CHSG Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026-7 academic year to help improve the attainment of our disadvantaged students. This document reflects the second year of a 3-year strategy. 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	Carshalton High School for Girls
Number of students in school	1434
Proportion (%) of pupil premium eligible students	28.3%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Peter Baumann-Winn Headteacher
Pupil premium lead	Pamela Durrett Assistant Headteacher
Governor / Trustee lead	Jane Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£393,812
Recovery premium funding allocation this academic year	NIL
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
Total budget for this academic year	£393,812

Part A: Pupil premium strategy plan

Statement of intent

At our school, we strive to ensure that every student—irrespective of their background, identity, or the challenges they face—will have the best chance of success possible.

We are driven by a belief that *school matters for everyone*, but it matters *most* for our disadvantaged students. Underachievement is not inevitable; it results from the cumulative impact of socio-economic and structural barriers over time. Our mission is to remove those barriers and enable every student to thrive.

Our intent is to:

- Advantage the disadvantaged through a knowledge-rich, inclusive, and equitable curriculum.
- Ensure every student is held to the highest expectations, regardless of their background or circumstances.
- Embed the values of community, accountability, resilience, empowerment, sisterhood, and belonging throughout our curriculum and culture.
- Use inclusion not as an additional layer of provision, but as the foundation of everything we do—in teaching, assessment, enrichment, and pastoral care.

We recognise the enduring evidence that socio-economic disadvantage continues to share educational outcomes and life chances. The IFS Deaton Review of Inequalities, including its subsequent research and 2026 policy analysis, highlights the persistent attainment gap between pupils from disadvantaged backgrounds and their more affluent peers, and the important role schools can play in reducing these inequalities.

Every student deserves access to an ambitious, knowledge-rich education, excellent teaching and enriching opportunities that enable them to achieve their full potential and progress towards further education, meaningful employment and fulfilling lives.

Recognising that socio-economic background remains a significant influence on educational outcomes, we are committed to creating equity through inclusion. We combine consistently high expectations for every student with the targeted support, inclusive practices and strong sense of belonging needed to ensure that background or circumstance does not determine achievement or future opportunity.

Through this approach, we empower all students to thrive academically, socially, and emotionally, building a culture of community, sisterhood, and inclusion that endures beyond their school years.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment Gaps** Internal assessment data along with GCSE outcomes show a persistent attainment gap across all subjects for our White British disadvantaged student compared to disadvantaged students from all other ethnicities. This disparity reflects disrupted learning time due to high absence rates and reduced access to the wider literacy and cultural experiences that underpin academic success.
2	**Metacognition, Self-Regulation, and Organisation** Observations suggest that many lower-attaining disadvantaged students lack metacognitive and self-regulation strategies when preparing for assessments. Some struggle to identify effective revision techniques or to evaluate their own progress. Organisational challenges—including maintaining structured notes, completing homework, and planning revision schedules—also inhibit progress. Through student voice and parental engagement data (e.g., attendance at Parents' Evenings and Academic Review Days), we infer that some disadvantaged students receive less structured support at home, particularly around independent learning and academic routines. Factors such as limited study space, competing family responsibilities, and lower levels of adult confidence with academic content can restrict effective home learning.
3	**Attendance and Engagement** Attendance rates for disadvantaged students in 2025-6 were 81% compared to 93% for non-disadvantaged peers. The gap between White British disadvantaged students versus disadvantaged students from all other ethnicities has widened markedly over the last two years. This significant gap is a cause for concern given the strong correlation between attendance and attainment. Students with lower attendance are often caught in a self-perpetuating cycle, where absence contributes to anxiety about returning to school, which in turn leads to further absence and disengagement. Ensuring consistent attendance is therefore central to our strategy for inclusion, belonging, and academic success.
4	**Social, Emotional, and Mental Health (SEMH) Needs** Discussions with students, staff, and families indicate increasing social and emotional challenges, including anxiety, low self-esteem, and mental health concerns. These issues often manifest in lesson avoidance, inattention, or on-site truancy, disrupting continuity of learning. Such challenges are often more acute for disadvantaged students, who may have fewer external support networks. We recognise that emotional well-being is foundational to learning, and that inclusion requires proactive, targeted pastoral and mental health support.

