

Pupil premium strategy statement – Martin High School

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 (2025-26) and the outcomes for disadvantaged pupils last academic year (2024-25).

School overview

Detail	Data (Oct 2025)
Number of pupils in school	784
Proportion (%) of pupil premium eligible pupils	17% (136)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nina Smith, Associate Headteacher
Pupil premium lead	Josh Saye, Assistant Head Teacher
Governor / Trustee lead	Ross Wickens, PP Link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,645
Recovery premium funding allocation this academic year	£0
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>	£176,645

Part A: Pupil premium strategy plan

Statement of intent

We want to ensure that disadvantaged learners have the support, motivation, and access to achieve in line with their non-disadvantaged peers. At Martin High School, disadvantaged learners are learners for whom extra barriers to education and development exist.

*This strategy document lists, in order of significance, the challenges our disadvantaged learners face and details strategies to mitigate against these challenges. The strategy will be broken down into three broad strands: **high quality teaching; targeted academic support; wider strategies.***

The key principles of this strategy plan are that every member of our staff is responsible for the day-to-day learning experiences of disadvantaged pupils, as such the strategies are woven into other school strategies such as literacy, quality-first teaching, extra-curricular, etc. These strategies are measured for their effectiveness through regular reviews of impact.

As well as individual needs of students, our approach will respond to common challenges that we believe are preventing our disadvantaged students from attaining well. Some of these include:

Attendance
Literacy and numeracy
Expectations and aspirations
Engagement and experiences

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations.</p>
2	<p>Attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 3 - 10% lower than for non-disadvantaged pupils.</p> <p>(73) – 41% (July 2025) of disadvantaged pupils have been ‘persistently absent’ compared to (84) – 49% of their peers during the previous year (2023-24). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
3	<p>Disadvantaged HAP learners do not achieve in line with all HAP non-disadvantaged learners.</p>
4	<p>Learners who are SEND K and disadvantaged make less progress than their peers.</p>
5	<p>Observations indicate there is some lack of aspiration amongst a greater proportion of our disadvantaged learners than our non-disadvantaged learners. This is more keenly seen at key stage 4, as they are accepted onto college courses at Level 2, requiring very little in terms of GCSE results. This limits the options immediately available to them at post-16.</p>
6	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>
7	<p>Observations suggest many disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
8	<p>Over the last 3 years, it has been identified that disadvantaged learners have a greater than average proportion of FTE or suspensions. They are also more likely to accrue behaviour points and consequences than their non-disadvantaged peers. This is more likely to lead to disruption in their learning.</p>
9	<p>The cost-of-living crisis means that separate suitable spaces to work with family supervision are not possible to maintain. This impacts on focus and quality of work when at home (revision, homework, research) and access to culture capital when considering applying for school trips and school events which require financial contributions.</p>

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
Raise the overall attainment and progress of disadvantaged learners so that it is more comparable with non-PP cohort	Progress data gap to be improved from 2024/25 and trending towards National figures in a positive direction.
Improve overall Progress 8 of MAP disadvantaged learners so that it is at least comparative to HAP and LAP peers	Progress of MAP disadvantaged learners in line or exceeding LAP disadvantaged/HAP disadvantaged.
Improve overall attendance of all disadvantaged learners with a significant reduction in PA and SA disadvantaged learners	Attendance gap of disadvantaged learners to school non-disadvantaged to close from the 2024-25 academic year.
All learners positively engage with intervention and support available to them	Intervention attendance by disadvantaged learners to improve on previous year and is on a par with attendance by non-disadvantaged learners.
All learners positively engage with a holistic offer including extra-curricular enrichment	Increased uptake as a result where disadvantaged ratios are indicative of our whole school proportion.
All staff are aware of the barriers that disadvantaged learners face on an individual level, adapting their teaching to individual need	Staff provide support and opportunities for disadvantaged learners which lead to a reduction in the disadvantaged/non-disadvantaged gap, through quality-first teaching.
Increased opportunity for disadvantaged learners to have experiences related to: cultural capital; aspirations; careers; a university	Robust options and careers guidance in line with Gatsby benchmarks given for disadvantaged learners; opportunities assembly, STEM ambassador opportunities embedded into curriculum schemes. Work experience opportunities taken up in key stage 4 by disadvantaged learners in line with their non-disadvantaged peers.
Pupil Premium conversations	Barriers are identified and remedied by key adult. Centralised monitoring system in place and information has been disseminated.
No disadvantaged learner to be a NEET or to receive a U in their 2026 GCSE results	100% of disadvantaged with grades 1 or above and in education, employment and training.
Disadvantaged learners can articulate and demonstrate their own metacognitive understanding	Metacognition continues to be a high priority at MHS. This has been embedded following being a focus from previous years, this is now a staple within subject areas. Learners will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual.

