

# Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 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	Glenthorne High School
Number of pupils in school	1393 (Y7 to Y11) 1762 (Including Y12/13)
Number of pupil premium pupils in school (Y7 to Y11)	228
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2028/2029
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Dr Sarah Peacock, Headteacher
Pupil premium lead	Mr Adam Tully, Assistant Headteacher
Governor / Trustee lead	Mr Kevin Mohr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 225,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 225,750

# Part A: Pupil premium strategy plan

## Statement of intent

At Glenthorne, our mission is to deliver an **Excellent, Innovative, and Inclusive education** that enables *Achievement for All*. This means providing every pupil—regardless of background—with the knowledge, skills, and confidence to thrive in school and beyond. The Pupil Premium is a vital resource in achieving this vision, helping us to close attainment gaps and remove barriers to success.

Our approach focuses on three key priorities:

- **Outstanding Teaching and Learning**

High-quality teaching is the most powerful lever for improvement. We invest in professional development, recruitment, and retention to ensure every classroom is led by an excellent teacher. Strong foundations in English, Mathematics, and reading are central to success across the curriculum, so we prioritise support that helps pupils meet or exceed age-related expectations.

- **Broad, Deep, and Enriching Experiences**

We believe education should inspire and challenge. Our curriculum is knowledge-rich and designed to expose pupils to the unfamiliar, while trips, extra-curricular and super-curricular opportunities broaden horizons and raise aspirations. These experiences help pupils develop positive attitudes towards learning and school, which are essential for long-term success.

- **Targeted Support and Early Intervention**

Barriers to achievement vary widely, so our interventions are precise and timely. They begin in the classroom, are based on accurate assessment of need, and aim to address issues before they escalate. We also use technology and adaptive learning tools to enhance outcomes over time. Alongside academic support, we work to strengthen parental engagement, promote wellbeing, and provide tailored guidance to help pupils overcome individual challenges.

Through this strategy, we aim to secure excellent academic outcomes, nurture the skills, qualities and habits needed for success in future education, employment, and training, and prepare pupils to become responsible citizens of both the school community and wider society.

## Challenges

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

Challenge number	Detail of challenge
1 Achievement	Progress and attainment of disadvantaged pupils at Glenthorne is stronger than the national average of non disadvantaged but not as strong as non disadvantaged peers at GHS.
2 Reading and writing	Evidence from assessments, classroom observations, and pupil discussions indicates that disadvantaged pupils typically demonstrate weaker reading comprehension and transcription skills compared to their peers.
3. Numeracy	Evidence from assessments indicates that disadvantaged pupils typically demonstrate weaker numeracy skills.
4 Dysregulation	Although Glenthorne's overall suspension rates is significantly below national averages, internal behaviour data shows that disadvantaged pupils are disproportionately represented in both behaviour incidents and suspensions. Evidence suggests that many of these pupils lack effective self-regulation strategies when faced with challenging tasks or situations, which negatively impacts their learning. This trend is also reflected in lower homework completion rates among disadvantaged pupils.
5. Attendance	Attendance at Glenthorne has remained consistently strong over the last three years, with whole-school figures significantly above national and local averages. However, disadvantaged pupils attend less regularly, with an internal gap of about 4.4% compared to their peers. Persistent absence shows a similar pattern, with disadvantaged pupils almost 4.4% higher than non-disadvantaged pupils, despite overall rates being well below national figures. Observations and data indicate that social, emotional, and mental health (SEMH) needs are a significant factor influencing absence among disadvantaged pupils.
6. Parental engagement	Internal data indicates that parents of disadvantaged pupils are less engaged with school events and information evenings than parents of non-disadvantaged pupils.
7 Belonging	Internal data and pupil voice indicate that disadvantaged pupils participate less in extra-curricular clubs and events compared to their peers. Surveys, external focus groups, and family discussions highlight that many disadvantaged pupils feel less connected to aspects of school life, particularly those beyond the classroom.
8 Finance	Some disadvantaged pupils experience financial difficulties in affording essential equipment, learning materials or important trips
9 Aspiration	Presence of social, emotional or other non-academic challenges that can impact upon learning, including a lack of awareness of career pathways