5	**Aspirations, Cultural Capital, and Future Pathways** Our disadvantaged students often require additional guidance and exposure to aspirational role models to develop clear understanding of post-16 and post-18 pathways. Some lack confidence in navigating further education, training, or career options. We want to learn more about what aspiration and success means to some disadvantaged students in our locality. Research and our own diagnostic assessments suggest that disadvantaged students frequently possess lower levels of cultural capital—the background knowledge, experiences and contacts that support academic understanding and social mobility. Our baseline knowledge checks before new units show that disadvantaged students often begin with less prior or tacit knowledge, which can slow the pace of new learning. An evaluation of Year 10 work experience placements indicates that disadvantaged students are less likely to secure opportunities beyond the local area and are more likely to undertake placements within the school itself, often reflecting barriers to accessing external placements that better align with their interests and aspirations.
6	**Material Deprivation and Access to Resources** Several disadvantaged students are under-resourced, with limited access to IT, revision materials, or subject-specific enrichment (e.g., peripatetic music tuition, access to academic trips and academic tutoring). Requests for support with uniform, equipment, and Free School Meals (FSM) have increased significantly in recent years, reflecting growing financial pressures on families. Such material barriers directly affect participation, concentration, and confidence in school. Ensuring equitable access to resources and opportunities is therefore a key aspect of our inclusive approach to advantaging the disadvantaged.

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
Curriculum, Teaching and Learning	
Disadvantaged students, particularly White British students, make accelerated progress across all subjects, narrowing attainment gaps between them and their peers. All students access an inclusive, knowledge-rich curriculum that builds literacy and cultural capital as the foundation for academic success. Teaching and learning prioritise challenge,	- Internal and external assessment data show year-on-year reduction in attainment gaps. - Reduced gap between our White British disadvantaged outcomes and all other ethnicities' disadvantaged outcomes. - Challenge and stretch activities built into all lessons with HA students always thinking hard. - Increased participation of disadvantaged

inclusion, and high expectations for every learner.	students in enrichment, reading, and cultural capital activities. - Improved KS3 progress data across all subjects. - All teachers fully knowing the needs of their disadvantaged students in every class.
Metacognition and Self-Regulation	
Students develop effective metacognitive and self-regulation strategies through explicit teaching and modelling within lessons. Students are empowered to take responsibility for their learning, demonstrating resilience and accountability in managing deadlines, revision, and independent work. Inclusion-focused interventions ensure all disadvantaged students are equipped with strategies to plan, monitor, and evaluate their progress.	- Work scrutiny and student reflections show use of self-regulation strategies (e.g., planning, checking, correcting, redrafting). - Homework completion and quality improve among disadvantaged students. - Assessment results improve where metacognitive approaches are embedded. - Student voice indicates growing confidence in independent learning.
Attendance	
Disadvantaged students achieve attendance rates at least in line with national averages and close to those of non-disadvantaged peers. Barriers to attendance are identified early and addressed through inclusive pastoral support and positive engagement strategies. A culture of belonging, resilience, and sisterhood supports all students to engage consistently in learning.	- Attendance gap between disadvantaged and non-disadvantaged students reduced to <10%. - The gap closing year on year between White British disadvantaged and disadvantaged students from all other ethnicities. - Persistent absence reduced and sustained improvement over time. - Fewer attendance-related pastoral concerns and improved student engagement in lessons. - Student voice reflects positive attitudes to school and sense of belonging.

