

Pupil premium strategy statement – Kingsmead School

This statement details our school's use of pupil premium (and recovery 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	160
Proportion (%) of pupil premium eligible pupils	KS2 – 69.2% KS3/4 – 68.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2025 – July 2028
Date this statement was published	October 2025 October 2026
Date on which it will be reviewed	Termly
Statement authorised by	Emmet Bunting
Pupil premium lead	Michelle Hall
Governor / Trustee lead	Sandra Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	KS2 - £13,905 KS3/4 - £116,600
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 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>	Total - £130,550

Part A: Pupil premium strategy plan

Statement of intent

We strive for Kingsmead pupils to become resilient and confident learners who are empowered and ambitious about their abilities, and future opportunities available to them, in Post 16 and beyond. The local Post 16 offer is challenging, highly competitive and pupils need to be able to compete with their peers to secure places. As SEND pupils who have had varied educational experiences before joining us, regardless of their backgrounds, we are unapologetically ambitious about what they should experience, learn and grown from: good today; better tomorrow.

To that end we support all pupils in achieving and being their personal best; facilitating engagement with a range of educational experiences that in many cases, because of SEND need or circumstance, have not been made available to them. Exposure to a range of exciting and in some case 'first' every day experiences whether these be sporting, cultural or educationally enriching, supports pupil engagement with education in ways that they have ever experienced before.

Given our high percentage of disadvantaged pupils, we believe in opportunity for all – no child is left behind. Parental/carers engagement is also key to achieving this ambitious belief. Therefore the activities and approaches below are open to all pupils who need access to them, at the right place and time, to facilitate progress and achievement academically and beyond.

Quality first teaching and approaches to assessment and intervention support our approaches as do strong approaches to pastoral support systems that underpin work around pupil attendance, behaviours and attitudes. Educational Health Care Plans and facilitation of progress against recommended outcomes are also an integral part of our provision and are considered every step of the way, during a pupil's time with us.

Challenges

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

Challenge number	Detail of challenge
1	Significant gaps in literacy, numeracy and wider curriculum knowledge on admission, resulting from unmet or previously unidentified SEND needs.
2	High levels of persistent and severe absence prior to admission, leading to fragmented learning and substantial gaps in foundational knowledge and skills.
3	SEMH needs affecting emotional regulation, engagement, behaviour and readiness to learn, reducing sustained participation in classroom learning.
4	Reduced access to cultural capital, enrichment and wider educational experiences because of socio-economic disadvantage and cost-of-living pressures.
5	Contextual safeguarding risks and wider vulnerabilities contributing to persistent absence, reduced engagement and interrupted access to learning.

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
Disadvantaged pupils make sustained progress in phonics and reading from their individual starting points, improving their confidence, independence and readiness to learn across the curriculum.	100% of identified pupils demonstrate measurable progress from their initial phonics and reading baselines, reviewed termly. The proportion of pupils who have attended Kingsmead through KS2 and KS3 and still require intensive reading intervention at the start of KS4 reduces year on year.
Disadvantaged pupils achieve ambitious, appropriately sequenced qualifications in English, mathematics and science, alongside progress towards their EHCP outcomes and preparation for adulthood.	100% of Year 11 pupils leave with at least one recognised qualification. At least 95% of Year 11 pupils achieve a recognised qualification in both English and mathematics. The proportion of pupils achieving Level 2 qualifications in English, mathematics and science increases year on year and is reported separately for disadvantaged pupils. At least 80% of Year 11 pupils achieve recognised qualifications in English, mathematics and science.

