Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Romsey School
Number of pupils in school	1168
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-28
Date this statement was published	31st December 2026
Date on which it will be reviewed	31st December 2027
Statement authorised by	Chris Cove
Pupil premium lead	Alison Clarke
Governor / Trustee lead	Sarah Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£336,160

Part A: Pupil premium strategy plan

Statement of intent

At The Romsey School, our lived experience of **Compassionate Excellence** means that we **Aspire, Care and Include**. These values inspire confidence, ambition and a sense of belonging, ensuring that all young people are supported to become inspired, confident and fulfilled individuals who are ready to meet the challenges of their future.

We are committed to providing **excellent and ambitious learning experiences for all**, where the school community is characterised by positive relationships, recognition, appreciation and a strong sense of cohesion and belonging.

The proportion of pupils eligible for Pupil Premium has increased from **17% in 2021-22 to 26% in 2026**, reflecting increasing levels of disadvantage within our community. We recognise that many disadvantaged pupils face multiple barriers to success, with approximately **40% of our Pupil Premium cohort also identified as having SEND needs**.

Our Pupil Premium Strategy is closely aligned to our school priorities:

- **Curriculum and Assessment** - ensuring all pupils experience a well-sequenced, coherent and ambitious curriculum which maximises learning, progress and achievement.
- **Maximising Learning for All** - establishing consistently high expectations through strong behaviour for learning and effective classroom practice.
- **Attendance** - ensuring pupils attend regularly so they can fully access the curriculum and wider opportunities available to them.

Guided by evidence from the **Education Endowment Foundation (EEF)**, we prioritise **high-quality teaching**, recognising it as the most effective way to improve outcomes for disadvantaged pupils. Alongside this, we provide targeted academic support, literacy intervention, pastoral and attendance support, and enrichment opportunities that remove barriers to learning and strengthen pupils' sense of belonging.

Our strategy focuses on five key areas:

- Progress and Attainment
- Behaviour and Relationships
- Literacy
- Attendance
- SEND and Multiple Vulnerabilities

Through these priorities, we aim to ensure that disadvantaged pupils attend regularly, engage positively with learning, develop strong literacy skills, participate fully in school life and achieve outcomes that enable successful progression into further education, employment and training.

This strategy aims to provide Pupil Premium students with the support and opportunities they need to thrive academically, socially and emotionally, ensuring they are well prepared for their future.

Challenges

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

Challenge number	Detail of challenge
1	**Progress and Attainment** The progress and attainment of disadvantaged students remain below those of their non-disadvantaged peers, particularly in key subjects.
2	**Behaviour and Relationships** Disadvantaged students are more likely to experience barriers to engagement, leading to a higher proportion of behaviour incidents and reduced positive engagement with school.
3	**Literacy** Reading ages and literacy skills are typically lower among disadvantaged students, limiting access to the wider curriculum and affecting achievement across subjects.
4	**Attendance** Attendance remains a challenge, particularly for disadvantaged students. Higher levels of absence reduce access to learning, enrichment opportunities and targeted support.
5	**SEND and Multiple Vulnerabilities** Approximately 40% of disadvantaged students also have identified SEND needs. These students often face multiple and overlapping barriers that can affect attendance, engagement and academic outcomes.

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
Progress and Attainment Disadvantaged pupils achieve outcomes that are increasingly in line with their non-disadvantaged peers through access to a well-sequenced, ambitious curriculum and high-quality teaching.	• The attainment gap narrows across key subjects. • Progress measures for disadvantaged pupils improve year-on-year. • Outcomes in English and Maths are in line with or exceed national figures for disadvantaged pupils. • More disadvantaged pupils achieve higher grades and fulfil their academic potential. • Quality assurance demonstrates consistently high-quality curriculum delivery.
Behaviour and Relationships Disadvantaged pupils feel a strong sense of belonging and engagement in school. Positive behaviours, attitudes to learning and participation in school life improve.	• Pupil voice demonstrates an increased sense of belonging. • Positive behaviour points for disadvantaged pupils increase. • Internal and external suspensions reduce. • Increased participation in rewards, enrichment activities and leadership opportunities. • Learning walks and quality assurance activities demonstrate high levels of engagement in lessons.