Mental Health and Wellbeing	
Disadvantaged students experience improved well-being, confidence, and emotional regulation through early identification and targeted pastoral or therapeutic support. A whole-school culture of inclusion, empathy, and resilience supports mental health and enables students to fully access learning. Staff are empowered and trained to recognise and respond effectively to SEMH needs.	- Reduction in SEMH-related incidents and lesson withdrawals. - Improved well-being scores (e.g., internal surveys, Trust-wide survey). - Positive qualitative data from student voice and pastoral records. - Improved attendance and engagement among identified students.
Careers and Future Pathways	
All disadvantaged students receive high-quality careers education and personalised guidance that broadens aspirations and empowers informed choices. The curriculum and enrichment offer intentionally build cultural capital, social mobility, and self-belief. Students understand and can articulate their future pathways, supported by visible role models and inclusive opportunities.	- 100% of disadvantaged students engage in careers guidance and aspirational enrichment (e.g., workplace visits, 1:1 Careers Advisor support, mentoring). This will include students attending or receiving Alternative Provision or on modified timetables. - Improved knowledge of post-16 and post-18 options (student voice, tracking data). - Destinations data show ambitious, sustained pathways. - Increased representation of disadvantaged students in leadership and enrichment opportunities across the school.
Resources	
All disadvantaged students have equitable access to the resources, technology, and nutrition needed to participate fully in the curriculum and school life. Systems ensure no student is excluded from an opportunity due to financial barriers. Inclusive resourcing supports empowerment and participation across the school community.	-Monitoring shows 100% of disadvantaged students have access to essential learning materials and digital resources. - Increased uptake of financial support schemes (uniform, equipment, trips, tutoring). - Improved attendance, concentration, and participation linked to equitable access. - Reduction in requests for emergency support over time as proactive systems embed.
Parental Engagement	

Parents feel welcome in school and are more fully engaged in their child's education.	- Improved parental engagement, with a narrowing gap year on year of attendance at parents' evenings between the disadvantaged and the non-disadvantaged. -Increased positive interactions between staff and parents.

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: £196,906

Activity	Evidence that supports this approach	Challenge addressed
Strengthen the use of assessment data to identify Pupil Premium students who are underachieving or at risk of falling behind, enabling timely and targeted intervention. Continue the KS3 ranking system and develop the DAICTL (Data and Assessment Informing Curriculum, Teaching and Learning) process to systematically track Pupil Premium students' attainment, progress and gaps in learning across all year groups. Use assessment outcomes, progress reviews and lesson-level formative assessment to identify specific misconceptions and barriers to learning, ensuring teachers adapt planning, teaching and support accordingly. Introduce targeted post-assessment interventions, including the allocation of a key adult to identified students and the Focus 5 approach, whereby teachers prioritise and monitor five identified students in their classes throughout the academic year. Review the impact of these strategies at regular intervals using assessment data, classroom evidence and progress towards individual targets, adapting support where students are not making expected progress.	The Department for Education recommends using diagnostic assessment, internal and external assessment data, and teacher feedback to identify the specific barriers affecting disadvantaged pupils. The EEF's *Teacher Feedback to Improve Pupil Learning* guidance recommends using formative assessment to establish learning intentions, identify gaps and inform the next steps in teaching. The EEF's research highlights the positive impact of effective feedback and individualised instruction on pupil progress	1, 3, 4, 5, 7
Deliver staff training on educational disadvantage and Building Strong	EEF evidence supports challenging, curriculum-based	1, 2, 4

