

# Anthony Gell School - Pupil Premium Statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and shows outcomes for disadvantaged students last academic year.

## School Overview

Detail	Data
Number of pupils in school (Year 7-11)	640
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	31 / 10 / 25
Date on which it will be reviewed	30/09/26
Statement authorised by	Malcolm Kelly - Headteacher
Pupil Premium lead	Nick Watts - Deputy Headteacher
Governor / Trustee lead	Annie Nelson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,805
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£196,805</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Anthony Gell School, we believe that all pupils should be able to achieve their potential, secure successful transitions and contribute positively to their communities and future workplaces. The school supports pupils to make strong progress and achieve well across the curriculum. Our pupil premium strategy is focused on ensuring that disadvantaged pupils achieve these outcomes by understanding and responding to the additional barriers that some pupils face.

Our context shapes this strategy. Disadvantaged pupils are more likely to enter the school with lower starting points in reading and mathematics and are more likely to experience barriers linked to attendance, engagement and additional needs, including SEND and social, emotional and mental health difficulties. For a small number of pupils, travel, transport and wider circumstances further limit regular attendance and access to learning. Addressing these barriers early and consistently is essential to securing improved academic outcomes over time.

High-quality teaching is at the heart of our approach. Our strategy is underpinned by Education Endowment Foundation (EEF) research and prioritises consistently strong, inclusive classroom practice across the curriculum. We focus on adaptive teaching, effective formative assessment, retrieval practice and metacognitive approaches so that disadvantaged pupils can access, engage with and master the taught curriculum. Improving literacy, including disciplinary literacy across subjects, and strengthening mathematics teaching are key priorities, reflecting identified gaps in reading comprehension and higher-threshold attainment. Alongside this, we provide targeted academic support where need is greatest. This support is informed by diagnostic assessment and prior attainment and includes structured literacy and numeracy interventions, subject-led support in English and mathematics, and individual academic mentoring for pupils with multiple barriers to learning. Targeted interventions are time-limited, reviewed regularly and designed to complement, not replace, high-quality classroom teaching.

Attendance, behaviour and wellbeing are essential foundations for learning. Building on improvements already made, we continue to strengthen attendance systems, pastoral leadership and early help support to reduce persistent absence and support pupils with complex needs, including emotionally based school avoidance. Consistent behaviour for learning systems, relational approaches and targeted pastoral intervention help ensure that disadvantaged pupils experience calm, predictable classrooms and a strong sense of belonging.

We also recognise that disadvantage extends beyond the classroom. Our strategy distinguishes between academic barriers and practical or financial barriers that limit participation. Through targeted financial support, enrichment and outdoor education opportunities, and close work with families, we aim to ensure that no pupil is prevented from accessing learning, enrichment or wider school life because of financial hardship or circumstance.

This strategy is deliberately coherent and evaluative. Teaching, targeted academic support and wider strategies are aligned to clearly identified challenges and intended outcomes. Implementation is informed by regular monitoring of attendance, behaviour and academic progress, with adjustments made where impact is not strong enough. Through this approach, we aim to secure sustained improvements in attendance, engagement and academic outcomes for disadvantaged pupils, including stronger attainment at higher thresholds and successful post-16 pathways.

