

Pupil Premium Strategy Statement

Uppingham Community College

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

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

School overview

Detail	Data
Number of pupils in school	919
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed	September 2028
Statement authorised by	David Anderson
Pupil premium lead	Clare Duffy
Governor / Trustee lead	Liz Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,757
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£156,757

Part A: Pupil premium strategy plan

Statement of intent

At Uppingham Community College, our aim is for all students to succeed regardless of background or circumstance. We have high aspirations for every learner—both in their academic achievements and in their development beyond the classroom. We seek to ensure that all students experience a broad and balanced curriculum, delivered through high-quality first teaching. This is complemented by a wide range of curriculum enrichment opportunities available to all, with bespoke provision for Pupil Premium students. All of this is underpinned by a strong pastoral system tailored to individual need and grounded in our core values of respect, honesty and kindness.

The Pupil Premium is additional funding provided to publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers.

The funding at UCC is used to maximise student potential through supporting quality-first teaching, providing targeted interventions, and creating additional opportunities that have a positive impact on students' progress, outcomes and personal development. We aim to remove barriers to learning so that all students make good progress and meet age-related expectations at each stage of their education.

Our ABCD Approach

Our philosophy is based on an ABCD approach, rooted in educational research and ongoing evaluation of impact. The four aspects are:

- A – Attendance
- B – Belonging
- C – Classroom
- D – Disengagement

Attendance - We recognise that strong attendance is the foundation for academic success. Pupil Premium funding supports strategies that remove practical and emotional barriers to regular school attendance, ensuring students can fully access the curriculum.

Belonging - Belonging is centred on building positive, healthy relationships and ensuring students have opportunities to experience success both academically and socially. This begins with good attendance and extends to offering equitable access to experiences that build cultural capital. Students are supported through a wide range of enrichment activities and a strong, responsive pastoral team. We work proactively with families to strengthen home–school relationships so that every disadvantaged student feels part of the UCC community.

Classroom - What happens in the classroom is central to the success of disadvantaged students. Our Teaching and Learning CPD programme maintains a continual focus on improving outcomes for all learners, with particular attention to those who are disadvantaged. Pupil Premium funding is used to enhance professional development for teachers and TAs, and to ensure all students have access to the resources they need to support learning. This includes strategic over-staffing in English and Maths to support smaller teaching groups. Teachers at UCC keep Pupil Premium students front and centre in their

planning, adaptive teaching and everyday practice, ensuring that high expectations and effective support drive their progress.

Disengagement - Disadvantaged students are statistically more likely to become disengaged with their education. Through our ABCD approach, we ensure that all students are offered suitable curricular pathways, meaningful enrichment opportunities and targeted support that encourages engagement and aspiration. With all UCC staff placing Pupil Premium students at the heart of their practice, we foster positive working relationships, so students feel they belong, are valued, and have bright futures. We monitor engagement closely and intervene early where concerns arise, ensuring that no student becomes invisible or slips behind.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Historically, the attendance of our disadvantaged students has remained below the overall school average with attendance for our FSM6 in 2024-25 at 83.4%. Patterns of persistent absence are evident in all year groups within the disadvantaged cohort, with individual circumstances contributing to these variations.</p> <p>Building and sustaining positive relationships with families is essential to addressing this challenge, particularly in the context of a notable increase in Anxiety Related Non-Attendance (ARNA). Low attendance can reinforce a negative cycle, where absence contributes to increased anxiety about returning to school. Strengthening early identification of emerging concerns and maintaining consistent communication with families will support a proactive rather than reactive approach to attendance.</p> <p>Parental engagement and awareness of their child’s attendance—and the impact this has on academic progress, wellbeing and long-term outcomes—remain key priorities. Providing families with clear information, accessible support, and regular opportunities to discuss attendance openly is vital to improving outcomes for disadvantaged students. We will also ensure that parents understand the pathways of support available, including pastoral, well-being, and external agency involvement where appropriate.</p> <p>Outstanding attendance is celebrated across the school, and we aim to ensure that this recognition is equally extended to students who demonstrate sustained improvement. By celebrating both high attendance and positive progress, we seek to reinforce habits of regular school attendance and build students’ confidence in their ability to re-engage. Through a consistent, whole-school approach—supported by early intervention, family partnership and equitable recognition—we aim to raise disadvantaged attendance in a realistic and sustainable way.</p>