Foundations to ensure teachers understand barriers to learning and apply inclusive, positively framed teaching strategies. Embed the whole-school priority of classroom challenge through high expectations, appropriately challenging tasks and regular checks of understanding for disadvantaged pupils. Monitor implementation through lesson observations, work scrutiny and pupil progress data (particularly those in the Targeted Support Group (TSG) to evaluate its impact on engagement, attainment and progress.	tasks that help pupils develop strategies for thinking, learning and problem-solving. DfE research identifies school culture, teaching practices and staff understanding as important factors in supporting disadvantaged pupils.	
Develop students' oracy using the EEF's evidence-informed guidance and Voice 21's Oracy Framework, focusing on the physical, linguistic, cognitive, social and emotional aspects of speaking and listening. Roll out four consistent whole-school oracy principles: *Every Student Speaks, Vocabulary Matters*, *High-Quality Structured Talk* and *Complete Answers*. These will be embedded across lessons to ensure all students participate, develop precise vocabulary, engage in purposeful discussion and articulate ideas in complete, well-reasoned answers. This will support students to learn to talk, learn through talk and learn about talk, enabling them to explain ideas clearly, deepen understanding and collaborate effectively in their learning.	The EEF states that there is evidence of pupils from lower socioeconomic backgrounds falling behind in early language and speech skills, which negatively impacts their learning. Oral interventions can help to support disadvantaged pupils who may have fallen behind. The EEF Teaching and Learning Toolkit reports an average impact equivalent to six additional months' progress for oral language approaches. The evidence is strongest where oral language is integrated into the existing curriculum.	1, 5
Improve the quality, consistency and impact of the Careers Curriculum to raise aspirations and broaden opportunities for all students, with targeted support for disadvantaged pupils. Monitor delivery of careers learning to ensure a consistent programme of careers education, including explicit links between curriculum subjects and future career pathways. Fund an independent careers adviser to provide prioritised, personalised guidance for disadvantaged students. Provide additional support to disadvantaged students in identifying, securing and preparing for meaningful work experience placements, removing barriers to participation where possible. Deliver targeted employer encounters, careers events, workplace visits and industry experiences that reflect students'	'Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.' Good Career Guidance | Education | Gatsby The EEF's international review of careers education identifies the importance of structured careers learning that helps young people develop career readiness,	1, 2, 5

individual interests and needs, broaden their understanding of career pathways and connect them with opportunities relevant to their aspirations. Monitor participation, particularly of those in the TSG, and evaluate impact on students' career knowledge, confidence and progression planning.	understand their interests and make informed decisions. The DfE's review of careers guidance identifies the value of real-life work experiences, career conversations and networks of contacts.	

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

Budgeted cost: £59,072

Activity	Evidence that supports this approach	Challenge addressed
Offer academic tutoring in English, Maths and Science for underperforming disadvantaged students in Y10 and Y11, targeting our TSG in particular.	"Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small group and one-to-one tuition can boost progress by 3 to 5 months per pupil." (DfE, 2021)	1, 6, 7
Use of 'Reading Mentors' to improve the standard of reading and reading comprehension in Year 7 students.	"A reading mentor programme helps to embed a culture of reading across a school: giving older students invaluable skills and raising literacy levels for younger students, allowing them to engage more effectively with their studies." (The Children's Literacy Charity, 2024)	1, 2, 3, 4, 7
All disadvantaged students resourced with revision guides by the end of Year 10 to support their learning and achievement. Funding for tangible resources in practical subjects as well as subsidised peripatetic music lessons offered and DT and Food products purchased. Laptop provision will continue so no child is unable to access our SharePoint pages or our homework platform.	The EEF states that 'Students eligible for free school meals typically receive additional benefits from homework.' The impact of effective homework can be +5 months. Homework | EEF (educationendowmentfoundation.org.uk)	1, 2, 6, 7

