

Pupil premium strategy statement (2025 - 2026)

Trevelyan Middle School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Trevelyan Middle School
Number of pupils in school	584
Proportion % of pupil premium eligible pupils	14.6% - primary cohort (43 primary aged pupils) 14.2% - secondary cohort (42 secondary aged pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	1 st September 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Heidi Swidenbank (Headteacher)
Pupil premium lead	James Redman
Governor / Trustee lead	Marjorie Clementson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109,000

Part A: Pupil premium strategy plan

Statement of intent

Our intent:

The Pupil Premium strategy is rooted in our aim to champion the needs and aspirations of pupils from disadvantaged backgrounds, enabling all pupils to thrive on an intrapersonal, interpersonal, societal and global level in their academic and extra-curricular pursuits.

Our three-year strategy:

- **Year 1 (2024-2025): Foundations and initial interventions**
 - **Objective:** Establish foundational structures for literacy improvement, parental engagement, and attendance, while laying groundwork for cultural capital initiatives.
- **Year 2 (2025-2026): Consolidation and expansion**
 - **Objective:** Deepen the impact of interventions, expand successful programs, and increase focus on cultural capital.
- **Year 3 (2026-2027): Embedding and evaluating**
 - **Objective:** Embed practices into school culture and ensure sustainability. Review and refine approaches based on data and feedback.

Our underlying principles:

Across all stages of the three-year plan, our work will be informed by a range of key principles:

- A relentless focus on the individual needs of each child.
- A data driven and evidence-based approach.
- A continued focus on the long term over short term fixes.
- Empowering and involving families to support and advocate for their child.
- Our three-year school development plan.

Planning our activity:

We break our planned activity into three areas based on the recommendations by the Education Endowment Foundation:

Teaching: we plan activity that ensures all educational staff are receiving the best continued professional development together with the resources they require to provide the secure quality first teaching. We know that exceptional teaching and curriculum planning can have the biggest impact on the outcomes of those who attract Pupil Premium funding.

Targeted academic support: we plan activity that provides targeted academic interventions for Pupil Premium learners. We ensure that these interventions are evidence-based and effectively

linked to what pupils are doing in the mainstream classroom. Interventions are robustly monitored for quality of delivery and quality of outcomes.

Wider outcomes: we plan activity that tackles the non-academic barriers our disadvantaged pupils face. We are aware that, in our context, these pupils have disproportionately high levels of social and emotional needs – something that has only become more pronounced during the pandemic and school lockdowns. As with targeted academic support, we ensure such activity is evidence-based and that interventions are able to be applied in a pupil's wider life beyond the intervention itself.

Challenges

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

Challenge number	Detail of challenge
1	Underachievement of Pupil Premium learners in achieving expected and greater depth in the reading, writing, maths SATs
2	Underachievement of Pupil Premium leaders who are 'early readers'
3	Attendance for pupils eligible for the Pupil Premium grant
4	Social and emotional challenges which are impacting on achievement

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.

Challenge number	Intended outcome	Success criteria
1	Pupils attain KS2 outcomes in line with their peers and national figures as a result of rigorous data analysis, identification of need and impactful intervention in and outside of the classrooms.	Data analysis is robust and informs middle and senior leaders' actions. Teaching staff and TAs understand the data and use it to inform practice. Needs are identified in terms of gaps in knowledge and skills. This information is then used to inform next steps in teaching. Heads of Faculty for English, Maths and Science meet regularly to discuss Pupil Premium learners and key marginal pupils.