## 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
Sustain high levels of attainment and progress at KS4 for disadvantaged pupils	<b>2026/27 KS4 outcomes demonstrate</b> <ul style="list-style-type: none"> <li>Disadvantaged Attainment 8 scores are sustained as 'significantly above' in national distribution banding in Core Subjects and Humanities. Improvement is required in languages to bring it in line with other Ebacc subjects.</li> <li>Disadvantaged Ebacc A8 is sustained as significantly above in national distribution banding.</li> <li>The in-school attainment gap is no higher than 0.6 between disadvantaged and non-disadvantaged pupils</li> </ul>
Improve disadvantaged pupil's reading and transcription skills	<b>2026/27 KS4 outcomes demonstrate</b> <ul style="list-style-type: none"> <li>Attainment in English language and Literature above national non disadvantaged pupils.</li> </ul> <b>In school monitoring demonstrates</b> <ul style="list-style-type: none"> <li>Disadvantaged pupils make progress in literacy equivalent to non-disadvantaged peers, as evidenced by termly assessments.</li> <li>Gap in reading age between disadvantaged and non-disadvantaged pupils reduced to less than 6 months by end of KS3.</li> <li>Library borrowing rates for disadvantaged pupils match those of non-disadvantaged pupils.</li> <li>Disadvantaged pupils are identified for writing intervention and demonstrate sustained progress in speed and legibility of writing</li> </ul>
Improve disadvantaged pupil's numeracy skills	<b>2026/27 evidence on improved numeracy skills include:</b> <ul style="list-style-type: none"> <li>Disadvantaged pupils make progress in numeracy equivalent to non-disadvantaged peers, as evidenced by termly assessments.</li> </ul>
Improve disadvantaged pupils' ability to self-regulate across KS3/4	<b>2026/27 evidence on self-regulatory skill levels to include:</b> <ul style="list-style-type: none"> <li>Continued reduction in suspension rate of Disadvantaged pupils</li> <li>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</li> <li>Improved homework completion rates across all classes and subjects.</li> </ul>
To achieve and sustain improved	<b>26/27 evidence on high attendance to include:</b>

attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Overall attendance rate for all pupils is at least 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 4%</li> <li>Reduce persistent absence among PP pupils and narrow the gap with non-PP pupils to less than 8%</li> </ul>
To achieve and sustain improved disadvantaged pupils' parental engagement and attendance to events	<b>26/27 evidence on high parental engagement to include:</b> <ul style="list-style-type: none"> <li>Attendance to parents' evenings of disadvantaged pupils is in line with non-disadvantaged pupils and at least 96% across all year groups.</li> <li>Parental engagement and attendance with information evenings and school productions is proportionally the same for disadvantaged pupils and non-disadvantaged pupils.</li> </ul>
To sustain improved attendance to extra-curricular events for all pupils, including those who are disadvantaged.	<b>26/27 evidence on extracurricular participation to include:</b> <ul style="list-style-type: none"> <li>Systems ensure disadvantaged pupils have equal access to extra-curricular events with reserved places and funding where necessary.</li> <li>Participation data indicates disadvantaged pupils rate of attendance to extra-curricular events is proportionally in line with non-disadvantaged pupils.</li> </ul>
To achieve aspirational destinations for all pupils, including those who are disadvantaged.	<b>26/27 evidence on IAG and destinations to include</b> <ul style="list-style-type: none"> <li>Disadvantaged pupils are prioritised for careers interviews.</li> <li>Sixth form application and entry data indicate that disadvantaged pupils are making informed choices when applying to the sixth form or other local institutions.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop teachers' ability to ensure ALL pupils are actively	<a href="#">EEF Guidance Report on Effective PD</a>	1,2,3,4,6,8