	<p>Student Voice:</p> <p>Student voice gathered from disadvantaged learners shows that while most enjoy school once they arrive, many experience anxiety or low confidence in the mornings, particularly after periods of absence. Students identified barriers such as worries about falling behind, challenges at home, friendship issues, and anxiety about returning to lessons. They reported that supportive relationships, pastoral check-ins, discreet help with catch-up work, and recognition for improving attendance all make a positive difference. Students have asked for continued opportunities to talk through worries, clearer support for catching up after absence, and recognition for sustained improvement as well as high attendance. This feedback is shaping our comprehensive academic and pastoral approach to ensuring disadvantaged students feel confident, supported, and able to attend regularly.</p>
2	<p>Belonging</p> <p>Identifying individual barriers to belonging is a significant challenge because disadvantaged students are not a homogenous group; each student has unique needs, experiences and influences that affect how connected they feel to school life. Understanding these individual contexts is essential for removing barriers and fostering a strong sense of belonging, but it is both time-consuming and resource-intensive</p> <p>In a data-rich environment, communicating key information clearly across staff can be difficult. When understanding of a student’s needs is inconsistent or unclear, the student may feel unnoticed or misunderstood. This can lead to disengagement, reduced participation in school life and fewer opportunities to build positive memories through enrichment and wider experiences.</p> <p>Ensuring that all staff have timely, relevant and easily accessible information about the disadvantaged cohort is therefore vital to strengthening relationships and ensuring students feel valued and included.</p> <p>A lack of belonging can contribute to reduced confidence, reluctance to seek help and lower engagement in both academic and pastoral opportunities. This can also directly impact attendance and wellbeing, reinforcing a cycle where students feel increasingly disconnected from the school community.</p> <p>We want students to feel that school is a place where they are known well, supported effectively and able to take part in experiences that build positive memories and cultural capital.</p> <p>Student Voice:</p> <p>Student voice from disadvantaged learners highlights the importance of feeling known, valued and understood by staff. Students shared that positive relationships, check-ins from trusted adults and being encouraged to join activities make them feel part of the school community. Some students said they avoid opportunities when they are unsure, they will “fit in” or when friendship issues make them feel less confident. They also expressed that being noticed for positive contributions—whether in lessons, enrichment or pastoral spaces—helps them feel more connected to school. Their feedback</p>

	<p>reinforces the need for consistent relationships, inclusive opportunities and clear information sharing so every student feels they belong at UCC.</p>
<p>3</p>	<p>Classroom</p> <p>Ensuring all students make strong academic progress, regardless of background or starting point, remains a central priority. In 2024, outcomes showed that the Progress 8 score for disadvantaged students was -0.57, compared with -0.45 for their peers—a gap of 0.12. This continues a trend of the gap narrowing; however, further improvement is needed to ensure disadvantaged students achieve in line with expectations.</p> <p>The effectiveness of classroom practice is the key determinant of progress for disadvantaged learners. Quality First Teaching must remain at the heart of every lesson, supported by a shared understanding of the needs, strengths and barriers that disadvantaged students may face. Teachers require clear, concise and relevant information, alongside ongoing professional development, to ensure high-need learners are supported effectively. Disadvantaged cohorts often present with varying knowledge gaps and require expert, adaptive teaching across the curriculum.</p> <p>Middle leaders play a crucial role in ensuring that the curriculum is ambitious, coherent and accessible. Students need to engage with content that both challenges and prepares them for further study, careers and aspirational life goals. Current destination data indicates that while disadvantaged students typically remain in education or training post-16, many do not opt for academically rigorous pathways. This suggests a need to strengthen aspiration, confidence and academic readiness so all students feel capable of pursuing challenging routes.</p> <p>A key challenge remains ensuring that all pupil premium students achieve the basics—a grade 4+ in both English and Maths by the end of Year 11—so they leave with strong foundations for future success. This requires consistent, high-quality teaching, early identification of learning gaps and targeted intervention that complements rather than replaces classroom learning.</p> <p>We want every disadvantaged learner to feel academically capable, well-supported and confident in their ability to achieve challenging goals.</p> <p>Student Voice:</p> <p>Disadvantaged students shared that they feel most confident in lessons where teachers explain tasks clearly, check in regularly and help them catch up without drawing attention to gaps. Some students reported feeling overwhelmed when they miss lessons or when work feels too challenging, which affects their confidence. They emphasised that positive relationships with teachers, clear routines and feedback that helps them improve make a significant difference to how well they engage in learning. Students also expressed that having access to resources—both in class and at home—helps them feel more able to succeed. Their feedback reinforces the importance of high-quality, adaptive teaching and strong communication between staff and learners.</p>

Disengagement:

Using student assessment data and wider school information is essential for identifying early signs of disengagement. Current monitoring shows that some disadvantaged students display both academic disengagement—evident in progress data—and social or cultural disengagement, reflected in limited involvement in wider school life.