	At least 95% of pupils make expected or better academic progress from baseline; progress against EHCP outcomes and holistic measures of regulation, resilience, engagement and independence is reviewed termly and reported annually.
Disadvantaged pupils secure a broad and ambitious portfolio of qualifications that supports progression to an appropriate, sustainable post-16 destination.	100% of KS4 pupils achieve an accredited outcome in English and mathematics at an appropriately challenging level. At least 65% of KS4 pupils achieve accredited outcomes in English, mathematics, science and ICT. At least 90% of Year 11 pupils achieve five or more recognised qualifications; 100% have a confirmed education, employment or training destination, with destination sustainability checked at 6 and 12 months.
Pupils develop the knowledge, independence and employability skills required for preparation for adulthood and transition successfully into sustainable post-16 education, employment or training.	100% of KS2 pupils participate in at least one age-appropriate careers or employer encounter each academic year. 100% of pupils from Year 7 onwards complete at least one meaningful employer encounter each academic year, recorded against the Gatsby Benchmarks. 100% of Year 11 pupils complete an individual preparation-for-adulthood transition plan, have at least one first-hand encounter with an employer and have an appropriate post-16 destination confirmed before leaving. At least 85% of pupils complete workplace- or community-based work-related learning; Year 11 destinations are reviewed at 6 and 12 months, with the proportion sustained reported to trustees.
Pupils make measurable personal development and preparation-for-adulthood progress through a rich wider curriculum that strengthens emotional regulation, resilience, independence, attendance and readiness for learning.	100% of pupils have termly personal development and preparation-for-adulthood progress recorded against individual baselines, including regulation, resilience, independence, engagement and readiness to learn using SEMH scale and PASS assessments At least 90% of pupils participate in an extracurricular activity, educational visit, residential or outdoor-learning experience each academic year. At least 85% of pupils complete an extended or unfamiliar experience that develops talents, confidence, resilience and independence, with impact evaluated through pre- and post-activity holistic measures. 100% of KS2 pupils access planned wider-curriculum and preparation-for-adulthood opportunities, with participation and impact reviewed termly.
Disadvantaged pupils attend more regularly, experience fewer suspensions and demonstrate improved regulation, engagement and readiness to learn.	100% of pupils with attendance below 90% on admission have an individual attendance plan; their attendance improves from the previous-setting or admission baseline and is reviewed half-termly. Attendance of disadvantaged pupils is at least in line with non-disadvantaged pupils, and the proportion who are persistently absent reduces term on term. Disadvantaged-pupil attendance is at least 85%; the number and rate of suspensions reduce from the previous-year

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: £ 20,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting unqualified and 'ECT' staff through their qualifications	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2,3,4 & 5
Funding of dedicated reading intervention staff member to work with pupils to develop reading within the range of the curriculum	Phonics approaches develop pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children make progress in	1, 2 & 5

	all aspects of reading including comprehension and the development of vocabulary and spelling, both of which should also be taught explicitly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Specific focus on training for Teaching Assistants through increased CPD offer	Teaching assistants (TAs) are crucial to the work of schools and colleges across England. Their contributions are invaluable, particularly for those pupils most in need of additional support. The TA role is broad, changeable and context specific. Duties can include supporting pupils' readiness for learning, access to learning and recap of learning; assisting teachers in resourcing and delivering lessons; working in conjunction with families for pupils with special educational needs and disabilities (SEND); and leading interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2,3,4 & 5
Provide targeted CPD for staff to complete NPQs and apprenticeships, ensuring support staff have release time	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2,3,4 & 5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing 1:1 intervention that provide individual learning programmes to close gaps in their learning	Increased reading levels and closing gaps in foundational maths knowledge On average, one to one tuition is very effective improving pupil outcomes. One to one tuition might be an effective strategy for providing target support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 & 5
Bespoke intervention programmes to support individualised barriers to learning, such as handwriting, fine motor skills and oracy.	Writing is a complex task, which requires the coordination of fine motor skills and cognitive skills, reflects the social and cultural patterns of the writer's time and is linguistically complex (Fisher, 2012). There is a general agreement in the literature that there is less evidence about the teaching and learning of Writing than about Reading (Myhill and Fisher, 2010; Department for Education, 2012a; 2012b; Slavin et al., 2019). https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-practice-review Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2,3 & 5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to provide P16 support to foster engagement for pupils (and parents/carers as required), via supported opportunities to attend careers events/colleges with a tutoring approach involved where apt.	Personalised support for individual pupils, feeding into Phased Reviews seeking parental support https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Outcomes for pupils – positive onward destinations for pupils – NEET figures https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Parental survey/engagement with annual reviews and attending college events	1, 2,3, 4 & 5
Funding for extra curricular activities: clubs including sports, outings and trips and residential opportunities	Sports clubs: Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Outdoor experiences and adventure learning: Given previous experiences last academic year, we believe, in line with EEF and closing the disadvantage gap that: it is good for our pupils to be challenged physically (and emotionally). Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning ‘Employers in the UK labour market increasingly demand soft skills – and these types of skills (which may be developed via extracurricular activities) could be an important factor in driving intergenerational social mobility.’ Social Mobility Commission	1, 3, 4 & 5