## Challenges

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

Challenge number	Detail of challenge
<p><b>1. Attendance and persistent absence</b></p>	<p>Attendance gaps remain between disadvantaged pupils and their peers. Disadvantaged pupils are more likely to be persistently absent, which continues to limit access to learning and contributes directly to lower academic outcomes.</p> <p>While year-to-date data shows improvement in attendance and reductions in persistent absence, disadvantaged attendance is not yet strong enough and remains a key barrier to achievement. For a small number of pupils, complex travel and transport arrangements further exacerbate attendance challenges and require targeted support.</p>
<p><b>2. Reading and literacy</b></p>	<p>Disadvantaged pupils are more likely to enter the school with lower reading ages than their non-disadvantaged peers, with 66% of disadvantaged pupils in Years 7-10 achieving age-related expectations in reading at the end of Key Stage 2 (this figure does not include pupils who did not complete the KS2 reading standardised assessment test), compared to 77% of their non-disadvantaged peers.</p> <p>While many pupils make progress over time, a minority of disadvantaged pupils continue to experience persistently low reading ages, which limits access to the curriculum across subjects. Without targeted intervention and consistently strong disciplinary literacy practice, these pupils are at increased risk of underachievement at KS4.</p>
<p><b>3. Mathematics attainment</b></p>	<p>Disadvantaged pupils are more likely to enter Key Stage 3 with weaker prior attainment in mathematics than their non-disadvantaged peers, with 45% of disadvantaged pupils in Years 7-10 achieving age-related expectations in reading at the end of Key Stage 2 (this figure does not include pupils who did not complete the KS2 reading standardised assessment test), compared to 66% of their non-disadvantaged peers.</p> <p>Despite targeted intervention and additional support, the gap between the % of disadvantaged pupils and their non-disadvantaged peers achieving Grade 4+ in Maths was 25.3%, though broadly in line with national averages for both groups. The gap for those achieving Grade 5+ was wider at 31.3%, and below national average for disadvantaged pupils at the school (14.7%) compared to national averages (30.7%). Whilst we did not have prior attainment data for this cohort due to the pandemic, Cognitive Ability Tests and other internal assessment indicate that the gap on entry and the gaps in achievement at KS4 were broadly similar and wider than national averages (20% gap between the proportion of disadvantaged pupils achieving Maths KS2 compared to their non-disadvantaged peers) in the last 3 years.</p> <p>While progress is evident for some pupils, outcomes at Grade 5+ in mathematics remain a significant challenge for the disadvantaged cohort, particularly where gaps in foundational knowledge persist.</p>

<p><b>4. Engagement and behaviour for learning</b></p>	<p>Although overall behaviour is strong and suspension rates are very low, disadvantaged pupils are more likely than their peers to experience repeated low-level disruption or disengagement from learning.</p> <p>Disadvantaged pupils are also less likely to receive positive behaviour recognition. Without sustained pastoral support and consistent high-quality inclusive classroom practice, this can reduce engagement, sense of belonging and learning time and limit progress.</p>
<p><b>5. Academic outcomes and higher-threshold attainment</b></p>	<p>Despite secure progress over time and strengths in several subject areas where all pupils and disadvantaged pupils achieve above national averages, disadvantaged pupils are less likely to achieve higher-threshold outcomes. This is particularly evident and impactful at Grade 5+ in English and mathematics, but also evident in Humanities and Science.</p> <p>This limits access to the strongest post-16 pathways and subsequent life chances. Improving consistency and impact of inclusive quality first teaching and targeted academic support are essential components of our strategy to address this challenge.</p> <p>AGS lesson approaches are underpinned by EEF research and aim to improve outcomes, supplemented with a programme of appropriate interventions.</p>
<p><b>6. Financial hardship and material deprivation</b></p>	<p>Disadvantaged pupils are more likely to experience financial hardship that limits access to learning resources, uniform, transport, food and enrichment opportunities. Where these barriers are not addressed, they can negatively affect attendance, wellbeing, engagement and readiness to learn.</p> <p>School-level knowledge, requests for support and pastoral casework indicate that a proportion of disadvantaged pupils require targeted support to remove practical barriers to full participation in school life.</p>