Developing a stronger culture of data use across departments and pastoral teams is therefore a priority, ensuring all staff are aware of the needs, barriers and emerging concerns within the disadvantaged cohort.

Disadvantaged students are underrepresented in enrichment activities such as sports teams, clubs and student leadership roles. These missed opportunities reduce their sense of connection, belonging and personal growth, reinforcing challenge areas linked to 'Belonging'. The lack of participation also limits the development of positive memories and wider skills that contribute to confidence, aspiration and future readiness.

Proactive identification and timely support are vital. When disengagement is not addressed early, it can lead to reduced motivation, lower academic outcomes and a disconnect from the wider school community. This cycle can deepen quickly without coordinated intervention, consistent communication with families and strong, positive relationships with trusted adults.

We aim for all disadvantaged learners to feel confident, valued and willing to participate in enrichment that builds skills, enjoyment and aspiration.

Student Voice:

Disadvantaged students reported that they sometimes disengage when they feel overwhelmed, unsure of expectations or worried about keeping up with peers. Some students shared that they would like to join clubs or teams but feel anxious about fitting in or fear they are "not good enough." Others highlighted that encouragement from staff and friends makes a significant difference to whether they participate.

Students said that regular check-ins from trusted adults help them stay motivated and feel more connected to school. They also noted that they are more likely to join activities when they understand what is involved and feel reassured that trying something new is valued. Their feedback reinforces the need for early identification, personalised encouragement and inclusive approaches to widening participation.

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
1.	Attendance of disadvantaged group improves.	<p>1.1 Attendance data for the disadvantaged (FSM6) group to raise from 83.4% (IDSR 2024-25) to above national FSM6 average (approx. 88%).</p> <p>1.2 Early intervention utilised to decrease persistent absences within the disadvantaged group.</p> <p>1.3 Developing expertise of staff to work supportively between home and school, to improve attendance.</p> <p>1.4 A robust system for rewards to celebrate excellent and improving attendance.</p>
2.	Disadvantaged students feel seen and heard, fostering a stronger sense of belonging.	<p>2.1 Attendance percentage improves in line with figures above.</p> <p>2.2 Students are encouraged, enthused and supported to take part in enrichment events, activities and opportunities.</p> <p>2.3 Student voice is listened to so that individual barriers can be identified.</p> <p>2.4 Each student has an identified 'trusted adult' to work with between home and school.</p>
3.	A CPD programme that prioritises the teaching of disadvantaged students in the classroom.	<p>3.1 Teaching reflects strategies from CPD that improve classroom practice for disadvantaged pupils, including explicit instruction, effective scaffolding, purposeful questioning and formative feedback.</p> <p>3.2 Literacy is explicitly taught across lessons, with teachers routinely modelling high-quality reading, writing and subject-specific vocabulary to support disadvantaged pupils' access to the curriculum. All disadvantaged students are reading at age-appropriate level by the end of KS3.</p>
4.	Disadvantaged students achieve well and have access to a broad curriculum at both KS3 and KS4.	<p>4.1 Performance measures for 2026 shows that the year 11 A8 gap continues to narrow between PP students and the rest of the school cohort (in 2025 A8 for the year group was 4.9, with PP at 4.2 a gap of -0.7. In 2024 this was 4.7 and 3.8, a gap of 0.9).</p> <p>4.2 In both English and maths our disadvantaged students continue to outperform national disadvantaged performance in A8, grade 4+ and grade 5+.</p> <p>4.3 All disadvantaged students follow a broad curriculum including the core subjects and a breadth from other subject areas, with provision tailored to meet individual need and post-16 aspirations.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,757