		Identified Pupil premium learners make accelerated progress to ensure they achieve expected levels. Targeted support for writing, reading and assessment is in place and impactful. Assessment system is even more robust tracking previous attainment for all pupils Quality assurance processes indicate that teaching, learning and interventions are impactful. A higher percentage of Pupil premium learners achieve at a greater depth in all areas in line with the school's KPIs.
2	Pupils are able to read well and attain reading ages in line with their chronological age as a result of rigorous identification and impactful intervention.	Reading data analysis is robust and informs middle and senior leaders' actions. Teaching staff and TAs understand the data and use it to inform practice. Needs are identified in terms of gaps in skills e.g., phonics, fluency, comprehension, vocabulary. This information is then used to inform next steps in teaching. Targeted reading support is in place using Fresh Start, FFT and Accelerated Reader. Assessment system is even more robust tracking previous attainment for all pupils. Pupil premium learners make accelerated progress to ensure they achieve expected levels. A higher percentage of Pupil Premium learners achieve a reading age in line with their chronological age.
3	Increased attendance and punctuality rates for pupils eligible for Pupil Premium grant.	Attendance and punctuality data analysis is robust and informs middle and senior leaders' actions. Increased overall attendance of Pupil Premium learners to 95%. A reduction in persistent absentees among pupils eligible for free school meals to 10% or below. Targeted support from the Key Stage Coordinator is in place to support families and pupils to address concerns about attending school. In school Strategy meetings focus on Pupil Premium learners and the barriers to coming in to school are identified.

		Impactful actions are put in place to address this using Attendance Action plans. Embed culture throughout the school to support the increased attendance and punctuality rates of PP learners. Liaise closely with EWO service and RBWM ERSA Team.
4	Develop further support mechanisms for Pupil Premium learners with any social and emotional needs so that they can access school and the curriculum even more effectively.	Behaviour data analysis is robust and informs middle and senior leaders' actions. Embed school Strategy meetings to identify at risk pupils and secure impactful actions. Further develop in house support and provision for those pupils with social and emotional needs through the Heads of Key Stages. Engage fully with the SEMH mentors through Achieving for Children. Engage with parents/carers to support academic achievement. Use data and pupil voice activities to identify how to develop wider opportunities for Pupil Premium learners to support aspirations.

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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure quality first teaching and assessment which is responsive to the needs of all pupils including the Pupil Premium learners.	Evidence Based Education identifies that great teaching involves teachers: • having strong knowledge and understanding of curricular contents • Creating a supportive environment for learning • Ensuring teaching activates pupils' thinking.	1 and 2
All Heads of Faculty identify specific CPDL	Harry Fletcher-Woods' book draws on research into formative assessment and	1 and 2

needs across their team and plan for the dedicated department time so that can be used to meet these needs across the year. CPDL supports the implementation of responsive teaching and assessment for and of learning. For example, the adoption of Walkthrus and the coaching model. (£10000)	cognitive science. It identifies that 'feedback' has potentially the highest impact on pupil progress.	
All teachers assess using PiXL and LSAs deliver PiXL interventions. (£3000)	PIXL 'aims to support the promotion of excellence for all pupils. One of the strategic approaches PIXL promote within every day teaching is through the effective use of data to sharpen focus on key gaps in pupils' learning and then the implementation of specific personalised intervention for each pupil to enhance standards.' (Innovation Education, 2015) PIXL works collaboratively with a wide range of schools to share good practice, and raise educational standards. The EEF T & L Toolkit note: Individualised instruction (+3) Small group tuition (+4)	1
Heads of Faculty for the Foundation subjects identify the specific barriers to learning for Pupil Premium learners. These are then addressed through curriculum planning and forensic assessment for learning and assessment of learning.	The EEF toolkit identifies that assessment which entails pupils receiving effective feedback has a very high impact.	1 and 2
The Pupil Premium Leader within the school tracks progress of Pupil Premium learners across all subject areas and works with Heads of Faculty ensuring that assessment is robust and	The EEF toolkit identifies that assessment which entails pupils receiving effective feedback has a very high impact.	1 and 2

gaps in knowledge are taught and learnt. (£3000)		
Promote the recruitment and retention of teaching staff by offering benefits designed to support wellbeing and reduce workload e.g.: the implementation of the WorkWell Charter. Opportunities for flexible job design.	Research suggests that teacher quality is a key influence on pupil outcomes (Coe et al, 2020). 30% of teachers leave the profession within the first five years and 4-% leave within 10 years (Long and Danechi, 2022).	