Tailored attendance training for all staff. Attendance Lead and DSL to attend network meetings to ensure good practice. Family support worker to run half termly parent/carer workshops to provide support and guidance for families on contextual issues effective school attendance.	Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies. We have structured our resources around six evidence-informed themes. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. This is likely to require understanding of families' individual contexts and careful consideration of how barriers can be removed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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Total budgeted cost: £ £68,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Actual Outcome Achieved	Evaluation	Next Step																																																																																																																																																																																																																																																																		
1. Disadvantaged pupils make sustained progress in phonics and reading from their individual starting points, improving their confidence, independence and readiness to learn across the curriculum.	74.3% of pupils made progress from Autumn NGRT scores. 33 PP students access intervention sessions out of a total 42 students. 84.8% of PP students have made progress from starting points In total 32 pupils access our red level interventions with 84.4% of pupils making progress from baseline assessments, 18.8% have graduated from this level of intervention In total 10 pupils access our amber level interventions with 80% of pupils making progress from baseline assessments, 50% have graduated from this level of intervention.	Outcomes for disadvantaged pupils were particularly strong, with 84.8% of PP students making progress. Year 11 achieved the highest progress rates, suggesting successful preparation for KS4 demands, while	Year 9 has been identified as a priority area for further intervention refinement and monitoring.																																																																																																																																																																																																																																																																		
2. Disadvantaged pupils achieve ambitious, appropriately sequenced qualifications in English, mathematics and science, alongside progress towards their EHCP outcomes and preparation for adulthood.	GCSE Pupil Premium performance: Disadvantaged pupils achieved an average Attainment 5 score of 12.5, up from 8.0 in 2025, with strong basics outcomes at Entry Level+ (94.74%) and Level 1+ (84.21%). Subjects (25 students) <table><tr><th colspan="2"></th><th colspan="4">Results</th></tr><tr><th></th><th></th><th>2024</th><th>2025</th><th>2026</th><th></th></tr><tr><td rowspan="5">English EL+</td><td>All (25)</td><td></td><td>97.00%</td><td>96.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>95.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>100.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>100.00%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>75.00%</td><td></td></tr><tr><td rowspan="5">English L1+</td><td>All (25)</td><td></td><td>66.70%</td><td>88.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>85.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>100.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>89.47%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>75.00%</td><td></td></tr><tr><td rowspan="5">English L2+</td><td>All (25)</td><td></td><td>9.00%</td><td>32.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>40.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>0.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>31.58%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>25.00%</td><td></td></tr></table> <table><tr><th></th><th></th><th>2024</th><th>2025</th><th>2026</th><th></th></tr><tr><td rowspan="5">Maths EL+</td><td>All (25)</td><td></td><td>93.90%</td><td>92.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>95.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>80.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>94.74%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>75.00%</td><td></td></tr><tr><td rowspan="5">Maths L1+</td><td>All (25)</td><td></td><td>57.60%</td><td>88.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>90.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>80.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>89.47%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>75.00%</td><td></td></tr><tr><td rowspan="5">Maths L2+</td><td>All (25)</td><td></td><td>3.00%</td><td>16.