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy Engine will be embedded as a whole-school approach to literacy development for all pupils. The platform supports the systematic improvement of reading fluency, comprehension, spelling, and vocabulary.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>3, 4</p>
<p>Purchase of standardised diagnostic assessments (Reading Plus). Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p> <p>The Education Endowment Foundation (EEF) highlights the importance of using high-quality diagnostic assessment to identify pupils' specific literacy needs and inform effective teaching. Standardised reading assessments support accurate identification of gaps in reading fluency and comprehension, while staff training ensures assessment data is interpreted correctly and used to adapt classroom practice, leading to improved pupil outcomes. Improving Literacy in Secondary Schools</p>	<p>3, 4</p>
<p>Targeted and ongoing professional development will strengthen teachers' adaptive teaching practices (questioning, feedback, modelling, scaffolding) to meet the needs of disadvantaged pupils.</p>	<p>The Education Endowment Foundation (EEF) identifies high-quality teaching as having the greatest impact on disadvantaged pupils. EEF guidance highlights that effective professional development focused on adaptive teaching—using assessment to respond to pupils' needs, scaffolding learning, and maintaining high expectations—leads to improved classroom practice and pupil outcomes.</p>	<p>3, 4</p>

	Special Educational Needs in Mainstream Schools	
Steplab will be used to support the professional development of Teaching Assistants through structured training, and rehearsal aligned with evidence-based practice. This will focus on effective classroom support strategies such as scaffolding learning, promoting independence, and reinforcing high-quality teaching, ensuring Teaching Assistants have a consistent and positive impact on pupil learning, particularly for disadvantaged pupils.	The Education Endowment Foundation (EEF) emphasises that Teaching Assistants have the greatest impact when they are well trained and deployed to complement, rather than replace, high-quality teaching. Structured professional development that focuses on scaffolding, promoting independence, and aligning support with classroom instruction improves pupil outcomes, particularly for disadvantaged pupils Making Best Use of Teaching Assistants	3, 4

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller teaching groups in English and Maths to support students with a particular focus on PP students. Additional departmental adaptations for PP students based on individual barriers to learning identified.	Teaching and Learning Toolkit EEF Small group tuition has an average impact of four months' additional progress over the course of a year.	3, 4
Subject specific interventions and resources as needed to benefit students including: -1:1 support and tuition using a specialist teacher. -Differentiated resources (which departments can bid for). -Online learning packages (Dyslexia Gold, Direct Instruction, yr11 exam intervention sessions etc.).	Teaching and Learning Toolkit EEF 1:1 tuition can be an effective method to support low attaining pupils or those with gaps in their knowledge, adding up to five months additional progress over a year.	3, 4

<p>Subject specialist Teaching Assistants deployed in all subject areas across the school, supporting small group teaching and structured interventions.</p>	<p>Positive effects (up to +4 months progress) have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	<p>3, 4</p>
<p>Reading as a whole school priority:</p> <ul style="list-style-type: none"> - Dedicated reading time in KS3 for times once a week using Literacy Engine resources. All year 7 students provided with a book via Book Buzz initiative. - KS4 Reading Buddies to support younger students with low reading ages. - Timetabled KS3 reading lessons as part of the whole school curriculum model. - Targeted Literacy interventions – Switch on Reading for decoding and fluency skills, Dyslexia Gold, Spelling Bee. 	<p>EEF – peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately six additional months’ progress within one academic year. Peer tutoring EEF</p> <p>Reading comprehension strategies EEF The average impact of reading comprehension strategies is an additional seven months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>3, 4</p>
<p>Access to all required revision and set texts resources at Key Stage 4 and sessions on ‘how to revise’ to facilitate purposeful revision as homework.</p>	<p>Homework EEF</p> <p>Homework that is linked to classroom work tends to be more effective. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Having set texts and revision guides which are used in class purchased for students removes barriers to learning and allows students to feel they belong in the classroom.</p>	<p>2, 3, 4</p>
<p>Purposeful and timely careers guidance and opportunities for all disadvantaged students, including 1:1 guidance meetings in year 11.</p>	<p>EEF Careers Education</p> <p>Young people who have a good understanding of what they need to do in school to achieve their career ambitions, and who combine part-time work with full-time study, do a lot better economically later in life than their peers. Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.</p>	<p>2, 3, 4</p>

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Specifically, Progress Leaders (PLs) and Assistant Progress Leaders (APLs) monitor, track and intervene with specific students to improve and maintain attendance. Newly appointed Attendance Champion to lead Attendance Team with newly developed Attendance Playbook and Standard Operating Procedures.</p> <p>Utilise DfE VYED and similar schools comparisons to benchmark progress.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation</p>	1, 2
<p>AARNA - is a school-based attendance intervention designed to support students in improving their attendance and engagement with learning. Through targeted support, mentoring, and personalised strategies, AARNA helps students overcome barriers to attending school, builds positive habits, and ensures they stay on track to achieve their full potential.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF</p> <p>Behaviour interventions EEF</p>	1, 2, 4
<p>ELSA - (Emotional Literacy Support Assistant) is a school-based programme that provides targeted support to help students develop emotional wellbeing and social skills. Through one-to-one or small group sessions, ELSAs work with pupils to manage feelings, build confidence, and overcome personal or social challenges,</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF</p>	2, 3, 4