Literacy Disadvantaged pupils develop the literacy skills required to access the full curriculum, communicate effectively and achieve across all subjects.	• Reading ages improve and are at least in line with expected progress. • More disadvantaged pupils meet or exceed reading age targets. • Literacy outcomes improve across the curriculum. • The attainment gap narrows in English and literacy-rich subjects. • Pupil voice demonstrates increased confidence in reading and literacy.
Attendance Attendance for disadvantaged pupils improves, ensuring greater access to learning, intervention, enrichment opportunities and wider school experiences.	• Overall attendance of disadvantaged pupils improves year-on-year. • Persistent absence reduces. • Attendance gaps between disadvantaged and non-disadvantaged pupils narrow. • Increased engagement in enrichment, intervention and extracurricular activities. • Improved attendance contributes to stronger progress and attainment outcomes.
SEND Disadvantaged pupils with SEND receive effective, coordinated support that enables them to access learning successfully and achieve positive outcomes.	• Improved attendance, behaviour and engagement for disadvantaged pupils with SEND. • Progress measures improve for disadvantaged pupils with SEND. • Appropriate interventions are identified and evaluated for impact. • Pupil and parent voice indicate that support meets individual needs. • Increased participation in learning, enrichment and wider school opportunities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *135,817.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop shared expectations that students work really hard for the whole lesson ('every minute counts')	EEF Behaviour Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour DfE Behaviour Guidance https://www.gov.uk/government/publications/behaviour-in-schools--2	1,2,3, 5

	EEF Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Review Teaching & Learning and plan high impact Professional Learning https://www.theromseyschool.org/teaching-and-learning	EEF Guide on effective professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,5
Teaching and Learning SEND suport	Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. At the end of primary school, the attainment gap between pupils with identified SEND and their peers has been, on average, more than twice as wide as the gap between pupils eligible for FSM and their peers for several years. At the end of secondary school, the attainment gap between pupils with identified SEND and their peers has been, on average, approximately one and a half times as wide as the gap between pupils eligible for FSM and their peers for several years. Pupils with identified SEND are approximately twice as likely to be eligible for FSM as their peers without identified SEND. Special Educational Needs in Mainstream Schools | EEF	1,2,3,5
Leadership, Management and Administration costs	https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings School leaders are best placed to decide how to use the pupil premium to improve disadvantaged pupils' academic attainment. There is a growing body of evidence on how schools can best help disadvantaged pupils make progress. The needs of all pupils should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the grant only on eligible pupils, or on a per eligible pupil basis.	1-5

Assistant Head Teacher - Behaviour and Attendance, Attendance Officer and Assistant Progress Leaders for all Year Groups	Use EEF and DfE 1 & DfE 2 reports on attendance (et al.) to build strategies to enhance attendance for all cohorts including SEND & PP	1-5
Assistant Head Teacher - Teaching and Learning	Feedback - Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Metacognition and self-regulation Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3
Improving Literacy in Schools	Improving Literacy in Secondary Schools | EEF	

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

Budgeted cost: £ *67,908.75*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review & enhance all students' literacy in every subject with a focus firstly on reading, then oracy and then writing	Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2,3
LSAs and Teacher/Manager for Student Support Centre 'The Nest'.	To ensure the most vulnerable students who find it difficult to cope with the mainstream classroom environment will benefit from this specialist provision suited to their needs. Students have the opportunity to access the curriculum at their own pace, concentrate on core curriculum topics and build their confidence.	1-5