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.

High Quality Teaching & Learning

Budgeted cost: **£80,000**

What?	How?	Challenge number(s) addressed
Continue to ensure quality-first teaching (QFT) for all disadvantaged learners through clear staff and learner expectations.	<ul style="list-style-type: none"> - Focus on high quality teaching in school to improve academic progress across all years. - Monitoring & actions designed from whole school need using the T & L policy. This will be decided by PS. <p>Impact: Improve academic outcomes of PP learners.</p>	1 3 4 6 7
<p>Pupil Premium experience in classroom supports their progress through highly impactful teaching</p>	<p>PP 1st - teachers to ensure they:</p> <ul style="list-style-type: none"> ○ Know who the PP students are and where they sit – consider choice of space for them ○ Clear use of the Needs Based Support Plan on Beehive to identify intervention. ○ Check in with PP (and SEN) first and ensure they are CTG/on task etc <p>Target questions at PP which challenge/stretch them ensure active participation in lessons</p> <p>Impact: Improve academic outcomes of PP learners.</p>	1 3 4 6 7

What?	How?	Challenge number(s) addressed
<p>Continue to provide opportunities for high-quality CPD sessions and materials</p>	<p>Teacher professional development at Martin High is framed around the mechanisms of effective PD:</p> <ul style="list-style-type: none"> • Building knowledge • Motivating teachers • Developing teacher techniques • Embedding practice <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Impact: Improve academic outcomes of PP learners.</p>	<p>1 7</p>
<p>Continue use of reciprocal reading (RR) across all subjects</p>	<ul style="list-style-type: none"> - Embed RR within all subject areas. - Enhance literacy and subject specific approach to RR. - Metacognition being spoken about as part of this process. <p>Done within subject areas on a regular basis.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p>Impact: Improve academic outcomes of PP learners.</p>	<p>1 3 4 7</p>
<p>Use of PMR (Progress Monitoring Review) to identify progress of learners. Identify and implement intervention where needed for PP learners.</p>	<p>Following data snap shots (two per year) review the progress of Pupil Premium learners. This will lead to:</p> <ul style="list-style-type: none"> ○ Identify successful progress to continue. ○ Identify where slow academic progress is being made. ○ Action interventions to meet the need. <p>Always look at interventions to ensure the academic gap is being closed to the best of the teacher's ability.</p> <p>Impact: Improve academic outcomes of PP learners.</p>	<p>1 3 4 5 6</p>

What?	How?	Challenge number(s) addressed
<p>Data Snapshot analysis</p>	<ul style="list-style-type: none"> - Following each data snapshot window, a deep dive into progress towards targets is done. - Identify target students. <p>Disseminate this information to HOF / Line managers for action. Review in the next data snapshot.</p> <p>Impact: Improve academic outcomes of PP learners.</p>	<p>1 3 4 5 6</p>
<p>Pupil Premium One page profile pilot ready for 2026-27</p>	<ul style="list-style-type: none"> - Pilot of the Pupil Premium One page profile and how it could further support these learners at MHS. - Pilot how it could complement systems already in place and aid to further support PP learners' educational experience. <p>Impact: Improve academic outcomes of PP learners.</p>	<p>1 3 4 5 6</p>

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

Budgeted cost: £60,000

What?	How?	Challenge number(s) addressed
<p>Targeted academic intervention</p>	<ul style="list-style-type: none"> - Y7 & Y8 NGRT reading tests used by English department with support from SENCO to identify students who will require: <ul style="list-style-type: none"> o Direct Instruction (DI)– English (SAS<85) o Fresh Start (FS) phonics support (SAS<85) o Reciprocal Reading (RR) (SAS 86-95) o Buddy Readers (BR)- Peer reading (SAS 86-95) - Students complete programmes, impact measured against starting points in programmes and with reading re-test at the beginning of the next year - Y8: identification of student need and intervention put in place for any who now need support, as above. <p><i>Evidence (TES & University of Oregon) shows that students who were taught using DI methods performed better in reading, maths and spelling than those who were not.</i></p>	<p>1 3 4 5 6</p>
<p>PP Year 7 Buddy Readers</p>	<ul style="list-style-type: none"> - All Year 7 Pupil Premium learners are buddied with a year 9 learner to read through the new Marcus Rashford book: ‘<i>You can do it, how to find your voice and make a difference</i>’. <p>This is done once a week in the library during tutor time in the Autumn Term. Learners keep the book when they complete the reading.</p> <p>https://educationendowmentfoundation.org.uk/news/paired-reading-programme-boosts-attainment-for-nine-and-ten-year-olds</p>	<p>1 3 4 5 6</p>

