

Altwood Church of England School

Pupil Premium Strategy Statement

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

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

School overview

Detail	Data
Number of pupils in school	675
Proportion (%) of pupil premium eligible pupils	169 (25%)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	Nov 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cath Harden
Pupil premium lead	Adam Lawson
Governor / Trustee lead	Louise Griffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,776
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£30,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£221,422

Part B Review of Strategy Statement 2024 2027

Year 1 of 3 year strategy

Challenge number	Challenge and review															
1	<p>Attendance – Our data for the academic year 2024-2025 shows that there is still a gap in attendance between PP and Non PP students. Student voice work from the academic year 24-25 shows that students generally still view attendance of 90% as good attendance.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 60%;">Whole school</td> <td style="text-align: right;">92.02%</td> </tr> <tr> <td>Non PP</td> <td style="text-align: right;">93.73%</td> </tr> <tr> <td>PP</td> <td style="text-align: right;">86.98%</td> </tr> </table> <p>based on ClassCharts data</p> <p><u>Next Steps:</u> The Inclusion Officer will continue to liaise with the Attendance Officer and work towards removing barriers early on. They will continue to reach out to students and families, e.g., through student voice work and home visits. The Inclusion Officer will continue to monitor PP students’ attendance on a regular basis using FFT and ClassCharts to identify gaps in attendance before they become too large. The Inclusion Officer will proactively work with students whose attendance was low in the previous academic year to avoid repeating large gaps in attendance in the current academic year.</p>	Whole school	92.02%	Non PP	93.73%	PP	86.98%									
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2	<p>Outcomes – The gap between Pupil Premium and Non- Pupil Premium students is still evident. Though the target of ‘PP students to achieve outcomes in line with non-PP peers’ has not yet been met, it is important to highlight that 6.2% of disadvantaged students did achieve 9-7 in English and Maths compared to 5.2% of non-disadvantaged students. There were a total of 33 PP students in this cohort.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 30%;">Disadvantaged Students</th> <th style="width: 30%;">Non-Disadvantaged Students</th> </tr> </thead> <tbody> <tr> <td>Students Achieving 9-7 in English and Maths</td> <td style="text-align: center;">2 (6.5%)</td> <td style="text-align: center;">5 (5.2%)</td> </tr> <tr> <td>Students Achieving 9-5 in English and Maths</td> <td style="text-align: center;">4 (12.9%)</td> <td style="text-align: center;">33 (34.4%)</td> </tr> <tr> <td>Students Achieving 9-4 in English and Maths</td> <td style="text-align: center;">10 (32.3%)</td> <td style="text-align: center;">51 (53.1%)</td> </tr> <tr> <td>Students NOT Achieving 9-4 in English or Maths</td> <td style="text-align: center;">16 (51.6%)</td> <td style="text-align: center;">21 (21.9%)</td> </tr> </tbody> </table>		Disadvantaged Students	Non-Disadvantaged Students	Students Achieving 9-7 in English and Maths	2 (6.5%)	5 (5.2%)	Students Achieving 9-5 in English and Maths	4 (12.9%)	33 (34.4%)	Students Achieving 9-4 in English and Maths	10 (32.3%)	51 (53.1%)	Students NOT Achieving 9-4 in English or Maths	16 (51.6%)	21 (21.9%)
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	<p>It is important to consider some of the barriers students were facing when interpreting the results above. The 16 students that did not achieve 9-4 in English or Maths included students that had not attended school for long periods of time, did not sit their GCSE exams, were on part-time timetables or were dual registered.</p> <p>Next Steps: PP students are supported with revision guides and equipment to ensure equal opportunities to resources. The school also supports with 100% of the cost of curriculum off site day trips. Our Progress Champion will continue to work with year 11 students to support them in preparation for their GCSE examinations. The Inclusion Officer will continue to check in with year 10 students in T5/T6 to identify barriers early on and liaise with the Progress Champion. This will also be achieved through student voice work. The Inclusion Officer's work on attendance should also impact outcomes.</p>
3	<p>Reducing the risk of suspension/multiple suspension –</p> <p>Pupil premium students are at greater risk of suspension and more likely to have multiple suspensions compared to non-PP students. Our data for 2024 – 2025 shows that 18.3% of the PP population were suspended compared to 8.7 % of the non PP population (it should be noted that these figures contain students who have multiple suspensions).</p> <p>Next Steps: Our data for 2024-2025 shows a total of 15 PP students that had a single suspension. The majority of these students received a form of supportive input, e.g., regular pastoral check ins, part-time timetables, involvement of external agencies or alternative provisions. In the past academic year, we have introduced post suspension reflection activities covering a range of topics. Inclusion Officer will continue to develop post suspension reflection activities to work through with students following a suspension to avoid further exclusions. These activities can also be used as a preventative measure for students at risk of suspension.</p>
4	<p>Engagement –</p> <p>The school can support PP students with 25% of the cost of overnight/ residential trips to ensure that finances are not a barrier for students to participate in enrichment opportunities. The school also supports with 100% of the cost of curriculum off site day trips.</p> <p>We conducted student voice work with year 10 and year 8 students regarding their sense of belonging. Results for both year groups show that relationships in school (with both students and members of staff) are valued by students. Next steps should expand on supporting students through e.g. relationship mapping.</p> <p>Year 10 and 11 students continue to receive input from Learning to Work (independent careers information, advice and guidance) with enhanced opportunities for students, e.g., opportunity to participate in the Start Employability Now scheme.</p> <p>In the past academic year, we have worked on raising the profile of the Inclusion Officer e.g., through presence at Year 6 Welcome evening or regular emails sent to parents of disadvantaged students.</p>