SEND Senior Staff Salary Contribution	Ensure PP pupils with SEND are supported and home-school partnerships developed quickly	1-6
One to one tutor in Maths and English (online and face to face).	EEF Toolkit – high impact on pupil attainment (+5 months) The 1:1 tutoring will ensure that LAC and PLAC pupils across all year groups maximise their progress in Maths and English. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120	1,2,3
PEP mentoring programme	EEF Toolkit – low impact on pupil attainment (+2 months) Increase behaviour, attendance and attitude to learning for pupil premium children in KS4. Particularly targeting our students that feel like they do not have a sense of purpose to help them find a sense of direction and raise their aspirations for their lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1-5
Student Support Centre Expenses	Vulnerable students who find it difficult to cope with the mainstream classroom environment will benefit from this specialist provision suited to their needs. Students have the opportunity to access the curriculum at their own pace, concentrate on core curriculum topics and build their confidence. Bespoke curriculum opportunities are given to the pupils who attend our student support centre, through the team that run the centre. These include individual learning resources, day visits, work mobility, college courses and time to independently study using digital resources.	1,2,3,4
PLAC Designated Leader	Having a member of staff champion our PLAC enables them to thrive within their learning and take part in many extra-curricular opportunities. They also work closely with the adoptive parents to ensure the individual needs of their child are listened to by staff and bespoke curriculum plans are created for	1-5

	these individuals so that they can achieve just as well as their non-disadvantaged peers.	
Attendance Officer	Attendance and attainment are closely linked. Most PP students don't have an aspirational attendance/punctuality record. By ensuring that these students attend regularly and on time, their chance of making expected progress is maximised. This is the key role of the student support workers, to ensure pupils are supported in their basic needs (Maslow's Hierarchy) so that they can succeed at school. A rigorous monitoring system tracking non-attendance and lates to lesson, by the student support team, and use of the new MIS system Bromcom (with parental App) will aim to reduce the attendance gap this year in comparison to last year. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1695121414	1-5

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

Budgeted cost: £ *67,908.75*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4
Character Education Enhance meaningful learning and cultural capital for all students with a particular focus on PP	Character Education Framework https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-	1-5

	inspection-handbook#evaluating-the-quality-of-education-1	
Salary for one of the Student Support Workers	The key role of the student support workers, to ensure pupils are supported in their basic needs (Maslow's Hierarchy) so that they can succeed at school. https://www.simplypsychology.org/maslow.html	1,2,3
Counselling - Youth in Romsey	Pupils need support for their mental wellbeing. This will be offered in the form of a counsellor to our most vulnerable disadvantaged students, free of charge from a local provider, Youth in Romsey.	1,2,4,5
Romsey Young Carers	Deliver well-being sessions at lunch to small groups to ensure PP pupils are supported in all aspects of their life whilst in school	1,2,4,5
Examination Support from SEND department	To ensure all PP pupils are screened for potential exam support and SEND exam requirements	1,2,3
Breakfast club	Improve attainment outcomes by increasing the number of children who eat a healthy breakfast. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1-5
Miscellaneous (Buses, equipment, uniform, music lessons, trips, library, internal mentoring, ICT equipment etc)	By funding PP pupils with these items, PP pupils are able to attend educational visits and receive music lessons at a discounted cost. PP pupils also receive curriculum requirements, such as food ingredients, revision guides and calculators via these funds. We also provide uniform to PP pupils, as the costs of this can be difficult for some families https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1-5

Total budgeted cost: £258,410

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.

The proportion of pupils eligible for Pupil Premium at The Romsey School has increased significantly from 17% in 2021-22 to 26% in 2026. This reflects both local and national trends arising from the increased cost of living and growing levels of economic disadvantage. In addition, approximately 40% of our disadvantaged pupils also have identified SEND needs, meaning a significant number of pupils experience multiple, overlapping barriers to learning.