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>20.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>0.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>15.79%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>0.00%</td><td></td></tr></table> <table><tr><th></th><th></th><th>2024</th><th>2025</th><th>2026</th><th></th></tr><tr><td rowspan="5">Science EL+</td><td>All (25)</td><td></td><td>84.80%</td><td>76.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>75.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>80.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>89.47%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>100.00%</td><td></td></tr><tr><td rowspan="5">Science L1+</td><td>All (25)</td><td></td><td>60.60%</td><td>64.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>70.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>40.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>73.68%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>75.00%</td><td></td></tr><tr><td rowspan="5">Science L2+</td><td>All (25)</td><td></td><td>3.00%</td><td>12.00%</td><td></td></tr><tr><td>Male (20)</td><td></td><td></td><td>15.00%</td><td></td></tr><tr><td>Female (5)</td><td></td><td></td><td>0.00%</td><td></td></tr><tr><td>PP (19)</td><td></td><td></td><td>10.53%</td><td></td></tr><tr><td>LAC (4)</td><td></td><td></td><td>0.00%</td><td></td></tr></table>			Results						2024	2025	2026		English EL+	All (25)		97.00%	96.00%		Male (20)			95.00%		Female (5)			100.00%		PP (19)			100.00%		LAC (4)			75.00%		English L1+	All (25)		66.70%	88.00%		Male (20)			85.00%		Female (5)			100.00%		PP (19)			89.47%		LAC (4)			75.00%		English L2+	All (25)		9.00%	32.00%		Male (20)			40.00%		Female (5)			0.00%		PP (19)			31.58%		LAC (4)			25.00%				2024	2025	2026		Maths EL+	All (25)		93.90%	92.00%		Male (20)			95.00%		Female (5)			80.00%		PP (19)			94.74%		LAC (4)			75.00%		Maths L1+	All (25)		57.60%	88.00%		Male (20)			90.00%		Female (5)			80.00%		PP (19)			89.47%		LAC (4)			75.00%		Maths L2+	All (25)		3.00%	16.00%		Male (20)			20.00%		Female (5)			0.00%		PP (19)			15.79%		LAC (4)			0.00%				2024	2025	2026		Science EL+	All (25)		84.80%	76.00%		Male (20)			75.00%		Female (5)			80.00%		PP (19)			89.47%		LAC (4)			100.00%		Science L1+	All (25)		60.60%	64.00%		Male (20)			70.00%		Female (5)			40.00%		PP (19)			73.68%		LAC (4)			75.00%		Science L2+	All (25)		3.00%	12.00%		Male (20)			15.00%		Female (5)			0.00%		PP (19)			10.53%		LAC (4)			0.00%		Outcomes improved overall: the disadvantaged Attainment 5 score rose from 8.0 to 12.5, while 94.74% achieved Entry Level+ basics and 84.21% achieved Level 1+. This indicates that curriculum sequencing and qualification pathways are increasingly well matched to pupils' starting points. However, Level 2+ attainment and the	An individual achievement plan for every disadvantaged pupil who is not on track for an appropriately ambitious outcome. Review attendance, engagement, reasonable adjustments, teaching response and qualification pathway each half term. Use IEP data to track progress against EHCP outcomes, focus on preparation for adulthood
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					systematic evaluation of progress against EHCP and preparation-for-adulthood outcomes remain areas for further development.	outcomes for KS4 pupils
3.Disadvantaged pupils secure a broad and ambitious portfolio of qualifications that supports progression to an appropriate, sustainable post-16 destination.	PP	Entries			The qualification offer became broader and more ambitious. Entry to five Attainment 5 qualifications increased from 75.8% to 100%, and entry to at least one qualification in each Attainment 5 bucket increased from 84.8% to 100%. Overall Attainment 5 rose to 12.5, driven particularly by stronger open-subject outcomes. Maths attainment did not sustain the previous year's improvement, so the breadth of entry has not yet translated consistently into higher-level attainment across all core subjects.	Raise Level 2+ basics attainment. Set pupil-level English and mathematics milestones from autumn baselines, with half-termly progress reviews, targeted intervention and curriculum adaptation for pupils assessed as capable of Level 2+. Maths curriculum development across all key stages to support increase in overall achievement at KS4 as it provides staff with appropriate levels of challenge
		2024	2025	2026		
	Attainment 5	5.0	6.3	12.5		
	A5 English	1.9	2.0	2.3		
	A5 Maths	1.0	1.9	1.36		
	A5 Open	2.1	2.4	5.13		
	Increase percentage of pupils achieving 5 or more qualifications					
	% of A5 Slots Filled	2025	2026			
	% of pupils entered for 5 qualifications in A5	75.8%	100%			
	% entered for 1 or more qualification in each A5 bucket	84.8%	100%			
% entered for 1 or more qualification in A5	96.9%	100%				

