Pupil premium strategy statement

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

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

College overview

Detail	Data
Number of students in college	134
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	December 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Heidi Faure, Principal
Governor / Trustee lead	Stewart Duguid, Chair of the Academy Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,200
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your college is an academy in a trust that pools this funding, state the amount available to your college this academic year*	£35,200

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of background or the challenges they face, make good progress, achieve well and participate fully in College life. The pupil premium strategy therefore focuses on removing barriers that disproportionately affect disadvantaged students while maintaining high expectations, including for high attainers.

This sits alongside The Rosedale Hewens Academy Trust SEND and Inclusion Policy. The Trust is committed to an inclusive educational experience in which students are valued equally, individual needs are identified, reasonable adjustments are made where required, and students have access to a broad, balanced and relevant curriculum adapted to need. Pupil premium eligibility is not treated as a proxy for SEND; where disadvantage intersects with SEND, EAL, social care involvement, mobility or wellbeing, support is coordinated around the individual student.

The May 2026 College characteristics recorded 43 pupil premium students out of 178, 14 students receiving SEN Support or with an EHCP, and 2 children in need. The 2026/27 overview records a current roll of 134 with 23.9% eligible for pupil premium. Provision will therefore be reviewed against current cohort evidence rather than assumptions.

High-quality teaching is at the heart of the approach, supported by diagnostic assessment, adaptive teaching, disciplinary literacy, explicit metacognitive strategies and well-targeted feedback. Additional academic or pastoral support will be used where classroom provision alone is insufficient. The College will act early, involve families and address barriers to attendance, engagement, wellbeing and aspiration alongside attainment.

To ensure effectiveness, the College will:
• challenge disadvantaged students appropriately and avoid low expectations;
• identify need early using assessment, attendance, behaviour, pastoral and student-voice information;
• ensure all staff take responsibility for disadvantaged students' outcomes;
• review impact termly and adapt provision where evidence shows limited impact.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and communication. Previous College analysis identified low literacy and communication skills among a number of disadvantaged students. This can restrict access to subject-specific vocabulary,

	extended writing, reading comprehension and independent study across the curriculum.
2	Learning resilience, metacognition and self-regulation. A number of disadvantaged students require explicit support to plan, monitor and evaluate their learning, sustain concentration, complete work and respond productively when tasks become difficult.
3	Attendance and persistent absence. The 2025/26 strategy identified attendance as a continuing external barrier for disadvantaged students. Reduced time in College limits access to teaching, intervention, enrichment and pastoral support and can compound attainment gaps.
4	Social, emotional and inclusion needs. Some disadvantaged students also experience social, emotional, behavioural, SEND or other vulnerability-related barriers. Provision must remain individualised and consistent with the Trust's commitment to early identification, reasonable adjustment and an adapted, accessible curriculum.
5	Parental engagement, aspiration and wider participation. Some disadvantaged students need stronger home-College engagement, greater access to enrichment and careers-related experiences, and explicit support to develop ambitious, realistic progression goals.

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
Improved attainment and progress for disadvantaged students at KS4.	2026/27 outcomes improve from the 2025/26 disadvantaged baseline (Progress 8 -0.28; Attainment 8 42.32), with the gap to non-disadvantaged students narrowing. Grade 5+ in English and mathematics is maintained at or above the non-disadvantaged rate

	and improves from the 2025/26 disadvantaged figure of 38.9%.
Improved literacy, communication and access to the curriculum.	Curriculum assessments show improved reading comprehension, vocabulary and extended writing. Work scrutiny and lesson visits show that disadvantaged students increasingly access age-appropriate subject content and use disciplinary language with greater independence.
Improved metacognition, resilience and independent learning.	Lesson visits, work scrutiny, homework completion and student voice show that disadvantaged students are increasingly able to plan, monitor and evaluate their work, sustain effort and use taught strategies without over-reliance on adult prompting.
Improved attendance and reduced persistent absence.	Disadvantaged attendance improves across the year, the gap with non-disadvantaged students narrows, and the proportion of disadvantaged students who are persistently absent reduces term on term. Casework demonstrates timely escalation and support for students at risk of disengagement.
Improved wellbeing, engagement and aspiration.	Behaviour and pastoral information shows fewer repeated incidents for identified students; participation in enrichment, careers and College activities increases; and parent/guardian/carer engagement with reviews, intervention and information events improves.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment and adaptive teaching. Teachers use prior attainment, current assessment, SEND/student-passport information and College data to identify barriers and adapt teaching without lowering the level of challenge.	EEF guidance emphasises high-quality teaching as the strongest lever for improving outcomes for disadvantaged students. TRHAT inclusion guidance states that students should have access to a broad, balanced and relevant curriculum adapted to individual need, with reasonable adjustments where required.	1, 2, 4
College-wide disciplinary literacy and communication. Explicit teaching of academic and subject-specific vocabulary, modelling of reading and extended writing, structured talk before writing, and scaffolds that are gradually withdrawn as independence increases.	EEF Improving Literacy in Secondary Schools identifies disciplinary literacy, vocabulary and reading comprehension as key to achievement across subjects. This directly addresses the College's previously identified literacy and communication barrier.	1

