

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. Augustine's School
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	23.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rosa Flanagan Interim Headteacher
Pupil premium lead	James Podlewski Deputy Head of School
Governor / Trustee lead	Education Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,000
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	£115,000

Part A: Pupil premium strategy plan

Statement of intent

At St. Augustine's School, we are committed to raising aspirations and self-esteem for all pupils. This document outlines how we will use Pupil Premium funding to support disadvantaged students in achieving these aims. Our approach is firmly rooted in our Mission Statement: "To Love and Serve Through Christ." As a Catholic school, Gospel values are at the heart of our community. We strive to nurture the whole child; academically, spiritually, and personally, ensuring every pupil has the opportunity to develop their talents and grow in faith. We take pride not only in the academic and enrichment achievements of our students but also in the exceptional pastoral care they receive throughout their time with us. We believe that no child should be left behind, and it is our duty to support the most vulnerable.

Currently, 21.18% of our students receive Pupil Premium funding (23.8% eligible). Our strategy focuses on improving outcomes and opportunities for these pupils through a broad and rich curriculum, high-quality teaching, targeted academic support, and wider strategies that address barriers to learning.

A key priority is improving attendance, as strong attendance is proven to be a critical factor in closing the attainment gap. Our wider intent is to raise whole-school attendance while ensuring disadvantaged pupils receive the support needed to achieve parity in attainment.

At the heart of our approach is quality-first teaching, underpinned by a well-sequenced, ambitious curriculum. Research consistently shows that highly intentional teaching has the greatest impact on pupil outcomes, particularly for disadvantaged learners. To achieve this, we invest in professional development, recruit subject specialists, and provide targeted support for early career teachers. We also develop our support staff, Teaching Assistants and Learning Mentors, to ensure pupils receive tailored help both inside and outside the classroom. Strategic decisions are informed by robust data tracking and pupil voice, ensuring interventions are responsive and effective.

Literacy remains a central priority in removing barriers to learning. This strategy aligns with our whole-school goal to improve reading skills and disciplinary literacy. Success depends on a collaborative approach involving teachers, support staff, and parents.

Our Pupil Premium spending is guided by sound educational research, including the Education Endowment Foundation's *Guide to the Pupil Premium (2022)*, which advocates a tiered approach:

- **Improving teaching**
- **Targeted academic support**
- **Wider strategies**

Through these principles, we aim to ensure every disadvantaged pupil at St. Augustine's thrives academically, socially, and spiritually.

Challenges

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

Challenge number	Detail of challenge
1	<p>Consistent Highly Intentional Teaching:</p> <p>Highly intentional teaching is widely recognised as the most effective way to improve outcomes for disadvantaged pupils, a method that is 'essential for some, beneficial for all.' However, implementing this approach consistently across a whole school presents significant challenges. Research from the Education Endowment Foundation (EEF) highlights that high-quality teaching has the greatest impact on pupil progress, particularly for those facing disadvantage, but achieving this requires sustained focus and alignment. Intentional teaching demands precise curriculum planning, clear sequencing of knowledge, and adaptive strategies tailored to individual needs. Ensuring every teacher applies evidence-based practices, such as explicit instruction, formative assessment, and scaffolding, requires robust professional development and ongoing monitoring. Variability in teacher experience, subject expertise, and classroom context can make consistency difficult to maintain. Therefore, investment in staff training, collaborative planning, and rigorous quality assurance is essential to embed these principles across all departments. When successfully implemented, this approach not only raises attainment but also builds confidence and resilience, enabling disadvantaged pupils to thrive academically and personally.</p>
2	<p>Low Prior Attainment (LPA) on entry of disadvantaged pupils:</p> <p>Assessment on entry in the last 2 years indicates a significantly higher % of LPA learners are disadvantaged. Moreover, disadvantaged learners are only just achieving the expected standard in KS2 SATS. Assessment and observation suggest that although the attainment gap narrows by Y11, there remains a gap in Attainment 8 between disadvantaged pupils and their peers - this is particularly prevalent in relation to the percentage of students achieving grades 7-9.</p>
3	<p>Higher % of Persistent Absence (PA) amongst disadvantaged pupils: Analysis of attendance data indicates a consistently higher % of Persistent Absence amongst Disadvantaged Pupils compared to non-PP peers. Data from the 2024-2025 academic year shows that attendance for students in receipt of PP was over 4% lower than non-PP students. In addition, PA for PP students was over double that of non-PP students. Students cannot learn if they are not in school and low attendance is a major barrier to achievement. There is strong research evidence to suggest that 'well-targeted support to improve attendance' is an effective use of disadvantaged funding.</p>
4	<p>Low aspiration of disadvantaged pupils, especially for Higher Prior Attaining (HPA) pupils: Providing disadvantaged students with access to cultural capital remains a key priority for St. Augustine's. While our</p>

