uk)</p>	1, 8
<p>GCSE Revision guides, school uniform and resources.</p> <p>Parent Support Events:</p> <ul style="list-style-type: none"> • Welcome to Year 7 • Welcome to Key Stage 4 • Supporting your Child in their GCSE <p>Targeted communication and invites for disadvantaged families</p>	<p>Revision guides provided to Disadvantaged Students in October of Year 11.</p> <p>Parents and students to be offered support with uniform and resources.</p>	3, 5
Student Teaching and Mentoring Programme.	<p>Utilising our Post 16 students to support younger peers assists with social capital as well as supports students to close gaps with Non-Disadvantaged Peers.</p> <p>Peer tutoring EEF</p>	

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

Budgeted cost: £76,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring to support raising standards of behaviour, motivation and foster a sense of belonging and community</p> <p>Igniting Young Minds mentoring.</p> <p>Strengthening Minds Programme to be rolled out across all the four 11-16 Colleges, supporting the identification of those who are considered emotionally disadvantaged.</p> <p>The Thrive Approach - Training for Pastoral Assistants. Promoting emotional wellbeing, improving behaviour and boosting attendance by creating a positive learning environment.</p> <p>The Paul Canolville Foundation “Shaping resilient, inclusive young people. This work is focused on students predominantly Pupil Premium to provide leadership opportunities develop <i>Allyship, Belonging and Community</i>.</p>	<p>Evidence on supporting student’s behaviour and emotions to ensure better academic progress.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Thrive Training The Thrive Approach TEST</p> <p>Trailed successfully and shared by Meridian High School as a best practice approach to inclusive teaching.</p> <p>Team Canoville - Paul Canoville Foundation</p> <p>Build a culture of community and belonging for pupils EEF</p>	<p>4, 5</p>
<p>Career Support to encourage Disadvantaged Students to have a clear focus and pathway assisting with high aspirations</p> <p>Disadvantaged Students are prioritised for careers appointments so are seen first in</p>	<p>Understanding how promoting aspiration in students through career guidance can impact on student outcomes.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

<p>order to support Post 16 applications.</p> <p>Careers Fair for all students with specific targeting of Disadvantaged Students to attend.</p> <p>Post 16 support - Bursary/ Meeting with Pastoral Assistant/ Additional careers appointments support.</p> <p>Emphasis on access to high quality apprenticeships as well as UCAS to support high aspiration in young people who do not want to attend traditional Higher Education institutions.</p> <p>Career interviews offered to all disadvantaged students as a priority.</p> <p>Mock Interview Day to offer wider opportunities which may not otherwise be available.</p> <p>Trip to East Surrey College to promote vocational courses.</p>		
<p>School Counselling Service</p> <p>Place2be – working with students one to one or small groups.</p> <p>Provide support and training for staff. So SEMH needs can be recognised early and appropriate support put into place with an appropriate time frame.</p> <p>Further opportunities for key staff to engage with Mental Health First Aid Training.</p>	<p>Positive wellbeing and mental health for the whole school community is fundamental in ensuring that those around them within the Disadvantaged Student subgroup are exposed to positive mental health and wellbeing.</p> <p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>3, 6</p>

<p>Promoting good attendance</p> <p>Increase in communications and engagement with parents. Adaptations to communication style and structure.</p> <p>Continued appointment of the EWO service to work with several families who fall below the expected level of attendance.</p> <p>Evidence of work with external agencies where necessary – Springboard / CAMHS to improve attendance.</p> <p>Half Termly meeting with Collegiate Attendance Leads</p> <p>Friday Tutor Sessions to promote attendance</p>	<p>Evidence on improved attendance for progress on students.</p> <p>Embedding principles of good practice set out in EEF Guidance Report on Working with Parents. EEF Parental Engagement Guidance Report.pdf</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>In order for Disadvantaged Students to better than expected progress it is essential attendance to school is outstanding, and they engage with all learning opportunities provided.</p> <p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>
<p>Behaviour and standards</p> <p>Whole school emphasis in training on Outstanding Basics and Best Practice to foster a culture of high expectations and aspiration.</p> <p>Alignment of processes to support excellent classroom culture, codified through a series of <i>What to Dos</i> will support disadvantaged students by standardising routines, increasing predictability reducing cognitive overload. A focus on punctuality to lessons, uniform and polite interactions with all members of our community.</p>	<p>Whole school approaches to develop positive school ethos which will aim to support greater engagement in learning.</p> <p>Evidence from the EEF Implementation Guidance Report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour, in this case to teachers’ practice in the classroom.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Why letting students off is in reality letting them down ESS SIMS (ess-sims.co.uk)</p> <p>‘We batter them with kindness’: schools that reject super-strict values Schools The Guardian</p> <p>School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)</p>	<p>5</p>

<p>Co-Curricular, Physical activities & The Arts</p> <p>Student Leadership Strategy</p> <ul style="list-style-type: none"> - Ambassadors - Work Experience - Student Voice - Community Projects - Student Teacher & Mentoring 	<p>Although research does not necessarily support a strong positive impact between Physical activity and academic progress, it is a fundamental part of supporting mental health and wellbeing in students and therefore an area that is key.</p> <p>Development of the Art subjects in curricular and non-curricular time, one example of this is the Instrumental project in Year 7. Giving Disadvantaged Students the opportunity to experience the ARTS. They may not have the opportunity to participate in this outside of school due to the financial implication.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Huge disparities in participation in extra-curricular activities depending on social background (bath.ac.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>Provide a Breakfast service every morning where Pupil Premium students can have breakfast for free.</p>	<p>Free school breakfast provision EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 7</p>

Total budgeted cost: £276,675

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Overview

There remains a significant and persistent gap between the attainment and progress of Disadvantaged Students and their Non-Disadvantaged peers. While Disadvantaged Students at Riddlesdown continue to make progress, the rate of progress is not yet sufficient to close this gap. This necessitates continuous evaluation, refinement, and adaptation of our strategies to ensure maximum impact.