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>1. Improved attendance and reduced persistent absence for disadvantaged pupils.</b></p>	<p>Attendance for disadvantaged pupils shows sustained improvement over time, with year-on-year reductions in the gap between disadvantaged pupils and their peers. Persistent absence for disadvantaged pupils reduces consistently across the strategy period, with targeted pupils moving out of persistent absence as a result of strengthened pastoral, attendance and early help support so that the attendance and persistent absence of disadvantaged pupils at the school is in line with national averages. Evidence includes attendance and PA trends, individual case tracking and evaluation of targeted interventions.</p>
<p><b>2. Improved reading fluency and comprehension for disadvantaged pupils across the curriculum.</b></p>	<p>Disadvantaged pupils in Key Stage 3 demonstrate improved reading ages and comprehension over time, with the gap between disadvantaged and non-disadvantaged pupils narrowing by the end of Year 9 enhancing access to the Key Stage 4 curriculum. Targeted pupils with persistently low reading ages make accelerated progress as a result of structured interventions. Teachers demonstrate increased confidence and consistency in applying disciplinary literacy strategies, evidenced through QA, curriculum documentation and pupils' work.</p>
<p><b>3. Improved mathematical understanding and outcomes for disadvantaged pupils.</b></p>	<p>Disadvantaged pupils demonstrate stronger progress in mathematics from their starting points, particularly through improved acquisition of foundational knowledge in Key Stage 3. By Key Stage 4, a greater proportion of disadvantaged pupils achieve expected and higher-threshold outcomes in mathematics, with gaps narrowing over time so that their achievement is at least in line with national averages. Impact is evidenced through assessment data, work scrutiny and outcomes at GCSE.</p>
<p><b>4. Improved engagement and behaviour for learning for disadvantaged pupils.</b></p>	<p>Disadvantaged pupils show improved engagement in learning, reflected in reduced low-level disruption, increased participation in lessons and improved behaviour for learning indicators. The gap between disadvantaged pupils and their peers in positive behaviour recognition narrows over time. Very low suspension and exclusion rates are sustained, with evidence that pastoral and early help support contributes to improved engagement and attendance.</p>
<p><b>5. Improved academic outcomes, including higher-threshold attainment, for disadvantaged pupils.</b></p>	<p>Disadvantaged pupils continue to make secure progress over time, with increasing proportions achieving higher-threshold outcomes, particularly at Grade 5+ in English and mathematics. Improved outcomes support access to stronger post-16 pathways, evidenced through examination outcomes and destinations data.</p>
<p><b>6. Consistently strong inclusive and adaptive teaching across the curriculum.</b></p>	<p>Teaching consistently reflects effective EEF-informed strategies for inclusive high-quality teaching, including adaptive teaching, formative assessment, retrieval practice and metacognitive approaches. Quality assurance shows that disadvantaged pupils are routinely prioritised in planning, delivery and feedback. Improvements are evidenced through pupils' achievement, QA outcomes, revised schemes of work, staff CPD evaluation and pupil voice.</p>

## Activity during 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: **£41,004**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole-school professional development to improve inclusive classroom practice, delivered through planned CPD, faculty time and quality assurance activity.</b></p> <p>Staff are trained to effectively apply adaptive teaching strategies, effective formative assessment, retrieval practice and metacognitive approaches so that disadvantaged pupils experience consistently strong teaching across subjects.</p>	<p>The Education Endowment Foundation (EEF) identifies high-quality teaching as the most effective lever for improving outcomes for disadvantaged pupils. EEF guidance highlights adaptive teaching, effective feedback, retrieval practice and metacognitive strategies as core components of effective classroom practice.</p>	<p>2, 3, 4, 5</p>
<p><b>Faculty-led professional development to embed high quality subject-specific teaching approaches, particularly in English and mathematics.</b></p> <p>Faculty leaders plan and deliver subject-specific CPD and monitor implementation through line-management dialogue, curriculum review and work scrutiny to ensure agreed approaches are embedded consistently.</p>	<p>The EEF <i>Effective Professional Development</i> guidance shows that professional development is most effective when it is sustained, subject-specific and embedded over time. Faculty-led models support stronger curriculum implementation and consistency of classroom practice.</p>	<p>2, 3, 5</p>
<p><b>Structured peer-to-peer professional development to support reflective practice and improve classroom delivery for disadvantaged pupils.</b></p> <p>Teachers participate in planned peer observation, collaborative planning and professional dialogue focused on meeting the needs of disadvantaged and SEND pupils within everyday lessons.</p>	<p>The EEF <i>Effective Professional Development</i> guidance identifies collaborative professional learning as effective when it develops teaching techniques and supports the embedding of practice over time.</p>	<p>2, 3, 4, 6</p>
<p><b>Quality assurance processes that prioritise disadvantaged pupils through a ‘pupil premium first’ approach.</b></p> <p>Lesson visits, work scrutiny, planning reviews and pupil voice activities explicitly evaluate how teaching supports disadvantaged pupils’</p>	<p>The EEF <i>Guide to the Pupil Premium</i> recommends focused quality assurance to ensure evidence-informed strategies are implemented consistently and have measurable impact for disadvantaged pupils.</p>	<p>4, 5, 6</p>