What?	How?	Challenge number(s) addressed
<p>Timetabled after school interventions used to support disadvantaged students across all subjects and year groups.</p> <p>Attendance to Session 7's</p>	<ul style="list-style-type: none"> - Students identified by curriculum teams & invited to bi-weekly Session 7s. - Impact measured with data snap shots / Trial exams and external exam results at the end of Y11. <p>Impact measured with attendance rates compared to previous years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1 3 4 5 6</p>
<p>Development of Numeracy with a KS3 focus</p>	<ul style="list-style-type: none"> - Use of Doodle Maths and Doodle Times Tables learning with lower band class groups. - The further support improvement in numeracy of PP learners within these groups. <p>Impact: Proportion of PP learners having access to this intervention. Academic progress of these learners.</p>	<p>1 3 4 5 6</p>
<p>Purple Ruler sessions to be given to key disadvantaged learners across the course of the academic year.</p> <p>Primary focus this year will be on early identification and catch-up for underperforming disadvantaged learners.</p>	<ul style="list-style-type: none"> - Use of SISRA to identify students in Y11 for tutoring in maths. - Main focus: PP who need support to attain next grade up. - Arrange groups, rooms, equipment - Letters home, reminders set up - Monitor attendance and chase as needed - Swap new students in as needed <p>Impact measured with data snap shots / Trial exams and external exam results at the end of Y11</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Impact: Close the academic gap between PP and non-PP learners.</p>	<p>1 3 4 5 6</p>

What?	How?	Challenge number(s) addressed
<p>Ensure disadvantaged students have access to the necessary resources (e.g. Chromebooks for new students)</p>	<ul style="list-style-type: none"> - All Y7 offered a Chromebook. - All Y8 now have a Chromebook. - All Y10 offered a Chromebook. - Yr9/11: PP learners have access to a Chromebook should their be signs of IT poverty. This is on an individual offer basis. - Assembly will all PP learners to outline what the offer is, brochure sent home and emailed home. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1 9</p>
<p>Annual Parents Evenings (APE)</p> <p>Priority phone calls home – increase engagement</p>	<ul style="list-style-type: none"> - During the lead up to every parents evening, follow up phone calls are made to all PP learners not signed up to encourage attendance. - To continue to improve positive relationships with parents of PP learners and allow them to have access to meetings with teaching staff. - <p>Impact: Close the attainment gap between PP and non PP learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 3 4 5 9</p>
<p>Behaviour and attitudes</p> <p>Lunchtime offer and support</p> <p>Pupil Premium Mentor supporting students in small groups.</p>	<ul style="list-style-type: none"> - Offer of lunchtime available to complete home learning in exclusive part of the school. - Offer of lunchtime to complete detentions and do some mentoring exploring why and how behaviour can be improved (judged on a case by case basis) <p>Impact: Behaviour data improves compared to previous years. Reduction in recidivists of specific behaviour types.</p>	<p>1 3 4 5 6 8</p>

What?	How?	Challenge number(s) addressed
<p>Pupil Premium music offer</p>	<ul style="list-style-type: none"> - Music tuition sessions (perpatetic) offered to pupil premium learners. - Carefully selected PP learners offered an enriched experience to learn a musical instrument. Tutoring is fully or partially funded by PP for learners. <p><i>Taken directly from the DfE's 'Importance of Music' report:</i></p> <p><i>"It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most"</i></p>	<p>1 3 9</p>