participating in their learning in lessons. such as through partner talk activities.	<a href="#">Teaching and Learning Toolkit   EEF</a>	
Ensure teachers continue to support pupils' reading and vocabulary development. Use refresher training sessions in departments where necessary. Evolve the existing approach to a disciplinary-specific model.	<a href="#">Improving Secondary Literacy Supporting fluent reading in the secondary classroom   EEF</a>	1,2,3,4,6,8
Make sure ALL year 7-10 pupils are actively engaged in daily Tutor Time reading activities designed to improve their reading ability and love of reading.	<a href="#">GCSE. word-gap (Oxford University Press)</a> <a href="#">Reading Strategies</a>	1,2,6
Ensure teachers meet the needs of the disadvantaged pupils through careful lesson planning and high-leverage adaptive teaching strategies and OAP. This is supported through diagnostic assessment, curriculum reviews and regular lesson visits	<a href="#">Diagnostic Assessment Tool.pdf</a> <a href="#">Teaching and Learning Toolkit   EEF</a>	1,2,3,4,6,8
Direct intervention and support and dedicated administrative time for tracking for disadvantaged pupils by HOY, SLT, attendance officer, careers officer and SLT member of staff responsible for disadvantaged.	Tracking and regular review are essential for timely intervention <a href="#">iParental engagement (EEF toolkit)</a> <a href="#">Working together to improve school attendance - GOV.UK</a> <a href="#">Improving behaviour in schools</a>	1, 2, 3, 4, 6, 7, 8,9
Extended Library opening time from 7.45am to 5.30pm	<a href="#">Extending school time   EEF</a>	1,2,4,6,7,8
CPD for all staff with a focus on emerging trends or sharing best practice or research evidence		1, 2, 3, 4, 6, 7, 8,9

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group tuition in numeracy and literacy at KS3 and KS4 to raise numeracy and literacy standards	<a href="#">Small group tuition   EEF</a>	1,2,3,4,5
KS3 intervention groups for key skills, core and foundation subjects to target disadvantaged pupils earlier in their learning journey	<a href="#">Small group tuition   EEF</a>	1,2,3,4,5
A comprehensive programme of revision sessions at KS4 to raise achievement in GCSEs	<a href="#">Small group tuition   EEF</a>	1,2,3,4,5
Targeted revision sessions for disadvantaged pupils (Girls focus) to of topic specific, small group sizes to maximise the impact on progress	<a href="#">One to one tuition   EEF</a>	1,2,3,4,5
Targeted enrichment for disadvantaged pupils (Girls focus) to raise achievement in English and Maths GCSE results	<a href="#">One to one tuition   EEF</a>	1,2,3,4,5
Homework clubs to support pupils to complete their homework	<a href="#">Homework   EEF</a>	1,2,3,4,5
Subsidies towards books, workshops, equipment (such as Technology and Art materials) to ensure all disadvantaged pupils can fully access the curriculum	<a href="#">Parental engagement   EEF</a> <a href="#">Homework   EEF</a>	1, 2, 7
The provision of appropriate revision guides across the curriculum for disadvantaged pupils to ensure they have access to relevant revision materials for GCSE exams	<a href="#">Parental engagement   EEF</a>	1, 2, 7
Allocation of staff mentors to prioritise disadvantaged pupils to assist with aspirations, organisation and preparation for assessments	<a href="#">Mentoring   EEF</a>	1,3,4,8
Alternative courses and qualification to GCSEs taught in small groups or at college to ensure each individual pupil is on an appropriate personalised pathway	<a href="#">Within class attainment grouping   EEF</a>	1, 2, 3, 4, 6, 7, 8,9
Ability-appropriate pathways to support behaviour and achievement for all offered in KS4	<a href="#">Within class attainment grouping   EEF</a>	1, 3,4,6,8,

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

Budgeted cost: £101,223.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A uniform grant of £50 for new pupils arriving in Year 7 to support disadvantaged pupils	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1,4,6,7

accessing school basics and £25 every subsequent year for additional uniform needs		
A Y6 Pupil Premium Parents' Information Evening held in July for all parents of Year 6 PP pupils who will start the following September to aid a smooth transition from primary school and ensure all new parents are aware of the Pupil Premium benefits available	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1,4,6,7
GHS parents' evenings, welcome evenings, and Revision information evenings to give parents the tools to assist pupils with their learning at home	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1,4,5, 6,7
A school-based counsellor and behaviour support work to support PP achievement and avoid permanent exclusions	<a href="#">Behaviour interventions   EEF</a> <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation</a>	1, 4,
A designated member of staff to support pupils in the restart room and employ EBSA strategies.	<a href="#">Behaviour interventions   EEF</a> <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation</a>	1,4,5,7,
A Breakfast Café with a free breakfast and drink to the value of £1.95 to increase attendance, punctuality, and ensure that all disadvantaged pupils have access to a breakfast every day	<a href="#">Magic Breakfast - trial   EEF</a>	1,5,6,7,8,
Attendance and School Welfare Officers support	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1,4,5,6,7,9,