<p>enabling them to thrive both in and out of the classroom.</p>		
<p>APL 1:1 Support & Interventions - provides personalised support to students, helping them set goals, overcome challenges, and stay on track with their academic progress and personal development. Through regular one-to-one sessions, students receive guidance, motivation, and tailored strategies to succeed both in school and beyond</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentors typically build relationships with young people by meeting with them once per week over a sustained period.</p> <p>Mentoring EEF</p>	<p>1, 2, 3, 4</p>
<p>Peer Mentoring - Year 11 Supporting Year 7 gives older students the opportunity to guide and support younger peers, helping them settle into school life, build confidence, and develop positive relationships. Through this mentoring, Year 7 students receive guidance and encouragement, while Year 11 mentors develop leadership and communication skills. This is facilitated by the PL & APL's for each year group.</p>	<p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee or tutees.</p> <p>Peer tutoring EEF</p>	<p>1, 2, 4</p>
<p>Targeted Interventions – Gardening/Fitness Circuits/Life Skills - provide students with structured activities designed to boost wellbeing, engagement, and practical skills. These interventions help pupils develop confidence, teamwork, and healthy routines, while offering opportunities to learn life skills and stay positively involved in school life.</p>	<p>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. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p> <p>Physical activity EEF</p> <p>Behaviour interventions seek to improve attainment by reducing challenging</p>	<p>1, 2, 4</p>

	<p>behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>Behaviour interventions EEF</p>	
<p>Wide enrichment provision available along with financial support for both extra-curricular and curriculum trips and activities, along with funded music lessons.</p>	<p>Arts participation EEF Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months).</p> <p>Physical activity EEF There is a positive impact of physical activity on academic attainment (+2 month).</p>	2, 4
<p>Financial support to support belonging and learning, including:</p> <ul style="list-style-type: none"> - School transport - Uniform and PE kits. - Ingredients for Food & Nutrition lessons. - Prom tickets. 	<p>A model for school environment and leadership To create a school environment where students feel they belong and achieve well, research suggests you need:</p> <ul style="list-style-type: none"> - Student fundamental needs: Safety / security / order; freedom from hunger and basic wants; feelings of belonging; social connection (with staff). - Student beliefs and dispositions: Behavioural norms; individual dispositions (e.g., conscientiousness, resilience); peer culture. 	2, 3, 4
<p>Unifrog Access and 1:1 with Level 6 qualified careers professions</p>	<p>This targeted support helps students explore post-16 options, build realistic aspirations and make informed decisions about their next steps. Evidence from the Education Endowment Foundation's research base and Teaching and Learning Toolkit highlights that high-quality careers education, information, advice and guidance (CEIAG) is an effective part of a broader strategy for raising attainment and supporting disadvantaged pupils, particularly in narrowing aspiration gaps and improving progression outcomes (EEF Teaching and Learning Toolkit; see <i>Poorer young people more likely to have career aspirations that don't match their educational goals</i>).</p>	1, 2, 4

	<p>EEF Teaching and Learning Toolkit (Careers & Aspirations evidence) — <i>Education Endowment Foundation</i> Poorer young people more likely to have career aspirations that... EEF</p> <p>The intended impact of this investment is to increase students' confidence and clarity around future decisions, leading to more ambitious and sustained progression outcomes post-16. Access to independent, professional careers guidance reduces uncertainty and supports equity of opportunity — addressing a known risk factor whereby young people from socio-economically disadvantaged backgrounds can lack tailored information or understanding of the pathways that suit their strengths.</p>	
--	---	--

Total budgeted cost: £156,757

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

For the previous academic year, 2024-25, students were awarded grades via exam boards with a combination of terminal exams and NEA as applicable by subject. However, it should be noted that a degree of caution should be used when comparing the performance of students as they will have experienced some disruption to learning due to Covid-19 earlier in their schooling – this will have affected individual students and schools differently. Below is an analysis of the performance of our disadvantaged year 11 cohort during the last academic year of 2024-25. The data shows that in many areas our students have outperformed national performance with a continued narrowing of the gap between disadvantaged students and non-disadvantaged, as well as above average performance against national disadvantaged.