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

Budgeted cost: £47000

What?	How?	Challenge number(s) addressed
<p>Pupil Premium Attendance and wellbeing check ins.</p>	<p>Every tutor to be allocated a Pupil Premium learner from their tutor group. Tutors will be weekly check ins to understand and mitigate barriers to accessing education.</p> <p>Pastoral & SLT will be allocated at least one learner with a greater risk factor, to meet weekly to understand and mitigate barriers to accessing education.</p> <p>Attendance interventions rapid evidence assessment EEF</p>	<p>2 5 7 8</p>
<p>Fantastic Friday Reward scheme</p>	<p>To increase the number of PP learners who are >96%.</p> <p>Weekly reward scheme, students with 100% attendance that week will receive a treat each Friday.</p> <p>Impact: To increase the number of PP learners who are achieving 100% on a weekly basis compared to previous years.</p>	<p>2 5 7 8</p>
<p>Half Term attendance raffle</p>	<p>To increase the number of PP learners who are >96%.</p> <p>Each week a PP learner has 100% attendance, they will receive a ticket in the raffle.</p> <p>Every half term, all tickets are placed in the raffle, a PP learner name from each Year group is drawn to win a £30 Just Eat Voucher.</p> <p>Impact: To increase the number of PP learners who are achieving 100% on a half termly basis compared to previous years.</p>	<p>2 5 7 8</p>

What?	How?	Challenge number(s) addressed
Attendance meetings	<p>Attendance Lead, Laura Thomas has supported raising the profile of PP learners so to be at the front of the queue when attendance meetings are held.</p> <p>Pastoral staff are allocated PP learners daily (where possible) to make immediate phone calls to check well being and encourage learners to still come into school that day / next day if this is not possible. (Golden Hour).</p> <p>Contact home has a caring and supportive rationale. Non judgemental or confrontational so to work with families of our learners to get them into school.</p> <p>Impact: To improve attendance of PP learners compared to previous years. Close the PP v Non-PP gap.</p>	2 5 7 8
MHS Breakfast Club	<p>The launch of the MHS Breakfast club aimed to provide and safe and warm place for learners to be before official school opening hours. To provide a nutritious start to the day. Allow a positive space to improve social skills and independence.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	2 9
Pupil Premium Allowance	<ul style="list-style-type: none"> - All Pupil Premium students are allocated a £100 allowance to use to support access to resources to further improve their educational experience at MHS. - Monitored and recorded by JS and LET Finance team. - Impact measured using analysis of what types of resources learners are using this allowance on. - Impact measured on the use of this allowance. - <p>Costs exclude poorer pupils from school trips, finds LKMco</p>	2 9

What?	How?	Challenge number(s) addressed
<p>Careers Fayre</p>	<ul style="list-style-type: none"> - All Pupil Premium learners are given a VIP experience during lesson 6. - Only Pupil Premium students have access to career stalls during lesson 6 (invite only). - This allowance small group access to all career stalls, a more intimate time slot to look at aspirations and career pathways. - Year 11: Private invitational experience to visit a Sixth Form (WQE) during the Autumn Term. Talking to sixth form colleagues, tours and support offers to allow aspirations to be fulfilled. - All Yr 11 PP learners allocated extended meeting time careers mentor (45mins instead of usual 30mins). - Yr 11 PP learners allocated first meeting. <p>Any extra meetings allocated to Yr10 PP learners during the Summer term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	<p>5 9</p>
<p>Big Listen Approach Using Unifrog</p>	<ul style="list-style-type: none"> - Pupil Premium learners are provided with bi-weekly tutor sessions in small groups using the Unifrog platform to look at all aspects of careers. <p>Provide age specific sessions across KS3 & 4 to look at career pathways and make this a continual feature of their time at MHS.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	<p>5 9</p>
<p>Ensure appropriate support is in place for SEMH, including through Personal Development curriculum and external agencies as needed</p>	<ul style="list-style-type: none"> - PD curriculum taught as rolling weekly lesson - Referrals made to counsellor/school nurse/external agencies as needed - Use of the Aspire Hub for our disadvantaged learners to self-regulate when needed. <p>CPD offered through Virtual schools and in house training through the SENCo.</p> <p>Impact: To continue to provide up to date pastoral care and training for all staff and students.</p>	<p>2 5 8 7</p>