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

Budgeted cost: £137,834

Activity	Evidence that supports this approach	Challenge addressed

Participation in a Borough-wide cluster for improving Mental Health and Wellbeing. This will help us develop a more strategic and inclusive mental health and wellbeing strategy, enable training in ELSA for staff members as well as access to professionals who will work with our students.	The Early Intervention report on adolescent mental health found evidence that Social and Emotional Learning (SEL) interventions can impact young people's social and emotional skills and address anxiety.	1, 3, 4
Continue to run the Peer Mentoring Programme with Year 12 students, trained by the Sutton Wellbeing Service, who meet regularly with students from the lower year groups who have been nominated by their Head of Year. Selected Year 11 students will also be given an academic mentor throughout their final year. Selected Year 9 and Year 10 students will be provided with a Student Champion, who will check in once a week with them and provide mentoring support.	"Some evidence suggests that some students from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these students, as the development of trusting relationships with an adult or older peer can provide a different source of support." Mentoring | EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Cost of uniform support with from main school uniform to PE kit across all disadvantaged students from Year 7 to Year 11.	Providing uniform support for our families in receipt of free school meals helps to support those most in need to ensure that students have the appropriate uniform they need to engage in school in the same way as non-disadvantaged students. This initiative helps to support our attendance objectives. "Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms." School uniform | EEF (educationendowmentfoundation.org.uk)	3, 5, 7
Attendance officer used to monitor attendance, meet with parents and issue PNs. Heads of Year will establish 'clinics' to address any attendance concerns with students and parents. 'Golden Hour' introduced every day to make contact with all families where a child is absent to encourage students into school. Spotlight Attendance Days continues twice every half term to make school 'unmissable'.	"Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school." Gov.uk School attendance guidance (publishing.service.gov.uk)	1, 3

Cultural enrichment through funding 50% costs for academic, curriculum-linked trips for disadvantaged as well as the provision of on-site workshops. Careers-focused trips and mentorship through the Talent Foundry and Motivez for selected disadvantaged students to raise aspirations and connections.	The National College says that "Addressing cultural capital disparities can help bridge the achievement gap among students from different socio-economic backgrounds" The Department for Education's enrichment framework recognises that enrichment can broaden horizons, develop skills and confidence, and support engagement with learning EEF – *Careers Education: International Literature Review.* highlighted that young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions	5, 6
Mentoring programmes run by external agencies that provide sporting, academic and social development for Years 8 and Years 9.	The EEF estimates that school-based mentoring is associated with an average of two additional months' academic progress. Mentoring may also support confidence, aspirations, attitudes to school and behaviour.	3,4,5,6

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 students in the 2025 to 2026 academic year.

Excellent attainment outcomes for disadvantaged students across the curriculum

The 2026 GCSE outcomes for our Pupil Premium eligible students demonstrate a move in the right direction as 37% of students achieved a grade 5 in English and Maths compared to 26% nationally. White British PP APS increased from 3.5 in 2025 to 4 in 2026 after targeted whole school intervention.

The attainment gap at the higher-grade 5+ threshold narrowed slightly with the gap of those achieving 5+, including English and Maths being 27% versus 25% in 2026. We saw a slightly widened gap in those achieving 5 x 4+ Grade 9-4 including English and Maths, which can be largely attributed to lower attendance rates recorded by disadvantaged students, who had missed significant amounts of content.

At KS3, progress for disadvantaged students showed a gap across a number of subjects, most prominently in MFL, Science and Maths, with White British disadvantaged students performing less well across most subjects. That said, positive outcomes in the Year 9 Summer assessments were seen in English Language, where 21% of Pupil Premium (PP) eligible students were above expected, compared with 15% of non-PP students. In English Literature, the corresponding figures are 19% and 16%. These results suggest that some disadvantaged students are achieving highly.

Overall, the evidence indicates that the school's "teach to the top" approach and commitment to inclusion are having a positive impact, with strong comparative outcomes in lower years and clear capacity for further improvement as cohorts move through KS4.

Attendance and engagement

Attendance data for 2026 identified a substantial disadvantage-related attendance gap across Years 7–11. PP attendance is below non-PP attendance in every year group, with gaps ranging from 5.86 percentage points in Year 8 to 10.02 percentage points in Year 9. The largest gap was in Year 9, where PP attendance was 82.28%, compared with 92.30% for non-PP pupils.

A particular concern is the attendance of White British PP pupils in Year 9, whose attendance is recorded at 66.87%, compared with 82.28% for all PP pupils in the same year group. This suggests that the overall PP figures may conceal a more acute attendance challenge for this subgroup. Further investigation will be carried out to identify the underlying barriers and ensure that support is appropriately targeted as we enter a new academic year.