Our strategy is informed by evidence from the Education Endowment Foundation and focuses on three key school priorities:

1. Curriculum and Assessment
2. Maximising Learning for All
3. Attendance

Through high-quality teaching, targeted intervention and wider enrichment opportunities, we aim to improve academic outcomes, attendance, literacy, behaviour and personal development outcomes for disadvantaged pupils.

Strategic Priorities for 2026-27

The analysis identifies five interconnected barriers for disadvantaged pupils:

- Attendance
- Literacy
- Progress and attainment
- Behaviour and engagement
- SEND and multiple vulnerabilities

Therefore, our Pupil Premium strategy will focus on:

1. Improving attendance and engagement.
2. Delivering consistently high-quality teaching.
3. Strengthening literacy across the curriculum.
4. Developing positive behaviour and belonging.
5. Providing targeted support for pupils facing multiple barriers.

Evidence demonstrates that high-quality teaching has the greatest impact on disadvantaged pupils. Therefore, the majority of Pupil Premium funding is invested in improving classroom practice, curriculum implementation, professional learning and adaptive teaching strategies. This

ensures disadvantaged pupils consistently experience ambitious curriculum content and high-quality teaching in every lesson.

GCSE Outcomes of 2025-26

Group	Progress 8	Attainment 8	English 4+ (%)	English & Maths 4+ (%)	English & Maths 5+ (%)
Disadvantaged (PP)	-1.25	28.2	45.8	35.4	18.8
Whole Cohort	-0.40	44.8	69.0	57.0	37.0
Gap	-0.85	-16.6	-23.2	-21.6	-18.2

Overall Outcomes for Disadvantaged Pupils

The disadvantaged cohort consisted of **43 pupils**. Attainment and progress outcomes remained below national expectations and below those of non-disadvantaged pupils. The cohort achieved an **Attainment 8 score of 29.1** and a **Progress 8 score of -1.25**, indicating that disadvantaged pupils achieved, on average, just over one grade lower per subject than similar pupils nationally.

Achievement in English and Mathematics remains a key priority. **37.2%** of disadvantaged pupils achieved a grade 4+ in both English and Mathematics, while **18.6%** achieved a grade 5+ in both subjects. English outcomes were slightly stronger than Mathematics, with **46.5%** achieving grade 4+ in English compared with **44.2%** in Mathematics.

Progress measures show similar patterns across curriculum areas, with Progress 8 scores of**-1.21 in English**,**-0.92 in Mathematics** and**-1.24 in the EBacc element**. The strongest relative performance was seen in Mathematics, whilst the Open element remained the weakest area with a Progress 8 score of**-1.56**.

Despite these outcomes, there are positive indicators. Nearly **21% of disadvantaged pupils achieved a positive Progress 8 score**, demonstrating that a significant proportion of the cohort made better than expected progress from their starting points. Furthermore, **14% achieved the EBacc Standard Pass** and **9.3% achieved the EBacc Strong Pass**, providing a foundation on which to build future success.

Analysis of 2025-26 outcomes shows that attainment and progress for disadvantaged pupils remain below both school and national expectations. Disadvantaged pupils achieved an Attainment 8 score of 29.1 and a Progress 8 score of -1.25, with 37.2% achieving grade 4+ and 18.6% achieving grade 5+ in both English and Mathematics. Whilst these outcomes remain below national and local averages for disadvantaged pupils, they provide a clear focus for our improvement priorities. Our strategy will therefore prioritise high-quality teaching, literacy development, attendance, behaviour for learning and targeted intervention to improve outcomes and narrow the disadvantage gap.

Next Steps:

1. **Targeted Interventions**: Implement specific support programs for PP students, particularly in Maths and English, to address the performance gaps.
2. **Mentoring and Tutoring**: Provide additional mentoring and tutoring opportunities to help PP students improve their academic outcomes.
3. **Parental Engagement**: Increase efforts to engage parents of PP students in their children's education to support learning at home.
4. **Regular Monitoring**: Continuously monitor the progress of PP students and adjust interventions as needed to ensure they are effective.
5. **Holistic Support**: Address non-academic barriers to learning, such as socio-emotional support and access to resources, to create a more supportive learning environment.