4. Pupils make measurable personal development and preparation-for-adulthood progress through a rich wider curriculum that strengthens emotional regulation, resilience, independence, attendance and readiness for learning.	100% pupils from year seven onward have had the opportunity to have one or more appropriate and meaningful encounters with an employer. All Year Eleven pupils were given experiences of a wide range of Post-16 opportunities involving support visits to local colleges, careers events in the city, contact with employers. The exploration of skills required for employment has strengthened further down the school via our curriculum offer and discreet career lessons on all timetables. A residential have taken place for pupils in years 10 to 11, focusing on independence and resilience skills, an increased number of pupils completed all activities on offer compared to last residential. 100% of pupils offered opportunity to engage with multiple fundraising events and activities across the year 100% of Year 7 and 8 pupils had access to Christmas events including the pantomime and end of year trips. 100% pupils engaged with adults and activities at lunchtime. All pupils had access to end of term activities (RA dependent), Alton Tower trips were run to facilitate engagement from all. One bespoke Y11 trip for 2 pupils interest led, visiting another city to support them with emotional regulation in an unfamiliar setting. Three Year Comparison – <table><tr><th colspan="4">2023 Leavers (Y11 2022-2023)</th><th colspan="4">2024 Leavers (Y11 2023-2024)</th><th colspan="4">2025 Leavers (Y11 2024-2025)</th></tr><tr><th></th><th>EE T</th><th>NE ET</th><th>Unkno wn</th><th>Mov ed Awa y</th><th>EE T</th><th>NE ET</th><th>Unkno wn</th><th>Mov ed Awa y</th><th>EE T*</th><th>NE ET</th><th>Unkno wn</th><th>Mov ed Awa y</th></tr><tr><td>Respect</td><td colspan="4">N/A</td><td>68 %</td><td>25 %</td><td>6%</td><td>N/A</td><td>79 %</td><td>11 %</td><td>6%</td><td>3%</td></tr><tr><td>Kingsme ad</td><td>50 %</td><td>50 %</td><td>N/A</td><td>N/A</td><td>65 %</td><td>29 %</td><td>6%</td><td>N/A</td><td>82 %</td><td>3%</td><td>9%</td><td>6%</td></tr><tr><td>Bridge Street</td><td>68 %</td><td>32 %</td><td>N/A</td><td>N/A</td><td>53 %</td><td>37 %</td><td>11%</td><td>N/A</td><td>69 %</td><td>23 %</td><td>8%</td><td>0%</td></tr><tr><td>Castle</td><td>70 %</td><td>30 %</td><td>N/A</td><td>N/A</td><td>95 %</td><td>5%</td><td>0%</td><td>N/A</td><td>82 %</td><td>18 %</td><td>0%</td><td>0%</td></tr></table> *including those on waiting lists with providers	2023 Leavers (Y11 2022-2023)				2024 Leavers (Y11 2023-2024)				2025 Leavers (Y11 2024-2025)					EE T	NE ET	Unkno wn	Mov ed Awa y	EE T	NE ET	Unkno wn	Mov ed Awa y	EE T*	NE ET	Unkno wn	Mov ed Awa y	Respect	N/A				68 %	25 %	6%	N/A	79 %	11 %	6%	3%	Kingsme ad	50 %	50 %	N/A	N/A	65 %	29 %	6%	N/A	82 %	3%	9%	6%	Bridge Street	68 %	32 %	N/A	N/A	53 %	37 %	11%	N/A	69 %	23 %	8%	0%	Castle	70 %	30 %	N/A	N/A	95 %	5%	0%	N/A	82 %	18 %	0%	0%	Access to careers, employer encounters, enrichment and unfamiliar experiences was extensive. All pupils from Year 7 onwards were offered meaningful employer encounters, and Year 11 pupils accessed a broad range of post-16 transition opportunities. Residential, fundraising and bespoke activities supported independence and resilience, while Kingsmead's 2025 EET outcome increased to 82% and NEET reduced to 3%. The impact on regulation, readiness to learn and sustainable destinations was not yet measured consistently through common baselines or longer-term tracking.	