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising the profile of disadvantaged learners by employing a senior leader who will oversee and lead Pupil Premium. Strategy meetings and data drop meetings will focus on pupil premium learners as will quality assurance reviews. Heads of Faculty and UPS teachers have time to develop Pupil Premium strategies and evaluate impact. (£75000)	In the DoE publication 'Supporting the attainment of disadvantaged pupils' 2015, school risk factors were identified relating to schools with a lower proportion of disadvantaged pupils. These included disadvantaged pupils becoming 'lost' in the system, staff having lower expectations of these pupils or conversely avoiding exploring their barriers to learning for fear of stigmatising them.	1, 2, 3 and 4
Deliver the Fresh Start, FFT and Accelerated Reader literacy programmes to address gaps in reading. (£5000)	The EEF toolkit identifies that teaching phonics and reading comprehension strategies has a very high impact for very low cost based on extensive evidence and research.	2
Through forensic data analysis, assessment and		1, 2 and 3

book looks the gaps in knowledge (as a result of the pandemic) of Pupil Premium learners in Maths are identified. These are addressed through responsive teaching and targeted support using the PIXL diagnose, therapy and test model. (£5000)	The EEF toolkit identifies that assessment which entails pupils receiving effective feedback has a very high impact. PIXL ‘aims to support the promotion of excellence for all pupils. One of the strategic approaches PIXL promote within every day teaching is through the effective use of data to sharpen focus on key gaps in pupil learning and then the implementation of specific personalised intervention for each pupil to enhance standards.’ (Innovation Education, 2015) PIXL works collaboratively with a wide range of schools to share good practice, raise educational standards. • The EEF T & L Toolkit note: • Individualised instruction (+3) • Small group tuition (+4)	
Detailed and specific analysis of writing skills of Pupil Premium learners is undertaken. The gaps in skills will then be addressed through targeted support via the PIXL model of diagnose, therapy and test model. Writing AI toolkit purchased to support with analysis of writing (£5000)		1, 2 and 3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader for attendance, behaviour and safeguarding leads on weekly Strategy meeting with SENDCO, Pastoral Coordinator and Pupil Premium Leader. Barriers to educational outcomes and attendance are identified and actions put into place which are impactful.	The DfE guidance on Working Together to Improve Attendance 2024 shows the impact of good attendance on academic performance and social and emotional wellbeing.	1, 2, 3 and 4
Continue and further the work on attendance through robust tracking, particularly of the		1,2 and 3

severely absent, persistently absent and those likely to be persistently absent. Development of strong partnerships with parent/carers and multi agencies.		
Deploy the Key Stage Coordinator to work with at risk of persistent absenteeism and or persistent absentees.		
Build Pupil Premium learners' confidence and raise aspiration through mentoring and pastoral support. The Heads of Key Stage will support Pupil Premium learners. Multi agencies will be deployed effectively by working in partnership with Achieving for Children.	Mentoring intervention for disadvantaged learners has been identified as beneficial through the Educational Endowment Trust toolkit and also the social and emotional learning toolkit. As the DoE publication 'Supporting the attainment of disadvantaged pupils', 2015, relating to a reluctance to explore barriers to learning in schools with proportionally low numbers of Pupil Premium learners, investment into pastoral roles enables the school to gain a clear understanding of the individual needs and emerging barriers to these pupils.	4
Enhancing cultural capital by ensuring disadvantaged pupils have equal access to a wide range of extracurricular activities and enrichment opportunities such as the visits and mentoring at Eton. (£3000)	The EEF research indicates that an additional three months progress can be identified for pupils who engage with the arts.	4

Total budgeted cost: £ 109,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 Data – July 2025