Behaviour

	PP	Non-PP
Average Positive Points	22.0	26.5
Average Negative Points	-12.0	-4.5

Behaviour data indicates that disadvantaged pupils experience greater challenges in relation to engagement and behaviour than their non-disadvantaged peers.

During 2025-26, pupils eligible for Pupil Premium received an average of **22 positive behaviour points**, compared with **26.5 positive points** for non-disadvantaged pupils. This suggests that disadvantaged pupils are less likely to be recognised through the school's positive behaviour systems and may participate less frequently in the behaviours and activities which attract rewards and recognition.

The gap is more pronounced in relation to negative behaviour points. Disadvantaged pupils received an average of **-12 negative behaviour points**, compared with **-4.5 negative behaviour points** for non-disadvantaged pupils. This means that disadvantaged pupils accumulated almost **three times as many negative behaviour points** as their peers.

Whilst positive recognition for disadvantaged pupils has improved, disadvantaged pupils still receive almost three times as many negative behaviour points as their peers. This suggests that barriers to engagement continue to impact classroom learning and access to the wider curriculum.

Key Findings

- Disadvantaged pupils receive fewer positive behaviour points than their peers.
- Disadvantaged pupils receive substantially more negative behaviour points than non-disadvantaged pupils.
- The ratio of positive to negative points is considerably less favourable for disadvantaged pupils.
- The data suggests that disadvantaged pupils are more likely to experience barriers to engagement, behaviour and participation in school life.
- This pattern mirrors wider school data relating to attendance and attainment, indicating that some pupils face multiple overlapping barriers to success.

Our priorities will be to:

- Increase positive recognition for disadvantaged pupils.
- Strengthen students' sense of belonging and connection to school.
- Improve behaviour for learning and classroom engagement.
- Reduce behaviour incidents and suspensions.
- Increase disadvantaged pupils' participation in rewards, enrichment activities and leadership opportunities.
- Provide targeted pastoral support for pupils experiencing multiple vulnerabilities.

Intended Outcome

Disadvantaged pupils feel a strong sense of belonging within the school community. Positive engagement with learning and school life increases, negative behaviour incidents reduce, and pupils are able to access high-quality teaching consistently, leading to improved attendance, progress and attainment.

Success Criteria

- The gap in positive behaviour points between disadvantaged and non-disadvantaged pupils narrows.
- Average positive points for disadvantaged pupils increase year-on-year.
- Average negative behaviour points reduce.
- Internal and external suspensions reduce.
- More disadvantaged pupils participate in rewards, enrichment and leadership opportunities.
- Pupil voice demonstrates an improved sense of belonging, engagement and positive relationships with staff and peers.

Literacy

Literacy remains a significant barrier to achievement for disadvantaged pupils at The Romsey School. Analysis of Key Stage 3 attainment, reading assessment and prior attainment data highlights that many disadvantaged pupils enter secondary school with lower literacy levels and continue to underperform against expected outcomes in English and across the wider curriculum.

Reading and Literacy

KS2 data indicates that a significant proportion of disadvantaged pupils entered the school below the expected standard in reading and grammar, punctuation and spelling (GPS).

- In Year 7, **35.9%** of disadvantaged pupils entered with a Reading Standardised Score below 100 and **38.5%** were below 100 in GPS.
- Similar patterns are evident in Years 8 and 9, demonstrating that literacy remains a sustained challenge across Key Stage 3.
- The challenge is particularly acute for disadvantaged pupils with SEND, who consistently have lower reading and GPS scores than the wider disadvantaged cohort.

Reading age assessments further highlight literacy as an area for development.

- In Year 7, **15.4%** of disadvantaged pupils were assessed as below or well below average for reading.
- In Year 8, this rises to **33.4%**, with over one-third of disadvantaged pupils assessed below age-related expectations.