Current outcomes in English and Mathematics highlight this disparity:

- **English and Mathematics 4+:** Non-Disadvantaged Students 82% compared to Disadvantaged Students 44.9%.
- **English and Mathematics 5+:** Non-Disadvantaged Students 62% compared to Disadvantaged Students 24.1%.

Despite this, KS4 outcomes for the 2024–25 academic year indicate that Disadvantaged Students at Riddlesdown achieve attainment and progress measures above national averages. We are confident that the sustained implementation of our targeted strategies will reduce the attainment gap over time.

Attendance remains a key priority. Significant improvements have been made in the attendance of Disadvantaged Students; however, their attendance remains approximately 4.5% lower than that of Non-Disadvantaged Students. While this figure is above the national average for disadvantaged pupils, it continues to be an area of strategic focus.

We are particularly proud of the breadth and quality of SEMH support provided:

- 22% of students accessing *Place2Talk* were Disadvantaged Students.
- 33% of students receiving one-to-one counselling were Disadvantaged Students.
- 38% of students accessing Higher Level Teaching Assistant (HLTA) support through the Mackay provision were Disadvantaged Students.

Although the annual report reflects positive impact evidenced through staff, student, and parent voice, the increasing complexity of social, emotional, and learning needs presents ongoing challenges. These pressures have been compounded by delays in accessing external services. In response, we continue to employ the Educational Welfare Officer to strengthen relationships with families of Persistent Non-Attendees and to improve engagement and attendance.

Riddlesdown maintains high aspirations for all students, underpinned by a culture of consistently high expectations. This is evidenced through increased leadership opportunities, enhanced targeted careers provision, and the introduction of mixed-attainment teaching across Key Stage 3.

Quality of Education

The sustained focus on literacy remains central to our Pupil Premium strategy. Language acquisition and oracy continue to be prioritised across all subject areas, supporting students' access to the curriculum. Chronological reading ages for Disadvantaged Students below age-related expectations have continued to rise. Diagnostic assessments are used effectively to identify precise areas for development at individual, class, and cohort level.

Targeted interventions, including the Catch-Up Reading Programme, have successfully accelerated progress and fluency for our weakest readers. A Collegiate-wide approach to reading has been embedded across all subjects, with four agreed strategies supporting students' engagement with challenging texts. This ensures that literacy is viewed as a shared responsibility and has had a positive impact on curriculum access, particularly for Disadvantaged Students.

In Year 7, NGRT assessments were used to monitor progress. Of the 32 students eligible for Free School Meals:

- 24 students (75%) made accelerated progress over eight months, ranging from 9 to 43 months of progress, with an average of 9 months' improvement in reading age.
- The average Standard Age Score (SAS) increased from 102 in October to 104 in July, indicating accelerated progress.
- 16 students (50%) improved their overall reading profile.

The delivery of an ambitious, broad, and well-sequenced curriculum continues to underpin improvements in teaching and learning. Opportunities to develop cultural capital are deliberately planned and embedded, ensuring Disadvantaged Students engage with complex and challenging content. Staff receive regular professional development focused on evidence-informed pedagogical strategies, including dual coding, high-quality modelling, and targeted feedback. Checking for Understanding, with a particular emphasis on priority students, is now embedded practice, enabling responsive teaching and timely intervention.

Pastoral Support

The introduction of the *Students Experiencing Disadvantage Tracker* has significantly strengthened our pastoral approach. This tool enables staff to identify and respond to individual barriers rather than viewing Disadvantaged Students as a single homogenous group. As a result, support is more precisely targeted, whether addressing developmental needs through SALT intervention or economic disadvantage through initiatives such as the breakfast club.

Staff awareness of students with the highest levels of need has improved, ensuring appropriate adjustments and interventions are implemented swiftly and monitored using a teacher *Well Worn Path*. The Mackay inclusion provision continues to support our most vulnerable learners, with SEMH strategies deployed across the Collegiate in a timely and coordinated manner.

Co-Curricular and Leadership Opportunities

Engagement of Disadvantaged Students in co-curricular activities and leadership roles remains a challenge; however, notable progress has been made. Participation by Pupil Premium students in co-curricular activities has doubled compared to the previous academic year.

Targeted identification through the Students Experiencing Disadvantage Tracker has enabled more effective engagement of students who would benefit from wider participation. Participation rates increased from 31%

in the Autumn term to 42% in the Spring term. A reduction to 21% in the Summer term reflects the seasonal decrease in available activities.

A Collegiate-wide approach to co-curricular provision has been further strengthened through the introduction of the SOCS tracking system, enabling more robust monitoring of participation. While Ofsted recognises that many students access a wide range of enrichment opportunities, increasing engagement among Disadvantaged Students remains a key priority.

Impact and Next Steps

The overall impact of the Pupil Premium Grant strategy is variable. There is clear evidence that the targeted and thoughtful use of funding is improving the lived experience, inclusion, and support of Disadvantaged Students at Riddlesdown. However, the attainment gap remains a significant concern and will be the central focus of our strategic planning in the coming years.

Continued refinement of our approach, underpinned by robust evaluation and high expectations, will ensure that Disadvantaged Students are supported to achieve outcomes that reflect their potential.