- 21 Pupil Premium learners sat the SATs in Year 6.
- Data showed that Pupil Premium learners were not yet achieving in line with their non-Pupil Premium counterparts at the expected standard in combined reading, writing, and maths. Additionally, there had been an opportunity to further support the most able Pupil Premium learners (those identified as prior higher attaining pupils based on Year 5 and CATs data), as their outcomes did not fully reflect their potential.
- 44% of Pupil Premium learners at the school achieved the expected standard for RWM combined. This compares to 63% of non-Pupil Premium learners within the school. Nationally, 62% of all pupils met the expected standard for RWM combined.
- No Pupil Premium learners achieved greater depth standard for RWM combined. This compares to 5% of non-Pupil Premium learners within the school.

Of the 21 Year 6 Pupil Premium learners who sat the SATs:

- 12 Pupil Premium learners achieved the expected standard for reading. 5 achieved the greater depth standard.
- 11 Pupil Premium learners achieved the expected standard for writing. 1 achieved the greater depth standard.
- 11 Pupil Premium learners achieved the expected standard for maths. No Pupil Premium learners achieved the greater depth standard.

Science results showed that 15 out of 20 Pupil Premium learners achieved the expected standard.

From this analysis, it was clear that Pupil Premium learners needed to be challenged further to achieve outcomes at both the expected and greater depth standards. Teachers needed to identify specific gaps in pupils' knowledge and skills and develop interventions (in class and beyond) to address these.

Attendance

The following figures are from the week beginning 7th July 2025:

- Pupil Premium learners' overall attendance for the academic year was 90.2% (100 pupils), compared to 94.6% for non-Pupil Premium learners.
- The breakdown of Pupil Premium learners' attendance by year was:
 - Year 5 (28 pupils): 92.9%
 - Year 6 (21 pupils): 89.2%
 - Year 7 (26 pupils): 91.3%
 - Year 8 (25 pupils): 86.9%
- Persistent absence of Pupil Premium learners stood at 35.3%, with 4.7% being severely absent. Unauthorised absence was 4.1%.
- Nationally, overall attendance for all pupils was 93.2%.

Additional information (academic and attendance) from last academic year

A review of additional academic and attendance information from the last academic year regarding Pupil Premium learners showed the following:

- 34 pupils in the then-current Years 6, 7, and 8 would have benefited from social, emotional, and behavioural support.
- In Year 5, 4 pupils had reading ages at least two years below their chronological age, while 1 pupil had a reading age two years above. 16 pupils in total had reading ages below their chronological age.
- In Year 6, 3 pupils had reading ages at least two years below their chronological age, while 4 pupils had reading ages two years above their chronological age. In total, 12 pupils had reading ages below their chronological age.
- In Year 7, 4 pupils had reading ages two or more years below, 1 had a reading age two years above, and 13 pupils had reading ages below their chronological age.
- In Year 8, 7 pupils had reading ages two years below and 1 had a reading age two years above; 13 pupils in total had reading ages below their age.
- Overall, 54 pupils across all year groups had reading ages below their chronological age.

Additional data:

- 11 pupils in Year 5 were underachieving in three or more subjects.
- 7 pupils in Year 6 were underachieving in three or more subjects.
- 11 pupils in Year 7 were underachieving in three or more subjects.
- 8 pupils in Year 8 were underachieving in three or more subjects.

Teaching and Learning – Evaluation and impact of intended actions from academic year 2024–2025