Metacognition and self-regulation embedded through teaching and CPD. Staff explicitly model planning, monitoring and evaluation; students are taught how to reflect on strategies and transfer them between subjects.	EEF evidence on metacognition and self-regulation supports explicit teaching of these strategies. It also aligns with TRHAT's inclusion aim that students learn to take increasing responsibility for their own learning and actions.	2, 4
High-quality homework and access to learning resources. Homework is purposeful, linked to classroom learning and recorded clearly; disadvantaged students receive access to appropriate platforms, revision materials and equipment where lack of resources would otherwise be a barrier.	EEF evidence indicates that well-designed homework can improve progress, particularly when it is focused and closely linked to classroom learning. Removing resource barriers supports equitable access to the curriculum.	1, 2, 5

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

Budgeted cost: £18,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and one-to-one intervention in English, mathematics,	EEF evidence supports well-targeted small-group and one-to-one tuition, especially where it is	1, 2

science and identified option subjects, targeted from diagnostic assessment and linked directly to classroom teaching.	focused on specific knowledge gaps and connected to normal lessons.	
Support and Progress Programme / learning-mentor support for students requiring combined academic and pastoral intervention, including structured check-ins, organisation, study support and re-engagement.	Targeted support is most effective when it addresses the specific barrier identified rather than disadvantage in general. The Trust inclusion approach emphasises identifying individual need and coordinating support around the student.	2, 4, 5
Provision of essential learning materials and access arrangements where appropriate, including revision guides, calculators, geometry equipment, printing and other curriculum resources.	The Trust's inclusion framework requires reasonable adjustments and access to curriculum resources. Removing practical barriers enables students to participate fully in lessons, homework, revision and assessment.	1, 4
Early diagnostic and transition support for mid-year admissions and students with disrupted prior education, followed by time-limited catch-up or bridging work where gaps are identified.	The College characteristics show some mid-year mobility. Rapid assessment and targeted intervention reduce the risk that gaps in prior learning become entrenched and are consistent with an 'assess need, act early, review impact' approach.	1, 2, 4

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

Budgeted cost: £6,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and persistent-absence intervention: close monitoring, rapid first-day response, staged meetings with parents/guardians/carers, liaison with the Participation Team/local authority and individual attendance plans where needed.	DfE attendance guidance and the College's own previous strategy identify attendance as a major barrier to attainment. Early, consistent intervention is intended to prevent absence becoming entrenched.	3
Social, emotional and self-regulation support, including Zones of Regulation / equivalent strategies, pastoral check-ins and referral to appropriate internal or external services where required.	TRHAT inclusion guidance recognises social, emotional and mental-health needs as one of the broad areas that may affect access and progress. EEF evidence indicates that social and emotional learning can support both wellbeing and academic outcomes when implemented carefully.	2, 4
Parent, guardian and carer engagement: personalised invitations to Academic Review, information events and intervention meetings; clear communication of attendance, homework and progress; flexible contact where	Parental engagement is a previously identified College barrier. Timely, personalised communication can strengthen shared expectations and improve take-up of support.	3, 5

attendance at College is difficult.		
Enrichment, careers and aspiration: active encouragement and practical support for disadvantaged students to participate in College trips, employer engagement, cultural activity, careers guidance and progression opportunities.	Wider participation supports belonging, aspiration and personal development. This also reflects the Trust's commitment to enabling all students to develop confidence, make informed choices and achieve their full potential.	5
Inclusion review and reasonable adjustments for students whose disadvantage overlaps with SEND, disability, social-care involvement or other vulnerability. Staff use student passports/support plans and review provision with the SEND team and families.	TRHAT SEND and Inclusion Policy states that individual needs should be identified and assessed and that reasonable adjustments should increase access to the curriculum, environment and information. This ensures disadvantage funding complements statutory and ordinarily available provision rather than replacing it.	4

Total budgeted cost: £35,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

De Salis has reviewed 2025/26 disadvantaged outcomes using published/internal attainment measures together with College information on attendance, behaviour, intervention participation and pastoral engagement.

At KS4, disadvantaged students recorded Progress 8 of -0.28 compared with -0.01 for other students, and Attainment 8 of 42.32 compared with 44.23. The Progress 8 and Attainment 8 gaps therefore remained and continue to require focused action. However, 38.9% of disadvantaged students achieved grade 5+ in both English and mathematics compared with 37.5% of other students, indicating that targeted support in the core subjects had some positive impact. EBacc entry for disadvantaged students was 22%, above the 15% target set in the previous strategy.

The 2025/26 review concluded that adaptive teaching, regular homework, staff CPD, English and mathematics intervention, small-group boosters and tighter attendance monitoring were useful. The College also reported positive parental feedback and improved engagement with support. These approaches will therefore continue where evidence of impact is strong, but with sharper diagnostic targeting and more systematic termly evaluation.

The 2026/27 plan also places greater emphasis on the interaction between disadvantage and inclusion. This is consistent with TRHAT's SEND and Inclusion Policy: students should be valued equally, have emerging needs identified, receive reasonable adjustments where required and have access to an adapted, broad and relevant curriculum. Pupil premium support will therefore be planned from identified need rather than from eligibility alone.

Overall, the previous strategy produced some encouraging indicators, particularly in English and mathematics and EBacc participation, but the remaining Progress 8 and Attainment 8 gaps mean that the College cannot yet regard the disadvantage gap as closed. Improving attendance, literacy, metacognitive independence and access to targeted support remain priorities for 2026/27.