Our performance compared to national including non-disadvantaged

30 students formed our disadvantaged Year 11 cohort for 2024-25 which is below national average but in line with the average for Rutland.

The data below in the screen shot from FFT shows an improvement in the performance of our Pupil Premium students with increases in A8, GCSE pass rates at 4 and 5+, Ebacc pass rates and the number of GCSE entries per student, including a significant increase in the number of Pupil Premium students accessing single sciences. The number of students achieving the higher grades of 7+ at GCSE remains a priority area for us and is addressed through our Excellence Pathway within school and targeted intervention sessions.

Using the FFT data below to compare the performance of our Pupil Premium students with national, including non-disadvantaged, shows that of our 30 students, 63% achieved a grade 4+ in both English and maths. The national average for this was 65% including non-disadvantaged. 33% also achieved a grade 5+ in both English and maths, with the national average for this being 45%. In addition, 63% of the disadvantaged cohort also received at least 5 GCSEs including English and maths at grade 4+, with 33% achieving the same metric at grade 5+.

KS4 performance summary

	Actual results		
	2023	2024	2025
Number of Pupils / % Matched	30	31	30
Attainment / Progress 8 (Overall)	3.6	3.8	4.2
Attainment / Progress 8 (English)	4.1 ↓	4.1	4.5
Attainment / Progress 8 (Maths)	3.7	4.0	4.3
Attainment / Progress 8 (Ebacc)	3.2 ↓	3.7	3.9
Attainment / Progress 8 (Open)	3.7	3.6	4.2
% English & Maths (Grade 4+)	43%	55%	63%
% English & Maths (Grade 5+)	23%	26%	33%
% Ebacc (Grade 4+)	7%	3%	17%
% Ebacc (Grade 5+)	7%	0%	13%
% 5+ GCSEs (Grade 7+)	10%	10%	7%
Average entries per pupil	7.5	7.4	7.9
Average entries per pupil (GCSE only)	7.2	7.1	7.7 🟢
% Pupils taking 3 single sciences	20%	19%	43% 🟢↑

Our performance compared to national disadvantaged

Comparing the performance of our disadvantaged students with national disadvantaged students (using Dec 25 IDSR data) shows the following:

- Our overall A8 has been above national for the last 3 years with a narrowing of the gap.
- After a dip in progress in 2024, the gap is again narrowing for P8 with our students performing above the national.
- Our students achieving a grade 4+ in both English and maths has been above the national disadvantaged average for the last 2 years with the gap between our disadvantaged students and national non-disadvantaged narrowing.
- In 2025 our disadvantaged students exceeded the national disadvantaged average for a grade 5+ in English and maths, with the gap between them and national non-disadvantaged students also narrowing.
- In English our disadvantaged students have consistently exceeded national disadvantaged in A8, grade 4+ and grade 5+, with the gap between them and non-disadvantaged narrowing.

- In maths our disadvantaged students are exceeding national disadvantaged in A8, grade 4+ and grade 5+, with the gap between them and non-disadvantaged narrowing in most areas.
- In Science our disadvantaged students are exceeding national disadvantaged in grade 4+ with the gap between them and non-disadvantaged narrowing.
- In Languages our disadvantaged students are now (for 2025) exceeding national disadvantaged in grade 4+ and 5+ although cohorts are small so statistical analysis is difficult.
- Performance of our disadvantaged students in Humanities at 4+ and 5+ is below national disadvantaged averages and remains a priority area for us.
- Overall, our disadvantaged students have performed better than national disadvantaged in EBacc A8 and Open A8 for the last 2 years.

Our Pupil Premium cohort performance compared to the rest of the year group

The gap between the performance of our Pupil Premium students and the rest of the year cohort is narrowing. Analysing data from FFT Aspire shows:

- In 2025 A8 for the year group was 4.9, with PP at 4.2 a gap of -0.7. In 2024 this was 4.7 and 3.8, a gap of 0.9. The A8 gap is narrowing between FSM6 and non FSM6 students over the past 3 years – 2023 was 1.8, 2024 1.1 and 2025 1.
- In 2025 the % achieving English and maths at 4+ was 77% for the year group vs PP at 63%, a gap of 14%. In 2024 this was 71% vs 55%, a gap of 16%.
- In 2025 the % achieving English and maths at 5+ was 53% with PP at 33%, a gap of 20%. In 2024 this was 46% vs 26%. Whilst the gap has remained the same at 20%, there is evidence of PP students achieving better making a 7% increase between 2024 and 2025.