progress, engagement and outcomes, with findings used to inform CPD and follow-up activities.		
<p><b>Planned development of disciplinary literacy across all subjects to improve access to curriculum content.</b></p> <p>Subject leaders are supported to embed subject-specific vocabulary instruction, reading comprehension strategies and extended writing approaches so that disadvantaged pupils can engage more successfully with increasingly complex texts and tasks.</p>	The EEF guidance report <i>Improving Literacy in Secondary Schools</i> identifies disciplinary literacy as a key driver of improved outcomes and recommends subject-specific approaches to reading, writing and vocabulary development across the curriculum.	2, 5
<p><b>Targeted professional development and subject support to strengthen mathematics teaching and improve higher-threshold outcomes.</b></p> <p>This includes focused CPD on curriculum sequencing, teacher explanation, modelling of mathematical methods and checking for understanding, alongside monitoring of impact through assessment and QA.</p>	The EEF guidance report <i>Improving Mathematics in Key Stages 2 and 3</i> highlights the importance of strong subject-specific pedagogy, effective use of assessment and explicit teaching strategies to improve outcomes for disadvantaged pupils in mathematics.	3, 5

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

**Budgeted cost: £63,839 (Learning Mentors, Specialist Teaching Assistant (TA) provisions and support, SEND and SEMH)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Structured literacy and numeracy intervention delivered through small-group and one-to-one tuition for identified disadvantaged pupils.</b></p> <p><i>Pupils are identified through diagnostic assessment, KS2 prior attainment, reading age testing and ongoing class assessment. Learning mentors deliver time-limited interventions focused on specific gaps in reading fluency, comprehension, writing accuracy and core numeracy skills, with clear entry and exit criteria. Progress is reviewed at regular intervals and pupils either exit provision or move to a revised intervention where impact is limited.</i></p>	EEF evidence shows that one-to-one tuition and small-group tuition are high-impact approaches for disadvantaged pupils when targeted precisely and delivered in addition to high-quality classroom teaching. Structured, time-limited interventions are most effective when informed by diagnostic assessment.	1, 2, 3