Introduce termly personal development and preparation-for-adulthood tracking for every disadvantaged pupil, using SEMH scale, PASS and EHCP evidence to measure regulation, resilience, independence and readiness to learn from baseline. Set individual transition milestones from Year 9, evaluate the impact of enrichment activities, and check Year 11 destinations at 6 and 12 months, reporting EET, NEET and sustained-destination rates to trustees.
2023 Leavers (Y11 2022-2023)				2024 Leavers (Y11 2023-2024)				2025 Leavers (Y11 2024-2025)																																																																								
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Castle	70 %	30 %	N/A	N/A	95 %	5%	0%	N/A	82 %	18 %	0%	0%																																																																				
5. Disadvantaged pupils attend more regularly, experience fewer suspensions and demonstrate improved	Of pupils where previous data is available, 52% have improved their attendance by an average of 22%, and 53 pupils have improved attendance by more than 10% compared with their previous setting. Behaviour incidents per pupil for Autumn/Spring Term have decreased from 2024/25, with slight increase in number in Summer Term owing to KS2 provision opening. <table><tr><td></td><td>2024/2025</td><td>2025/2026</td></tr><tr><td></td><td></td><td></td></tr></table>		2024/2025	2025/2026				Attendance improved for just over half of pupils with comparable prior data: 52% improved by an average of 22%, and 53 pupils	Maintain an individual attendance plan for every disadvantaged pupil below 90%, with half-termly review of attendance, persistent absence																																																																							
	2024/2025	2025/2026																																																																														

regulation, engagement and readiness to learn.	Autumn 1	1.18	0.67		increased attendance by more than 10 percentage points. Disadvantaged attendance in Summer 2 was higher than non-disadvantaged attendance. Behaviour incidents per pupil reduced across the autumn and spring terms, although this improvement was not sustained in the summer term. Overall, the approach had a positive impact for a substantial group, but attendance requires improvement	and barriers to engagement. Set pupil-level improvement milestones from the previous-setting or admission baseline. Monitor the number and rate of suspensions, behaviour incidents and repeated incidents termly, alongside SEMH scale, PASS and EHCP measures of regulation and readiness to learn; evaluate intervention impact and adjust support promptly where progress is not sustained.
	Autumn 2	1.0	0.64			
	Spring 1	0.64	0.41			
	Spring 2	0.75	0.42			
	Summer 1	0.57	0.6			
	Summer 2	0.8	0.9			
	Attendance for PP pupils in Summer 2 was 60.15%, this was above non-PP attendance					

Additional Information:

- Recovery premium not applicable in this statement
- No service children and present.