- Accelerated Reader (AR) continued to provide teachers with a tool to track reading ages and reading frequency each term. The use of AR was under review, as the programme only assessed comprehension, not decoding or fluency.
- The professional development programme remained focused on quality first teaching, supported by the Walkthrus programme and a six-point pedagogical strategy: retrieval routines; guided practice; modelling; scaffolding; normalising error and uncertainty; and focus on SEND – aim high, plan support. This was assured through the termly Quality Assurance cycle.
- Middle Leaders analysed outcomes and progress through feedback and data reviews. Monitoring, data analysis, and staff/pupil discussions were triangulated to identify departmental strengths and areas for support. Data regarding Pupil Premium learners' outcomes was systematically reviewed and discussed.
- The Maths and English departments retained Teaching Assistant support. In English, one Year 6 Pupil Premium learner received 1:1 TA support.
- Edukey was used to centralise key information on pupil needs. The SENDCo collated this information and shared it via the MIS system.
- Dyslexia screening through LUCID continued, with findings added to Pupil Passports to inform access arrangements.
- Formative assessment enabled teachers to raise concerns to the SENDCo, initiating screening processes and parental engagement. Updates to Pupil Passports were communicated through staff briefings or email.

- PIXL remained in use for Key Stage 2 assessment and diagnostics. It provided detailed question-level analysis, with RAG-rated objectives shared with parents. Heads of Department identified marginal pupils and planned interventions, prioritising Pupil Premium learners.

Targeted academic support – Evaluation and impact from academic year 2024–2025

- School librarians were trained to deliver phonics interventions for pupils with low reading ages.
- All pupils were tested at the beginning and middle of the year using Accelerated Reader Star Tests. Pupils with significant gaps were identified by the English leader (NPQLL).
- Among those in the Fresh Start phonics intervention, 4 were Pupil Premium learners. All 4 made progress:
 - 1 child increased reading age by 1 year 4 months in two terms.
 - 1 child gained 9 months in two terms.
 - 1 child improved by 1 year in two terms.
 - 1 child, who started later, gained 1 year and 1 month in one term.

Wider Strategies – Evaluation and impact from academic year 2024–2025

- Staff used the MIS system to track and understand pupil needs, including disadvantaged learners. CPDL videos and ‘golden nugget’ sessions supported staff in using systems such as Class Charts effectively.
- Trevelyan continued its partnership with Eton College to support disadvantaged learners. This included science enrichment days for key marginal and Pupil Premium pupils in Year 6. Pupils gave positive feedback about engaging in hands-on activities in advanced labs.
- Year 6 Pupil Premium learners also participated in AIM High Writing workshops at Eton End, the Artist in Residence programme, and maths-themed trips to Formula 1 and Ascot. Personal development and enrichment remained a strength, with high participation in extra-curricular clubs and sports among Pupil Premium learners. Pupils expressed enthusiasm for practical activities like the art club and multisport.
- The school budgeted to join the Coachbright coaching programme next year to target Pupil Premium learners. The aim was to improve attendance and outcomes in Maths and English. Coachbright reported an average improvement of 11.1% in maths, 5.1% in English, and 11% in attendance. This programme was planned to replace the previous in-house coaching model focused on wellbeing.

Personal Development

While data showed that Pupil Premium learners accessed a wide range of extra-curricular activities, there was a need to increase attendance at invite-only academic booster sessions in Maths and English to drive academic achievement further.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

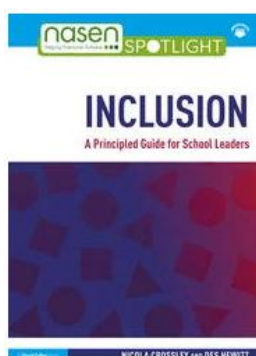
<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Over the last couple of years:

- We have ensured that pupils in receipt of the Pupil Premium have been given access to laptops (DfE-delivered during the COVID years) to enable them to have access to digital learning opportunities
- Each school Pupil Premium Lead has created a Pupil Premium Charter outlining the offer for children in receipt of PP in their schools. These were based on a range of different charters we researched and on the book *Inclusion: A Principled Guide for School Leaders*, by Nic Crossley.



- We have been inspired by the work of Marc Rowland:



- We used the audit from *Addressing Educational Disadvantage in Schools and Colleges* by Marc Rowland to identify the strengths and weaknesses of our current practice.
- We are now working on the action points derived from our audits so we can further develop our provision for the young people in our schools.