	<p>school serves a community with relatively high levels of deprivation, some students come from very affluent backgrounds. This can create significant gaps in cultural capital and social confidence between disadvantaged and non-disadvantaged pupils, which can affect the sense of belonging essential for all students to access the richest possible curriculum. A key challenge is that both students and staff often lack awareness of the breadth of opportunities available beyond their immediate environment.</p> <p>Surveys of pupils in school and careers interview responses have indicated main concerns include the cost of higher education, a lack of awareness of funding for higher education and a feeling they were not clever enough, even amongst HPA pupils, as the main barriers to accessing these opportunities. DFE Raising Aspiration of High Achieving Disadvantaged Pupils</p>
5	<p>Lack of access to additional curriculum support, extra-curricular and outside activities and Spiritual, Moral, Social & Cultural opportunities:</p> <p>Traditionally, our school has faced significant challenges in providing students—particularly those who are disadvantaged—with consistent access to additional curriculum support, extra-curricular activities, and wider Spiritual, Moral, Social & Cultural (SMSC) opportunities. A key barrier has been the limited number of trips and enrichment experiences historically offered, resulting in sporadic opportunities for personal development. This has been compounded by the constraints of a relatively small staff body, which naturally limits the range and frequency of extra-curricular clubs and activities available. These factors have contributed to gaps in cultural capital and personal growth, making it essential that our strategy prioritises structured, equitable access to enrichment opportunities for all pupils, with a particular focus on those eligible for Pupil Premium</p>
6	<p>Numeracy and Literacy Interventions:</p> <p>For students arriving in KS3 below national requirements and the promotion of high aspirations for numeracy and literacy. Gaps in learning from the pandemic are still prevalent for many disadvantaged students which had led them to fall further behind age related expectations and research indicates that this trend is set to continue.</p> <p>Reading interventions to be centred around 3 key principles:</p> <ol style="list-style-type: none"> 1. Reading for pleasure 2. Reading for the future 3. Reading for learning
7	<p>Students being equipped for school:</p> <p>Internal and external QA has shown a significant amount of learning time is lost when pupils are not equipped for learning. We are</p>

committed to ensure our most disadvantaged students are not held back in their learning due to an inability to access necessary equipment for their lessons. By providing our pupil premium students with equipment for learning, we believe the long-standing attainment gap between pupil premium and non-pupil premium students can be closed.

Attainment 8 gap:

- National average gap is **15.3 points** between PP and non-PP students.
- (*Attainment 8 measures average achievement across 8 qualifications including English and Maths*) [\[Pupil Prem...hool.co.uk\]](#)

Progress 8 gap:

National average gap is **0.74** between PP and non-PP students.

(*Progress 8 measures progress from KS2 to KS4 across 8 subjects*)
[\[Pupil Prem...hool.co.uk\]](#)

English & Maths GCSE (Grade 5+):

Only **25% of disadvantaged pupils** achieved grade 5 or above in English and Maths, compared to **52% of non-disadvantaged pupils**.
[\[Improving...d children\]](#)

Overall attainment gap by end of secondary school:

Estimated at **19.2 months** behind for disadvantaged pupils compared to their peers. [\[The EEF Gu...Foundation\]](#)