The gap between % of disadvantaged students at UCC achieving at least a grade 4 in GCSE pass in English Language compared to non-disadvantaged students at UCC is 10% (72% vs 62%). In 2024, this was 14% (74% vs 60%), a narrowing of the gap by 4%. There has been a whole school focus on literacy and reading comprehension programmes with additional curriculum time invested in KS3 which is helping to narrow this gap.

Reading intervention programmes now include Switch on Reading (which has been running for 3 years and focuses on phonics, decoding and comprehension), Dyslexia Gold with a specialist teacher, Reading Ambassadors for year 7 students with identified areas of literacy weakness, Literacy Engine for comprehensive literacy form time activities, and Reading Plus for every student in KS3 delivered through dedicated timetabled reading lessons. Every disadvantaged student who completed the Switch on Reading programme made at least 14 months progress with some achieving 3+ years progress over the 10-week intervention. This has been a consistent trend with the data showing significant improvement in reading ages each year we have run the programme. In addition, KS3 English lessons now include two new literacy programmes built into the core curriculum – Building Brilliant Sentences and Ed Shed Spelling. These are already showing an impact in students' writing skills evidenced through English internal assessments.

The gap between the % of disadvantaged students at UCC achieving at least a grade 4 GCSE pass in Maths compared to non-disadvantaged students at UCC is 3% (82% vs 79%). In 2024 this was 13% (82% vs 69%), a narrowing of the gap by 10%. The introduction of a transition teacher to work with smaller groups of students has shown a positive impact in narrowing this gap over the last few years.

Impact on Destinations (Pupil Premium and Service Premium Students)

Across the combined Pupil Premium and Service Premium cohort of 34 students, 21 students (62%) successfully progressed to Level 3 pathways, reflecting strong aspiration and effective post-16 guidance and support. Level 3 destinations included A Levels, alongside a range of high-quality vocational routes, with students progressing to NVQ Level 3 programmes and T Levels. Notably, all four Service Premium students (100%) progressed to Level 3 study, including one T Level, two A Level programmes and one Level 3 BTEC, highlighting particularly strong outcomes for this group.

Students not progressing directly to Level 3 moved into appropriate Level 2 pathways, including BTEC programmes and an NVQ Level 2 apprenticeship, ensuring that students with confirmed destinations continued in sustained education or training matched to their needs. At the time of reporting, a small number of students' destinations remain unknown despite repeated attempts to establish contact. Overall, the high proportion of students progressing to Level 3 demonstrates the positive impact of targeted financial, academic and pastoral support on student outcomes and ambition

The improvement in careers education in year 9 has allowed students to make better informed decisions when choosing their options to support their post-16 plans, which in turn has supported better engagement in lessons and an improvement in progress.

Attendance

Attendance of Pupil Premium students remains a key focus area for us. For 2024-25 FSM6 students' attendance was 83.4% vs FSM6 national at 87.3% (Dec 25 IDSR data). FSM6 attendance was below national average by -3.9%. This was significantly worse in our year 8 and 10 cohorts where specific students can be attributed to some of the data. In 2023-24 the gap between our FSM6 attendance and national was -1.9% and in 2022-23 it was -0.1%. This, along with FSM6 persistent absence, shows a downward trend over the last 3 years which we are addressing as an ongoing PP objective.

Consequently, at the end of 2025 academic year we invested heavily into our school's pastoral system to support our attendance team and strategies, and we hope to see the benefits of this more focused and bespoke provision going forward. The pastoral team includes a Progress Leader and Assistant Progress Leader for each year group along with 2 full time members of staff working on attendance. This helps to support student wellbeing, and each Assistant Progress Leader also works specifically with the disadvantaged students in their year group to build relationships through mentoring and offering support as needed. This provision has already seen a positive impact with getting more students into school who were previous refusers, as well as a significant reduction in the number of behaviour incidents internally logged as students

have better support in place to help them (IDSR shows us to be consistently below national averages for FSM6 suspensions).