<p><b>Faculty-led intervention and revision programmes to strengthen attainment in English and mathematics at Key Stage 4.</b></p> <p><i>Subject leaders plan and deliver targeted intervention sessions, including small-group tuition, revision workshops and guided practice, prioritising disadvantaged pupils identified through assessment points and mock examinations.</i></p>	<p>EEF guidance highlights that targeted academic support in core subjects is most effective when closely aligned to curriculum content and delivered by subject specialists. Subject-led intervention supports improved outcomes at GCSE for disadvantaged pupils.</p>	<p>1, 3, 5</p>
<p><b>Targeted support for disadvantaged pupils through GCSE Pod and other curriculum-aligned digital resources.</b></p> <p><i>Teachers assign targeted content to disadvantaged pupils to support retrieval, independent practice and revision, with usage monitored and followed up where engagement is low.</i></p>	<p>EEF evidence indicates that technology-based interventions can support learning when they are used to supplement, not replace, effective teaching and are closely aligned to curriculum content.</p>	<p>2, 3, 5</p>
<p><b>Reading interventions delivered through structured programmes for pupils with persistently low reading ages.</b></p> <p><i>Pupils are identified using reading age assessments and classroom evidence. Interventions are delivered by trained staff, reviewed regularly and adjusted or exited based on progress, with close links to classroom literacy practice.</i></p>	<p>The EEF Improving Literacy in Secondary Schools guidance highlights that structured reading interventions are effective for pupils with weaker reading comprehension when they are targeted, time-limited and monitored for impact.</p>	<p>2, 5</p>
<p><b>Early literacy and numeracy catch-up for disadvantaged pupils in Key Stage 3.</b></p> <p><i>Pupils entering the school below age-related expectations receive targeted small-group support focused on foundational literacy, spelling and writing accuracy, core number, and basic calculation skills, so that gaps in prior attainment are addressed early and pupils can access the Key Stage 3 curriculum more securely. Progress is reviewed regularly and pupils either exit provision or move to a revised programme where impact is limited.</i></p>	<p>EEF evidence shows that early, targeted intervention in literacy and numeracy at the start of secondary school helps prevent longer-term underachievement, particularly for disadvantaged pupils.</p>	<p>2, 3</p>
<p><b>Individual academic mentoring for disadvantaged pupils with multiple barriers to learning.</b></p> <p><i>Identified pupils receive regular mentoring from trained staff to support organisation, coursework completion, revision planning and engagement with learning, alongside the coordination of academic and pastoral support. Mentors set clear short-term academic goals, monitor progress against agreed targets and liaise with subject teachers and families to review impact and adjust support where needed.</i></p>	<p>EEF evidence suggests that mentoring can have a positive impact when it is structured, focused on academic goals and integrated with wider school support systems.</p>	<p>1, 3, 4, 5</p>

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

**Budgeted cost: £92,148** some items in the activity fall as part of the wider school strategy therefore apportion little costs within this statement.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Strengthened attendance systems and leadership to improve attendance and reduce persistent absence for disadvantaged pupils.</b></p> <p>Rapid response and regular analysis of attendance patterns for disadvantaged pupils. Pupils at risk of persistent absence are identified through daily tracking and risk-register processes, with graduated intervention including parent meetings, attendance plans, home visits and referral to external agencies where appropriate. Bespoke support is provided for pupils with emotionally based school avoidance to increase time in school and re-establish routines, with impact reviewed regularly through pastoral meetings.</p>	<p>DfE guidance Working Together to Improve School Attendance highlights the importance of clear leadership, daily monitoring, early intervention and sustained follow-up. Evidence shows strong links between improved attendance, attainment and examination outcomes.</p>	<p>1, 3</p>
<p><b>Targeted pastoral leadership and early help support to address barriers to engagement and wellbeing.</b></p> <p>Pastoral Managers and Family of Schools Workers provide coordinated support for disadvantaged pupils through casework, reintegration planning, early help referrals and structured communication with families, reducing barriers linked to anxiety, SEMH needs and family circumstances.</p>	<p>EEF evidence indicates that targeted pastoral and early help approaches can improve attendance, behaviour and engagement by addressing underlying barriers that affect disadvantaged pupils disproportionately.</p>	<p>1, 3, 4</p>
<p><b>Consistent behaviour for learning systems to support inclusion and engagement.</b></p> <p>Pastoral Managers oversee behaviour interventions for disadvantaged pupils with repeated or persistent concerns, coordinating restorative approaches, mentoring, structured reintegration and close monitoring to improve engagement and readiness to learn.</p>	<p>EEF Improving Behaviour in Schools guidance highlights the impact of consistent routines, relational approaches and targeted support in improving behaviour and engagement, particularly for disadvantaged pupils.</p>	<p>4</p>
<p><b>Year 11 mentoring and pastoral oversight to support engagement, attendance and examination readiness.</b></p> <p>Senior and extended leadership staff mentor disadvantaged pupils in Year 11, coordinating academic, pastoral and attendance support,</p>	<p>EEF evidence suggests that structured mentoring and enhanced communication with families can support improved engagement, attendance and outcomes</p>	<p>1, 3, 5</p>