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 the progress of disadvantaged students through highly intentional teaching.	QA of lessons following SAS Learning Walk Cycle will show adaptations made to support disadvantaged students. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year. A highly effective, broad and balanced curriculum will also drive progress of disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.
Numeracy and Literacy skills will improve for all students with scores below 100 on entry due to the promotion of high aspirations for numeracy, literacy and oracy for all students. Pupils to be identified using SATS, CATS and NGRT testing.	Disadvantaged pupils will make progress in line with their peers in internal Literacy assessments. Reading ages of LPA disadvantaged pupils will improve at an accelerated rate.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance by 2027/28 shown by: <ul style="list-style-type: none"> - Whole-School attendance of 95% - Gap between PP and non-PP attendance narrowed to within 5% - To bring PP Persistent Absence in line with non-PP levels.
High levels of engagement of disadvantaged pupils with careers guidance & post-16 opportunities	High levels of engagement shown by: <ul style="list-style-type: none"> • 2024 No NEET pupils • Increase in % of disadvantaged pupils accessing L3 courses post-16 • Increase attendance of KS4 disadvantaged pupils at Parents Evenings & careers appointments, with a target of 100% attendance
Improve wellbeing of disadvantaged students by providing excellent pastoral support.	Regular, calendared meetings of all key Pastoral staff will enable holistic and rapid response to student need. All PP students to be issued with a PP passport – shared with their teachers – to allow staff to best tailor support both in and outside of the classroom.
Improved metacognitive and self-regulatory skills among	Evidence (teachers, learning walks, ATL data) will show that disadvantaged students are:

<p>disadvantaged students across all subjects.</p>	<ul style="list-style-type: none"> • Confident learners with positive attitudes to learning who are able to regulate their own learning. • Book scrutinies show a high level of challenge and resilience, where students are not afraid to make mistakes. • Independence in homework completion leading to a reduced number of sanctions for failure to complete homework.
<p>Ensure all PP students have access to opportunities to acquire cultural capital to support progress and enrich their education.</p>	<p>Enrichment activities will result in better student wellbeing as well as developing cultural capital. In addition, the increased opportunities disadvantaged students will have to visit HE establishments should result in a greater number of students going on to pursue KS5 courses.</p>

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

Budgeted cost: £55,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes in core subject areas	Smaller group size for Low PA students where a high % are PP offers flexibility for targeted intervention. This strategy is supported by EEF research on ' reducing class size ' which shows greater opportunities for 1:1 feedback and focused directed questioning.	1, 6
CPD: Highly Intentional Teaching	<p>High quality teaching is identified as a key principle of narrowing the attainment gap in the EEF Guide to the Pupil Premium. Intentional teaching draws heavily from constructivist approaches, where:</p> <p>Children are seen as active learners who construct knowledge through experiences.</p> <p>Teachers act as facilitators, scaffolding learning based on children's interests and developmental levels.</p> <p>Vygotsky's concept of the Zone of Proximal Development (ZPD) is central—teachers intentionally plan experiences that stretch children's thinking just beyond their current capabilities.</p> <p>Highly intentional teaching involves ongoing reflection and responsiveness:</p> <p>Teachers continuously assess and adapt their strategies based on children's responses.</p> <p>It requires thoughtful planning, but also spontaneity to seize teachable moments.</p> <p>The ability of teachers to identify strengths and weaknesses of pupils of pupils using diagnostic assessment will help pupils to know more and remember more. Training on retrieval practice and insights from EEF Diagnostic Assessment will be incorporated in to CPD sessions.</p>	1, 3, 4, 6