Key Findings

- Literacy remains a significant barrier to learning for disadvantaged pupils.
- Disadvantaged pupils are performing below target in English across all Key Stage 3 year groups.
- Reading and vocabulary deficits limit access to the wider curriculum.
- Disadvantaged pupils with SEND experience the greatest literacy barriers.
- Reading assessment information requires further refinement to ensure interventions are targeted effectively.

Implications for 2026-27

Improving literacy will remain a core component of our Pupil Premium Strategy. Our focus will be on:

- Strengthening disciplinary literacy across all subjects.
- Developing vocabulary, reading fluency and comprehension.
- Ensuring all disadvantaged pupils have an accurate and current reading profile.
- Providing targeted reading interventions for pupils identified as below age-related expectations.
- Monitoring the impact of literacy interventions through reading age assessments, curriculum outcomes and pupil voice.

Desired Outcome

Disadvantaged pupils develop the literacy skills required to access the full curriculum, enabling them to read confidently, communicate effectively and achieve well across all subjects. Reading ages improve, attainment gaps narrow and pupils are increasingly able to access ambitious curriculum content independently.

Success Criteria

- Reading ages improve by at least 12 months over a 12-month period for targeted pupils.
- The proportion of disadvantaged pupils reading below chronological age reduces year-on-year.
- Gaps in English attainment narrow across all year groups.

Attendance

Attendance remains the most significant barrier to achievement. Disadvantaged pupils attended school at 88.5%, compared with 92.0% across the school and 93.1% nationally. This equates to approximately two additional weeks of missed learning each academic year when compared to the average pupil nationally. This lost learning time directly impacts attainment, literacy development and wider engagement.

The attendance profile demonstrates that disadvantaged pupils continue to face barriers that reduce access to:

- High-quality classroom teaching.
- Literacy and intervention programmes.
- Enrichment and extracurricular opportunities.
- Personal development activities and wider school experiences.

There is a well-established relationship between attendance and attainment. The school's attainment data shows that disadvantaged pupils achieved lower outcomes than their peers, reinforcing the importance of improving attendance as a key mechanism for raising achievement. Pupils must be in school consistently to benefit from curriculum delivery, intervention programmes and wider support.

Improving attendance will remain a key priority within the Pupil Premium Strategy 2026-27. Our focus will be on:

- Reducing persistent absence among disadvantaged pupils.
- Improving attendance for disadvantaged pupils in Years 10 and 11.
- Strengthening communication and partnership working with families.
- Providing targeted support and intervention where barriers to attendance are identified.
- Ensuring disadvantaged pupils access enrichment activities, rewards and wider school experiences that strengthen engagement and belonging.

Desired Outcome

By improving attendance and reducing absence, disadvantaged pupils will have greater access to high-quality teaching, intervention and enrichment opportunities, leading to improved engagement, stronger progress and better academic outcomes.

Success Criteria

- Overall attendance for disadvantaged pupils improves year-on-year.
- Persistent absence among disadvantaged pupils reduces.
- Attendance gaps between disadvantaged and non-disadvantaged pupils narrow.
- More disadvantaged pupils access intervention, enrichment and reward activities.
- Improvements in attendance contribute to stronger progress, attainment and post-16 outcomes.

SEND and Multiple Vulnerabilities

Approximately **40% of pupils eligible for Pupil Premium also have identified SEND needs**, including pupils receiving SEND Support, Monitoring support or those with an EHCP. This means that a substantial proportion of disadvantaged pupils face multiple and overlapping barriers to achievement.

Many pupils within this group require support beyond high-quality classroom teaching alone. Through our **Ordinarily Available Provision (OAP)**, all pupils have access to inclusive teaching strategies, adaptive teaching, literacy support, behaviour support, pastoral care and reasonable adjustments within the classroom environment. Where required, this universal provision is supplemented by targeted interventions and specialist support.