What?	How?	Challenge number(s) addressed
<p>Behaviour Workshops – Focus on addressing current issues and concerns.</p>	<ul style="list-style-type: none"> - Small group intervention for PP learners on a weekly basis. - Selection of students and area of need will come from twice weekly PP Pastoral meetings. 	<p>2 5 8 7</p>
<p>Pupil Premium Pastoral Meetings</p>	<ul style="list-style-type: none"> - Twice weekly PP Pastoral meeting of key members of pastoral staff to discuss and action support for all PP learners. - Focus on Safeguarding, attendance and behaviour. 	<p>2 5 8 7</p>
<p>Leicester Children’s Holiday’s Charity: Charitable offers</p>	<ul style="list-style-type: none"> - Utilise the offers and financial support offered through LCH. - Provide an additional layer of financial support to all PP learners and families. <p>Impact: Amount been accessed via the charity.</p>	<p>1 5 9</p>
<p>Secured places on school trips</p>	<ul style="list-style-type: none"> - For every school trip, a proportion is secured to be available for FSM/PP learners to access places on a trip. - To avoid school trips ‘selling out’ and further disadvantaging these learners. <p>Impact: All PP learners have opportunities to access school trips.</p>	<p>1 5 9</p>
<p>Behaviour and attitudes Weekly behaviour analysis and actions</p>	<ul style="list-style-type: none"> - Bridge the equity divide between PP and Non-PP learners. - Raise the profile of regular positive affirmations in lessons for PP learners. - Staff to continue to acknowledge ‘their context’ and reward accordingly, understanding that all learners don’t have the same support outside of school. <p>Impact: Improve the Reward Ratio of PP vs Non-PP compared to previous years.</p>	<p>2 5 8 7</p>

What?	How?	Challenge number(s) addressed
Behaviour and attitudes 'Praise a PP' initiative	<ul style="list-style-type: none"> - Weekly behaviour analysis of weekly behaviour trends and ongoing year to date data. - Spot trends and set actions. - Address trends and actions. <p>Impact: Behaviour data improves compared to previous years. Reduction in recidivists of specific behaviour types.</p>	2 5 8 7
Behaviour and attitudes 100% Behaviour ratio Reward scheme	<ul style="list-style-type: none"> - Recognition of Pupil Premium Learners who display good behaviour and allow this to be the model for others to follow. - Clear recognition for PP learners who do the right thing every week. - Rewarding good behaviour. <p>Impact: Continual improvement in numbers of PP learners who have 100% Reward Ratio compared to previous weekly and years.</p>	2 5 8 7
Pastoral Briefings 'Pupil Premium Learner Spotlight'	<ul style="list-style-type: none"> - Raise the profile of FSM/Pupil Premium to all staff. - Regular briefing slots to communicate CPD and understand of PP/FSM context and how to support. - Individual case studies of high profile learners, ways to support these learners. - Identify whole school successes and how to continue to improve the educational experience for PP/FSM learners. 	2 5 8 7
Support parents to be able to engage effectively with the school and their child's education, e.g. through Leicestershire Family Lives support agency	<ul style="list-style-type: none"> - Provide support sessions throughout the year for families to engage in. - Family Lives run the session, provide external support opportunities. <p>Impact: Proportion of families reached.</p>	1 5 9

Total budgeted cost: £177,000 (est)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

WWW

Quality-first teaching (QFT) for all Premium learners – MHS is adopting the most highly impactful research-based approaches to deliver QFT. This is exemplified by the adoption of Instructional Coaching in conjunction with using Walkthrus to guide coaching strategies alongside the appropriate use of self-reflective tools available to staff. All teaching staff are specialists in their subject thus ensuring that knowledgeable and skilled staff can deliver QFT in a consistent manner.

Pupil Premium student voice came through in both key stages to speak positively about classroom engagement and that they are actively involved in lessons. It was said that most lessons were engaging but specially mentioned MFL with a focus on short tasks and games – this helped to make the learning more enjoyable – also the positive use of mini white boards in this subject. Students also mentioned that getting answers wrong is part of learning and that teachers provide a safe environment to allow ‘failure’. Key stage 4 students specifically spoke about being challenged to improve their grades with a focus through interventions.

There is diligent monitoring of the impact of teaching and learning strategies and the evaluative work linked to this leads to ongoing improvement. This has meant that the attainment 8 grade is 0.3 up from the same time last year.

Targeted Academic Support: It was observed that there is a very well-considered structured approach to identifying students for additional academic support that ensures the highest possible level of participation to secure academic improvement. There are rewards attached to attendance including weekly treat giveaways for all year groups, and these are well received. Currently PP attendance is 4% higher compared to the same point the previous year. Students are positive about attending and there is evidence to show that those who attend interventions secure improved outcomes.