Targeted academic support

Budgeted cost: £16,917

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 reading programmes Bedrock	Reading is key to supporting cognitive and metacognitive processes to support retrieval of learned material. Bedrock embeds Tier 2 academic vocabulary to support learning and is mapped to support Rosenshine's '10 Principles of Instruction' (2012). 'The Day' is used in tutor sessions to support disciplinary reading and discussion of current topics in a range of subject-specific areas. Both of these programmes will address the 2 nd challenge identified in Improving Literacy in Secondary Schools as a significant difficulty in securing knowledge using specialised technical vocabulary to access the curriculum.	1, 6
Tutor Time Reading Control The Game The Day NGRT Testing	Research by the National Literacy Trust shows 1 in 8 school-age children do not have access to reading materials at home. Weekly sessions in tutor time are dedicated to supported reading through Control the Game in KS3 and use of The Day to lead discussions of a 'Hot Topic' in KS4.	1, 6
Part Funding Literacy Co-ordinator (20%)	Reading is the key skill to access the secondary curriculum. Reading age tests on entry show lower reading age score for PP pupils than non-PP peers. Development of coherent intervention across SEND, PP and LPA cohorts as in the school many disadvantaged pupils are also SEND and/or LPA. National Literacy Trust research shows less than 50% of pupils enjoyed reading. The Literacy co-ordinator also organises a wide range of literacy enrichment opportunities such as book clubs, spelling bees, author visits poetry workshops to support Reading for Pleasure.	1, 6

Literacy & Numeracy Intervention	<p>Pupils with low prior attainment access a range of 1:1 sessions using tools such as Read Write Inc, Third Space Learning, guided reading, SNAP maths, etc either:</p> <p>EEF: one to one tuition</p> <p>Or EEF: Small group tuition</p> <p>Strategies chosen will be responsive to assessment on an individual basis.</p>	1, 3, 6
Purchase of CAT4 testing for Y7 cohort	<p>CAT4 testing identifies cognitive abilities which is not reliant on prior-learning. This means PP pupils are not disadvantaged when setting, compared to use of SATs standardised scores which will be affected by disadvantage. In addition, CAT4 testing highlights areas for further investigation of strategies to support learning.</p> <p>https://www.tes.com/magazine/archived/why-schools-should-use-cognitive-ability-tests</p>	1, 3
Key Maths Equipment	<p>Only 25% of disadvantaged pupils achieved grade 5 or above in English and Maths, compared to 52% of non-disadvantaged pupils. [Improving...d children]</p> <p>Ensure all pupil premium students have key Maths equipment to close this gap.</p>	7

Wider strategies related to attendance, behaviour and safeguarding

Budgeted cost: £42,819

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer (20% funding support)	<p>NFER research showed a particularly strong correlation between attendance and Progress 8 scores, which is exacerbated by disadvantage.</p> <p>The EEF Guide to the Pupil Premium identifies Attendance as the principle non-academic barrier to learning. Funding the Attendance Officer to run internal attendance panels for pupils at risk of PA will close the gap in attendance rates and improve engagement from parents of disadvantaged pupils by promoting positive relationships as advocated by NFER: Being Present: the power of attendance and stability for disadvantaged pupils</p>	1,2,4
Pastoral Support Staff (20% funding support)	<p>Additional support for the social and emotional wellbeing of disadvantaged pupils is well documented as an effective tool in addressing non-academic need, as advocated by the EEF Guide to the Pupil Premium document.</p>	1,2,3,4

	Pupil Premium funding supports the pastoral team in helping disadvantage pupils access additional social and emotional support as well as extra-curricular opportunities.	
Part-Funding of CEIAG Co-ordinator (20%)	KS4 Careers interviews are prioritised for disadvantaged pupils and begin in KS3 for this cohort to build a wider range of opportunity. Disadvantaged pupils are prioritised for careers-based experiences such as High-5, Aim High, Women in STEM etc. Financial support is given to transport disadvantaged pupils to Higher Education open events in order for pupils to access the full range of opportunities available in the wider area.	3,4, 5
Enrichment Activities	A range of SMSC opportunities are funded for FSM and part-funded for disadvantaged pupils to ensure a rich array of opportunities are experienced by all pupils irrespective of economic background, including theatre trips, music lessons, swimming, college visits, geography fieldtrips, Lourdes Pilgrimage, Duke of Edinburgh etc EEF: Guide to the Pupil Premium	4, 5
Curriculum Activities	Supporting students to access the curriculum via the purchase of key equipment and resources, e.g. ingredients for Food Technology and key texts in English for GCSE students. Peripatetic music lessons. Extra-curricular visits/cultural capital.	1, 3, 4, 5