<p>monitoring engagement with revision and coursework, and maintaining regular communication with families throughout the examination period.</p>	<p>for disadvantaged pupils, particularly at key transition points.</p>	
<p><b>Deployment of a contingency fund to remove practical barriers to participation and engagement.</b></p> <p>Staff can request funding to support disadvantaged pupils' access to learning resources, equipment, curriculum materials and enrichment activities, ensuring that financial barriers do not limit participation or readiness to learn.</p>	<p>Research shows that removing practical barriers to participation supports engagement and wellbeing for disadvantaged pupils and enables fuller access to the curriculum and wider school life.</p>	<p>4, 5, 6</p>
<p><b>Targeted use of outdoor education and enrichment to support engagement and wellbeing.</b></p> <p>Disadvantaged pupils are prioritised for participation in Adventure Unlocked, Duke of Edinburgh, sailing and other outdoor education opportunities, supporting confidence, resilience and engagement with school.</p>	<p>The EEF highlights outdoor adventure learning as a promising approach for improving engagement and wellbeing, particularly for disadvantaged pupils and those with SEMH needs.</p>	<p>3, 4</p>
<p><b>Coordinated family support to reduce the impact of financial hardship on attendance and wellbeing.</b></p> <p>Where needed, targeted support is provided for uniform, transport, food and essential items, alongside signposting and engagement with external services, so that financial pressures do not prevent disadvantaged pupils from attending regularly or participating fully in school life.</p>	<p>Evidence from national research and EEF-aligned guidance indicates that addressing material hardship can improve attendance, wellbeing and engagement for disadvantaged pupils.</p>	<p>1, 3, 5, 6</p>

**Total budgeted cost: £196,991 out of £196,805**

N.B; the school budget will support this slight overspend of £186 which has been allocated and paid through staff wage costs increasing over time.

## Part B: Review of the Previous Academic Year

### Outcomes for disadvantaged pupils

Anthony Gell School serves a community of young people and families within the Derbyshire Dales. Despite a comparatively lower proportion of disadvantaged pupils than many schools nationally, our young people have increasing levels of additional need, including rising proportions of pupils receiving SEN support and Education, Health and Care Plans which are now well above average at 8.8%. Prior attainment information indicates that disadvantaged pupils typically enter the school with lower starting points than their non-disadvantaged peers in reading and mathematics, which shapes the school's emphasis on early identification, high-quality teaching and targeted academic and pastoral support to secure progress over time. Within this context, around one third of our pupils live outside the school's normal catchment area. This reflects a positive and deliberate choice by pupils and families to attend the school. For a small number of pupils, however, travel and transport reliability present additional barriers to regular attendance, reinforcing the importance of sustained work to support all pupils to attend regularly.

Over the last academic year, the school sustained clear strengths in culture, behaviour and inclusion. Suspension rates reduced substantially between 2023/24 and 2024/25 and are very low in the current year to date, indicating a calm, relational behavioural climate that supports pupils to remain engaged in learning. Permanent exclusions remain low. Alternative provision is used for a very small number of pupils, is time-limited and monitored carefully.

Attendance remains the most significant barrier to securing stronger outcomes for disadvantaged pupils. In 2024/25, overall attendance improved was below national averages (89.4% compared to 91.9% nationally), and disadvantaged attendance remained notably lower than national (80.4% compared to 87.3% nationally). Persistent absence has reduced significantly year-on-year but remains above national, particularly for disadvantaged pupils (44.4% compared to 36.8% nationally in 2024/25). Current year-to-date data shows a clear improvement trend in overall attendance (91.2%) and for disadvantaged pupils (83.7%), and a clear reduction in persistent absence for disadvantaged pupils (from 44.4% to 39.5%). These figures provide evidence of positive momentum linked to strengthened pastoral capacity, daily analysis, risk-register processes and targeted support; however, disadvantaged attendance and persistent absence are not yet strong enough and remain a priority focus for the strategy.