More cohesive working with PP Lead and SENDCo who meet and discuss in data meetings to then look at double disadvantaged (PP/SEND) first. That team meet after each data drop in SISRA. These meetings focus on double disadvantaged (PP/SEND) first – this is having an impact in classrooms with students having a raised profile.

The Scholars Programme run by the Brilliant Club saw 14 of our year 7s and 8s participate in, in addition to their schoolwork and extra-curricular activities. The task set was aimed to challenge them and was for Key Stage above their own. All our learners gained high grades in their final assessments, we had four learners achieve 1st and nine achieve 2:1. To celebrate their hard work their Graduation Ceremony was held at The Emmanuel College, University of Cambridge in July 2025.

Wider strategies: Wellbeing is supported through PP conversations – This approach has made sure learners are supported, provided with appropriate revision guides, and encouraged regularly in terms of their attendance, rewards points, aspirations, and other aspects of the holistic provision. Through student voice, learners specifically mentioned it being useful to have ‘one person to go to or drop an email to. Pupil Premium allowance total spending has increased by significantly allowing more learners accessing opportunities benefiting their education.

Annual Parents evenings: All parents of PP learners who haven’t signed up for APE receive a phone call given the importance these evenings have on our learners progress.

School trips: Secured positions are set aside prior to trip going live. This allows PP learners to have a greater opportunity to access all the amazing trips that MHS offer. The PP allowance was available to access these trips.

Music lessons: PP learners have the opportunity to access music lessons from the external music tutors. This is financially supported from MHS Pupil Premium.

Household Support Fund: Applications were made by the MHS Pupil Premium Lead to support PP families for the Leicestershire County Council and City Council HSF. 37 applications were made supporting MHS families.

EBI

Continued monitoring and regular measuring of impact by subject leads in line meetings to ensure strategies are effective and suitably targeted. This will be led by SLT line managers as a focus for their subject area of responsibility. SLT links and HOD will use:

Centralised data recording and analysing sheet which helps use SISRA data to show patterns of progress for different cohorts of learners (focus on double disadvantaged)

Progress monitoring record (PMR) will be used by class teachers and HOD (for Year 11 in Autumn Term & to be expanded to Year 10 in the Spring Term). This allows a consistent approach to analysing data on class groups, looking for patterns and identifying intervention for key learners with a focus on double disadvantaged.

Three whole-school Y11 'Session 7' to ensure all PP learners are given bespoke sessions, targeted directly to their needs (SISRA MLGs) – pupil feedback on these was that they were useful, but a greater focus on option subjects was requested, this will be addressed through drop down days for options.

The continued use of the 'Passport to Prom' will increase the value of the Session 7, having intervention being part of the three criteria needed to be eligible to attend the Prom at the end of the year. Extra communication home encouraging PP students to attend will be done by linked PP staff members.

Targeted use of Purple Ruler group online tutoring to further support academic progress with subject areas.

Attendance remains lower for PP learners than their peers. If we are to have the very highest expectations of our PP learners, they should be attending in line with their non-PP peers. New strategies will focus on Weely intervention through a PA tracker and direct support from tutors.

In addition, part of the PP Attendance action plan, 'Attendance PP conversations' will be being facilitated by tutors for selected PP tutees who are selected by the PP Lead.

This approach, when established will be expanded to reach all PP with an attendance concern addressing and trying to remove barriers to improve their well-being.

Further Reward schemes to be implemented to support an improvement to PP attendance.

Reward ratio still remains higher for PP learners than their peers. If we are to have the very highest expectations of our PP learners, they should be receiving a reward ratio in line with their non-PP peers. Key aspects of escalation, including specific subgroups where PP learners pick up more behaviour points will be shared more regularly with staff so that they are aware of potential to prevent and de-escalate to teach the learners how these consequences can be avoided through pro-active planning and support.

Follow data snapshots, PP students with an effort grade of '-1' will be identified and relayed to HOD / HOY / class teachers to take action.

Continued raising the profile of PP learners to staff to support them with the most current strategies to support all PP learners.

Continued wider strategies to be piloted / implemented to support the educational experience of all our PP learners.

Introduction of a Breakfast Club, Winter Coat scheme, affiliated charities to support our learners and support sessions run by our Family Lives Support Service.

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
Tutoring	Purple Ruler / Session 7
Additional Intervention	Doodle Maths Learning