Total budgeted cost: £115,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Review: Academic Year 2024/25		
Intended Outcomes	Action	Impact & Lessons Learned
A. Literacy and numeracy skills will improve for all students with scores below 100 on entry.	Additional Staffing of classes for Low Prior Attainment students	<p>~ 32% of all LPA achieved grade 4+ English & Maths (2024 GCSE)</p> <p>~ 11% of all LPA achieved grade 5+ English & Maths (2024 GCSE)</p> <p>~ 4+ English (LPA) increased from 40% (2024) to 60% (2025)</p> <p>Increased staffing levels for LPA pupils allows teaching to focus on specific literacy and numeracy gaps as 31% of DA pupils are also SEN.</p> <p>Future: increase numeracy intervention to close the gap between numeracy and literacy</p>
	Purchase of Accelerated Reader Programme	<p>~ 59% of Y7 DA and 54% of Y8 DA pupils made over 6 months progress on reading age</p> <p>~ 37% of Y7 DA and 41% of Y8 DA pupils made over 18 months progress on reading age (compared to 28% Y7 and 42% Y8 non-DA pupils) * see appendix for further breakdown</p> <p>~ 38% of top reader rewards achieved by DA pupils.</p> <p>Accelerated Reader has improved reading ages in all focus groups, though impact on DA pupils has been most significant for pupils with middle and high prior attainment – this is likely due to access and time devoted to reading.</p> <p>Future: focus on instilling a love of reading for pleasure in LPA and focus groups to enthuse pupils to achieve through Accelerated Reader. Widen rewards for progress as well as reading millionaires.</p>
	KS4 reading programme:	~ DA pupils recorded a 19% improvement of reading scores compared to a 13% improvement for non-DA pupils in KS4

	Bedrock	<p>The impact of Bedrock is expected to increase as it moves into the second year of implementation.</p> <p>Future: to continue focused reading in KS4 with the support of reading initiatives in tutor time such as 'Hot Topic'.</p>
	Funding Literacy Co-ordinator	<p>~ 140 LPA identified for 1:1 reading intervention, 26% were disadvantaged. 8% were identified as requiring further intervention on a Read Theory programme.</p> <p>~ 83% of Y7, 50% of Y8 and 72% of DA pupils receiving 1:1 literacy intervention improved reading age by over 6 months.</p> <p>~ 42% of Y7, 16% of Y8 and 28% of DA pupils receiving 1:1 literacy intervention improved reading age by over 18 months. (see appendix for breakdown of data)</p> <p>Use of reading assessments to identify pupils for early intervention has allowed more timely improvements in key skills required to access the wider curriculum. Sharing of reading data has allowed teachers to more effectively adapt teaching materials to the needs of pupils with specialist support from the literacy co-ordinator.</p> <p>Future: purchase and use of online literacy intervention to widen the range of intervention on offer to pupils.</p>
B. Low levels of Persistent Absence (PA) overall, and to bring PP Persistent Absence in line with non-PP levels.	Funding of additional Pastoral support	<p>~ Gap between PA and disadvantaged PA closed by 4%, though remains above National Average.</p> <p>~ Of the 20/21 disadvantaged PA, 16% improved attendance % and 28.5% no longer PA.</p>
	Funding of Disadvantaged Pupil Champion	<p>~ 60.5% of disadvantaged pupils received support/mentoring through Sidewalk, Flexible Provision, academic mentoring & Breakfast Club.</p> <p>Use of DP Champion to support Attendance Officer has increased engagement with parents of DPs who are also PA. Internal support helps to remove barriers to learning which prevent attendance.</p> <p>Future: early analysis of disadvantaged pupils at risk of PA to offer support in addressing attendance issues.</p>
C. High levels of engagement of PP pupils with careers guidance	Part-Funding of CEIAG Co-ordinator	<p>~ 0% disadvantaged NEET.</p>