Review of last plan's objectives

The last Pupil Premium Strategic Plan ran 2022-25 and culminated last academic year. Based on the information analysed above, many of that plan's intended outcomes have been met either full or in part:

- Students in receipt of Pupil Premium make positive progress. This progress is relative to their individual starting points.
We are unable to comment on last year's cohort's progress scores as there were no KS2 SATS data due to COVID. However, their A8 scores show a narrowing of the attainment gap year on year, and internal behaviour monitoring shows an increase in engagement and the awarding of achievement points. In addition, where there is progress data in 2023 the school's disadvantaged P8 was -1.13 a gap of -0.56 compared to the national disadvantaged -0.57 whereas in 2024 this gap had reduced to +0.12 (-0.45 vs -0.57).
- Pupil Premium students access the same range of extra-curricular opportunities as their peers.
Extensive trip and extra-curricular monitoring shows that there is a good uptake of Pupil Premium students attending these opportunities. Activities are fully or partly funded to support this involvement.
- Students' literacy and numeracy skills are at an age expected level as they progress through KS3 and KS4.
Whilst we are not yet achieving 100% of Pupil Premium students gaining a 4+ in English and maths, evidence of progress and success against this outcome can be seen from the reading data shared above along with the improvement in Pupil Premium performance in maths. We have continued to use PP funding to facilitate smaller group teaching in both English and maths at both KS3 and KS4.
- Year 11 to close the gap in missing knowledge in Ebacc subjects following school closures, in preparation for exams. 6-week programme of study and intervention delivered.
Programme delivered and A8 has shown a positive improvement in Ebacc subjects since 2023. This provision has been scaled up since 2024-25 to include a 14-week programme of targeted intervention sessions for year 11 students running in all subjects between January and May. All Pupil Premium students are invited to these sessions with contact home to encourage attendance.
- Attendance for PP students continues to be above national average but also closing the gap between the rest of the school.
This outcome remains a focus area for the school and will continue as an intended outcome for the 2025-28 Pupil Premium Strategic Plan. Significant investment has been made into our pastoral structure, and we expect to see the benefits of this change from 2025-26.

Externally provided programmes

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

Programme	Provider
Literacy engine	The Literacy Engine
Reading Plus	Dreambox Learning
Life Lessons	Life Lessons
Book Buzz	Book Trust
Unifrog	Unifrog
Ignite 24	Ignite 24
Pact	CATCH
Direct Instruction	McGraw Hill

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>Progress Leaders and Assistant Progress Leader play a key role in ensuring that Service children are effectively identified, monitored and supported. Each year group maintains an up-to-date register of Service children via BROMCOM (our MIS) and tracks their attendance, behaviour, academic progress, and wellbeing. Our Pastoral team ensure that new students receive a structured induction, including peer support and pastoral check-ins, with follow-ups after the first few weeks to ensure students are settling both socially and academically. Where gaps in learning are identified, timely academic intervention and targeted support is implemented.</p> <p>Emotional wellbeing support is prioritised, particularly during periods of deployment or family separation. Regular wellbeing check-ins take place and where appropriate, students are referred to pastoral mentoring, ELSA, counselling, or other targeted interventions.</p> <p>Strong communication with families is essential in building trust and ensuring effective support. Our pastoral team maintains contact with parents, particularly during challenging periods, and signpost families to appropriate internal and external support services.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Effective monitoring and targeted support for Service children ensures improved emotional wellbeing, stronger engagement with school life, and enhanced academic progress. Students settle quickly following transitions, develop positive peer relationships, and feel safe, valued, and understood within our school community. Proactive wellbeing and pastoral intervention reduces anxiety linked to parental deployment and family separation, leading to improved attendance, behaviour, and resilience. As a result, Service children are better equipped to overcome barriers to learning, achieve their potential, and maintain positive mental health and self-esteem.</p>

Further information (optional)

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not funded by the pupil premium. This includes:

- Robust monitoring of all pupil premium provision via detailed tracking of areas including attendance, attainment, extra-curricular activities, engagement (student and parent) and interventions. This spreadsheet is collaborated on by a wide range of staff across different school teams to ensure accuracy.
- After completing the SSAT Embedding Formative Feedback project, we continue to embed effective practice around feedback, integrating the practice in staff CPD and department meetings. Feedback | EEF demonstrates significant benefits (+6 months progress), particularly for disadvantaged students.
- Ongoing student voice is collected to support our evaluation of our provision.
- Every teacher has a 'grab file' in their classroom populated with key student information and teaching strategies for each group. This supports the identification and targeted support in class for our disadvantaged students.

Planning, implementation, and evaluation

This plan has been written with reference to research and best practice from [The EEF Guide to the Pupil Premium | EEF](#)

All members of the Senior Leadership Team take collective responsibility for the Pupil Premium strategy. Therefore, all have contributed to sections of this plan to ensure a robust and accurate detailed representation of the Pupil Premium provision in place at Uppingham Community College.