students to be in school and improve their opportunities of attaining the highest grades		
<b>Heads of House</b> to monitor disadvantaged pupils' attendance and prioritise them for attendance clubs using earlier intervention	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1,4,5,6,7,9,
Training for House Buddy system that prioritised appointment for disadvantaged pupils to encourage positive discussions, support those with any difficulties, raise self-esteem and promote well-being		1,4,5,6,7,9,
Prioritised one-to-one appointments with a School Worker / Careers Advisor to ensure all disadvantaged pupils make informed choices about their futures	<a href="#">Mentoring   EEF</a>	1,5,6,7,,9
Disadvantaged pupils at risk of becoming NEET offered one-to-one mentoring and careers groups in KS4 to support keeping children below 19 in education or training.	<a href="#">Mentoring   EEF</a>	1,5,6,7,,9
A subsidy, up to a maximum of £15 for Pupil Premium pupils, for each educational visit to increase extra-curricular participation and broaden life experiences	<a href="#">Arts participation   EEF</a>	1, 2,3, 5,6,7,,9
A 20% subsidy per term for pupils wishing to take instrumental lessons (10x30	<a href="#">Arts participation   EEF</a>	1,5,6,7,,9

minutes lessons), attend ArtsOne, LAMDA and Rambert programmes to encourage extra-curricular participation		
A subsidy of 20% of the cost for Y7/8/9 disadvantaged pupils attending Challenge Week trips and activities. Priority places for all disadvantaged pupils.	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>	1,5,6,7,,9

**Total budgeted cost: £ 261,248.33**

## 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 2024 to 2025 academic year.

We have reviewed the performance of disadvantaged pupils in our school over the last academic year, using both national assessment data and our internal tracking systems. The analysis shows that although the attainment gap between disadvantaged and non-disadvantaged pupils persists, our disadvantaged cohort performs markedly better than disadvantaged pupils nationally and even exceeds the national average for non-disadvantaged pupils in key attainment measures.

For the 2024 Progress 8 measure, disadvantaged pupils achieved a score of +0.36, compared to the national average for disadvantaged pupils (-0.58) and the overall national figure (0.00). Progress for disadvantaged pupils has remained consistently strong for three consecutive years, with outcomes in both attainment and progress significantly above those of non-disadvantaged pupils.

Our overall EBACC entry rate is 73%, while the entry rate for disadvantaged pupils stands at 65%. This represents a substantial narrowing of the gap compared to previous years. We continue to ensure that our curriculum is well-matched to the needs of all learners.

In addition to academic data, we have considered wider factors influencing disadvantaged pupils' performance, such as attendance, behaviour, and wellbeing. Attendance remains an area of concern. While disadvantaged pupils' attendance in our school (90.4%) is above the national average (85.4%), this is likely influenced by our proximity to London. A more meaningful comparison is with London schools, where our figure is slightly higher (90.4% vs 89.5%). Disadvantaged pupils remain disproportionately represented in suspensions and exclusions, although suspension rates have fallen significantly across all groups and are now below national averages.

We have continued to embed our Graduated Response system and strengthened pastoral support to provide targeted interventions at multiple levels. Behaviour and attendance challenges among disadvantaged pupils are closely linked to increasing social, emotional, and mental health needs. Additional investment in SEMH provision and improved coordination between teaching staff and specialists has enabled us to address these needs effectively, either within school or through collaboration with local support networks. The appointment of a trained EBSA practitioner and the introduction of a new restart room will further enhance early identification and tailored intervention.

Overall, the key objectives of our previous three-year strategy have been achieved, giving us a strong foundation to continue improving both attainment and wellbeing.

## **Overall Outcomes**

☒ Good progress ☐ Average progress ☐ Minimal progress

## **Teaching**

☒ Good progress ☐ Average progress ☐ Minimal progress

## **Targeted academic support**

☐ Good progress ☒ Average progress ☐ Minimal progress

## **Wider strategies**

☐ Good progress ☒ Average progress ☐ Minimal progress