& post-16 opportunities	Funding of Disadvantaged Pupil Champion	<p>~ Ave P8 of pupils with Scaled Scores of 104+ = -0.03, disadvantaged pupils = -0.74 of which 100% accessing L3 courses post-16.</p> <p>~ 100% of PP pupils received early careers interviews & additional interviews throughout the year.</p> <p>Collaboration of PP Champion and CEIAG co-ordinator has facilitated greater engagement of disadvantaged pupils in careers events and activities. DP Champion has directly engaged with DPs and parents to ensure post-16 open events are attended and support for applications is given.</p> <p>Future: continue to support DA pupils in accessing all careers opportunities.</p>
D. No pupil to be disadvantaged by lack of finances to access Spiritual, Moral, Social & Cultural Opportunities (SMSC)	Funding of Disadvantaged Pupil Champion	<p>~ financial support for all Y7 FSM to attend the Geography field trip.</p> <p>~ funding of 30% of places on Y8 retreat to Savio House for disadvantaged pupils</p>
	Subsidy of subject-specific additional learning opportunities	<p>~ funding for 10x reduced-cost places on extra-curricular ski trip for DA pupils.</p> <p>~ 100% funding of subject-specific English/Art/Technology materials for FSM pupils leading to higher uptake of disadvantaged pupils in these subjects: Art = 36%, Product Design = 30%, Food = 27% of cohort.</p>
	Purchase of additional subject-specific resources	<p>~ 38% of DA pupils participated in extra-curricular sport, 46% of DA pupils participated in music events.</p> <p>~ 33% of pupils attending poetry writing workshops were DA pupils.</p> <p>Disadvantaged Champion liaised with HoFs to ensure DA pupils access all curricular, extra-curricular and additional opportunities in school with a significant increase in participation in extra-curricular activities in school time.</p> <p>Future: to continue to support and monitor participation</p>

Appendix

KS3 Reading Progress Breakdown

Data Summary:

Reading Ages

- **Better than expected progress for ALL year groups in reading ages – a continued improvement reflecting consistency.**

•Vulnerable groups:

- **FSM pupils make more or the same progress than all pupils across all year groups.**

- **SEND make more or the same progress than all pupils in years 7 and 9 but less in year 8 and 10**

- **EHCP make more or the same progress in years 7 and 9 but slightly less in year 8 and 10**

Bedrock

- **Pupils making consistent progress in vocabulary mastery**

Vulnerable groups:

- **FSM pupils make more progress than non-FSM pupils.**

- **SEND make more progress than all pupils in years 7 and 9**

- **Boys make better progress than girls which had a significant impact on reading ages**

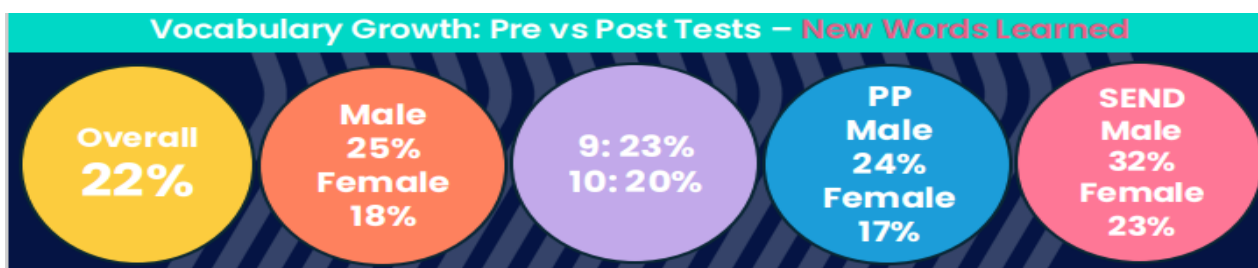
Interventions

- **The most effective intervention has been one-to-one bespoke TA intervention; however, this is very time rich and reduces the number of pupils who can receive intervention.**

- **Reciprocal reading has had a significant impact in all groups but consistency with reading with some pupils needs further intervention.**

- **Phonics approach based on RWI show pupils have made progress on the programme itself.**