The interaction between disadvantage and SEND is reflected across a range of school measures. Pupils within this group are more likely to experience challenges relating to attendance, literacy, behaviour and academic attainment. As a result, they are disproportionately represented amongst pupils requiring the highest levels of academic, pastoral and SEND support.

Key Findings

- Approximately **40% of disadvantaged pupils** also have identified SEND needs.
- Many disadvantaged pupils face multiple barriers, including lower attendance, literacy difficulties and reduced engagement.
- SEND and disadvantage are significant contributing factors to attainment gaps.
- Effective Ordinarily Available Provision is critical in ensuring pupils can access learning successfully.
- Pupils with multiple vulnerabilities require carefully coordinated support across academic, pastoral and SEND provision.

Implications for Our Strategy

Given the high proportion of disadvantaged pupils with SEND, improving outcomes for disadvantaged pupils cannot be separated from improving outcomes for pupils with additional needs. Our strategy will therefore focus on:

- Consistently strong **Ordinarily Available Provision** in every classroom.
- High-quality adaptive teaching and scaffolding.
- Targeted literacy and reading interventions.
- Improved attendance and engagement.
- Early identification of barriers to learning.
- Close collaboration between SEND, pastoral and curriculum teams.
- Personalised support for pupils with multiple vulnerabilities.

Success Criteria

- Improved attendance for disadvantaged pupils with SEND.
- Reduced persistent absence and suspensions.
- Increased positive behaviour points and engagement.
- Improved reading ages and literacy outcomes.
- Consistent implementation of Ordinarily Available Provision across all subjects.
- Improved progress and attainment outcomes.
- Increased participation in enrichment and wider school opportunities.
- Positive pupil and parent feedback regarding support and inclusion.
- Narrowing gaps in attendance, behaviour and attainment between disadvantaged pupils with SEND and their peers.

Intended Outcome

Disadvantaged pupils with SEND are able to access a broad and ambitious curriculum through effective Ordinarily Available Provision, targeted intervention and specialist support where required. As a result, pupils demonstrate improved attendance, engagement, wellbeing and academic outcomes, enabling them to achieve their full potential.

Wider Opportunities and Enrichment

Participation in enrichment activities plays a significant role in developing confidence, cultural capital, attendance and engagement. Funding has supported access to educational visits, extracurricular activities, rewards events and wider opportunities that may otherwise have been inaccessible for some pupils.

Success Criteria

- Increased participation rates for disadvantaged pupils.
- Representation in leadership opportunities.
- Increased attendance at reward events.
- Positive pupil voice regarding belonging and aspiration.

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
1:1 Online Tuition	Purple Ruler
Counselling and support for youth and their families	MHST

Counselling and support for youth and their families within Romsey	Youth in Romsey
Young Carer meetings and support	Romsey Young Carers
Speak Out Challenge	Speakers Trust
Revision Guides	CGP/Pearsons/Collins
Read and Write Gold	Text Help
Bronze and Silver Programmes	Duke of Edinburgh Award
Legacy Project	Yellow Brick Road Project
Pupil Leadership	Unifrog
Mental Health Ambassador Programme	Young Enterprise
Antibullying Ambassador Programme	Diana Award

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We spent this with the PP funds. We count Service Children as PP children and provide them the same opportunities using the PP funding
What was the impact of that spending on service pupil premium eligible pupils?	Please see above, measuring impact for PP strategy outcomes

Further information (optional)

Key of acronyms:

PP- Pupil Premium

NPP- Non-Pupil Premium

FFT - Fisher Family Trust

KS2 - Key stage two (primary examinations)

HPA - High Prior Attainment (at KS2 level)

ML - Middle Leaders in school

APL - Assistant Progress leader

PL - Progress Leader

PD - Professional Development

G4 - Grade 4 at GCSE level

G7 - Grade 7 at GCSE level