Academic outcomes at the end of Key Stage 4 show achievement that is broadly in line with or above national averages over time. In 2024/25, overall Attainment 8 for all pupils was broadly in line with national outcomes (45.7 compared to 45.9 nationally), though lower than the previous year. Attainment 8 for disadvantaged pupils was below national outcomes for disadvantaged pupils (32.0 compared to 34.9 nationally, down from 35.4 in 2023/24). In the basics measure, English and maths at Grade 4+ was broadly in line with national for the whole cohort (65.3% compared to 64.5%), but disadvantaged pupils remained below their peers nationally (41.2% compared to 43.5%). At Grade 5+, outcomes are a clear priority: the whole cohort was below national (41.9% compared to 45.2%), and disadvantaged pupils were substantially below national at this threshold (14.7% compared to 25.6%). This remains the most pressing attainment focus within the strategy, alongside improving consistency of impact across subjects for disadvantaged and SEND pupils.

There are important subject-level strengths which inform the refinement of the strategy. In Humanities, disadvantaged pupils' outcomes at both Grade 4+ and Grade 5+ are strong compared with national benchmarks. In Science, disadvantaged outcomes improved significantly between 2023/24 and 2024/25, including at the Grade 5+ threshold. Languages outcomes for disadvantaged pupils appear strong, but entries

are low and should be interpreted with appropriate caution. These patterns support the school's evaluation that where curriculum sequencing, adaptive teaching and assessment practice are most consistently implemented, disadvantaged pupils achieve more strongly, and that this needs to be replicated more consistently across subjects, particularly in English and mathematics.

Destinations data indicates significant improvements in the proportions of sustained destinations for all and for disadvantaged pupils. In 2025, x% of all pupils and y% of disadvantaged pupils achieved sustained destinations, an increase from 93% of all pupils and 81% of disadvantaged pupils in 2022 and a significant narrowing of the gap between disadvantaged pupils and their non-disadvantaged peers. Support to pursue and achieve aspirational sustained destinations remains an area for continued focus through targeted guidance, inspirational experiences, transition support and careful tracking for disadvantaged pupils.

Overall, the previous pupil premium strategy has been partially effective. The school has sustained clear strengths in culture and behaviour, with very low suspension rates and stable curriculum impact over time, while current year-to-date indicators show improving attendance compared with 2024/25. However, disadvantaged attendance and persistent absence remain too weak, and disadvantaged outcomes at Grade 5+ in English and mathematics remain the most pressing priorities. The refined strategy responds directly to this evaluation by strengthening high-quality teaching, embedding inclusive and adaptive practice more consistently, targeting literacy and numeracy earlier and more precisely from Year 7, intensifying support for disadvantaged pupils in English and mathematics at KS4, and sustaining the strengthened pastoral and attendance response to reduce persistent absence.

## Service Pupil Premium Funding

### How our service pupil premium allocation was spent last academic year

We set up clubs for all children and ensure service children are included or offered a place in addition to enrichment activities such as music lessons and cultural visits. This supports friendships between service students. Pastoral staff are available to support service students with anxiety and loss when a family member is deployed. We can offer support through funding requests if appropriate.

### The impact of that spending on service pupil premium eligible students

All service children attended class visits and other educational experiences offered; and they can make additional requests for support where appropriate and as such feel supported by Anthony Gell. Staff notice an improvement in their engagement socially and in lessons as a result.

## Further Information (optional)

### Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. The above endeavours are further to research on other schools' provision where those schools have seen significantly improved outcomes for PP students. We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities. We have also had support from Embark Federation who have reviewed approaches and supported the school's strategic planning.