Reading interventions	Reciprocal reading 4 groups of 5 (change every half term*) RWI – 14, 3 x weekly Dyslexia Gold – 15 Y10 Reading Mentors – 10 TA Mentors – AC, AT, AL Working memory – KA, 4 Subject specific Vocabulary intervention
Has NGRT testing. What is this telling us?	Lowest 20% of pupils tested on NGRT – all other pupils tested on Accelerated Reading <ul style="list-style-type: none"> The difficulties the lowest 20% of students have. Look at correlation with CATS for Y7 and RWI scores. Informs which students have which interventions.
What is the broader reading provision on offer for students?	<p>There are 3 key strategies for disciplinary literacy that ALL staff follow:</p> <ol style="list-style-type: none"> Teachers provide opportunities for students to read aloud in EVERY lesson and support them to decode and make links in their academic reading. Teachers explicitly teach vocabulary in their subject areas - both Tier 2 and 3 vocabulary is identified on curriculum maps and taught through strategies such as the Frayer Model. Subjects display 'Read like a...' posters to inform students of reading opportunities in each subject area. <p>Other opportunities across school:</p> <ul style="list-style-type: none"> Control the game VotesforSchools Prayer reading daily Literacy lesson Lunchtime clubs – Teacher led Book Groups <p>We also have an extended enrichment which includes poetry workshops, author visits. Stephen Joseph Theatre oracy workshops, competitions, topical reading displays and events like Take10toRead on World Mental Health Day, Read4Good, CST linked to Reading for Pleasure. to name a few.</p>



Bedrock shows more progress for PP, SEND and Boys – our key focus groups. The National average for vocabulary growth is 14% which means our pupils are making above expected growth overall. (Data sourced from Bedrock.)

Bedrock

Overall Progress

2024/2025	Pre-test Score	Post-test Score	Progress
Year 9	71	84	18%
Year 10	72	83	15%

2023/2024	Pre-test Score	Post-test Score	Progress
Year 9	72	85	18%
Year 10	66	81	23%

Bedrock: Last years Year 9s moving into Year 10 this year have made less progress than our Year 9s.

Bedrock Successes

2023/2024 Data



2024/2025 Data



There has been a steady rise in all vocabulary acquisition and engagement with Bedrock.

By Vulnerable Group

Year	All Pupils	FSM	SEND	EHCP
7	+ 14 months	+ 13 months	+ 12 months	+14 months
8	+ 13 months	+ 12 months	+ 10.5 months	+11 months
9	+ 13 months	+ 13 months	+ 14 months	+12 months
10	+ 13 months	+ 12 months	+ 11 months	+14 months

Star Reading Age Headline figures – Overall Progress

	Start RA (Oct Avg.)	End RA (June Avg.)	Progress (months) 2025 Data [2024 Data in Brackets] [2023 Data in Brackets]
Year 7	10Y 12 months [10Y 10M] [11Y 0M]	12Y 2 months [11Y 9 months] [11Y 11M]	14 months in 2024-2025 [13 months in 2023-2024] [11 months in 2022-23]
Year 8	11Y 8 months [12Y 4 months] [11Y 6M]	12Y 9 months [13Y 3 months] [12Y 4M]	13 months in 2024 - 2025 [11 months in 2023-2024] [10 months in 2022-23]
Year 9	12Y 09 month [12Y 6 months] [12Y 7M]	13Y 10 month [13Y 8 months] [13Y 7M]	13 months in 2024 - 2025 [14 months in 2023-2024] [12 months in 2022-23]
Year 10	13Y 7 months [13Y 9 months] [N/A]	14Y 8 months [14y 9 months] [N/A]	13 months in 2024-2025 [12 months in 2023-2024] [not measured 2022-23]

Star Reading Age Headline figures

No. of pupils with R.A. lower than 10 years

	% <10.00 Oct 2024 2025 Data (Data in brackets 2024) (Data in brackets 2023)	% <10.0 June 2025 2025 Data (Data in brackets 2024) (Data in brackets 2023)
Year 7	39 (2835)	23 (19 24)
Year 8	26 (2426)	15 (2014)
Year 9	24 (1616)	9 (97)
Year 10	16 (4N/A)	11 (1N/A)

Library Clubs 2024/2025

Book Clubs

- Carnegie – 18 pupils (2+ PP)

Crochet – 25 members (4+ PP)

Chess – 46 members (14+ PP)

- Chess Tournament – 34 (6+ PP)

Library Monitors – 15 members (5+PP)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Prison Me, No Way!	