Persistent absence also remains a concern, with nearly half (47%) of students in this category being disadvantaged. Year 9 has the highest number of persistent absentees, at 63, including 19 White British PP pupils. This data highlights a clear link between attendance, well-being, and academic engagement, confirming that absence is both a cause and consequence of underachievement. Pastoral teams have been effective in tracking attendance patterns and engaging with families, but challenges persist around consistent re-engagement after absence. The school's inclusive ethos, sense of belonging, and focus on relationships continue to underpin attendance work, but sustained and proactive support will be required to close the gap.

Improved reading comprehension, writing, and oracy

There has been great progress in improving literacy across the school, particularly through the structured implementation of the whole-school reading strategy. All students, including those who are disadvantaged, read a minimum of six fiction books per year through *Tutor Reads*, alongside wider reading in English lessons. Additional subject-based reading has further strengthened students' exposure to high-quality texts across the curriculum. The introduction of the school library has further enhanced the school's reading culture, providing students with greater access to books and opportunities to develop independent reading habits. Year 12 students act as Student Librarians, taking an active role in supporting the library, promoting reading and encouraging younger students to engage with literature. This initiative strengthens student leadership and contributes to a more inclusive, reading-rich environment.

Literacy audits and cross-curricular collaboration have embedded the explicit teaching of Tier 2 vocabulary and the development of oracy across subjects, ensuring that students' language acquisition is systematically reinforced. This work has been further supported by targeted CPD and teacher training focused on developing oracy and improving the quality of classroom dialogue. Strategies such as *'Turn and Talk'* and *'Write, Pair, Share'* were introduced across classrooms to increase participation, develop confidence in articulating ideas and enable students to rehearse and refine their thinking before contributing to wider discussions. The implementation and impact of these strategies were monitored through learning walks, supporting consistency of practice and identifying opportunities for further development. Outcomes demonstrate the impact of this work. Disadvantaged students achieved ALPS 4 in GCSE English Language, indicating outcomes above national averages, while reading fluency data shows accuracy rates above 85% across Years 7–10. The establishment of the school library, the development of student leadership and the continued promotion of reading, vocabulary acquisition and purposeful classroom talk have strengthened students' access to language and learning opportunities.

Collectively, these developments demonstrate a coherent, whole-school commitment to literacy, reading and oracy. By combining explicit reading routines, access to a wider range of texts, student leadership, professional development and the systematic monitoring of classroom practice, the school is strengthening students' academic foundations, reducing barriers to learning and supporting all students to participate confidently and successfully across the curriculum.

High levels of metacognitive and self-regulatory skills

Embedding metacognitive strategies across the curriculum has been a clear strength of the school's approach to advantaging the disadvantaged. All students have been provided with high-quality revision materials, and explicit teaching of study skills has become standard practice. Exam wrappers, reflective tasks, and structured revision routines have been introduced to support self-assessment and ownership of learning. Observations and student feedback suggest that students are increasingly able to identify what effective revision looks like. Homework completion rates and engagement with independent study have improved qualitatively, reflecting greater confidence and accountability. The consistency with which metacognitive strategies have been implemented across departments, as evidenced in workbooks and exam feedback reflections, demonstrates a strong collective understanding of how to develop independence and resilience in learners. This has contributed to a cultural shift in which reflection, self-monitoring, and personal responsibility are embedded expectations for all students although continued work will be carried out in this area.

High levels of mental health and wellbeing

The school's inclusive culture and pastoral structures continue to be a strength, with clear evidence that students feel safe and supported. Student surveys indicate that most students feel positive about their relationships and their sense of belonging within the school community. However, responses from White British disadvantaged students suggest that there were not enough co-curricular clubs of interest to them specifically and so Hair and Beauty Club was introduced and well attended by this cohort. Peer mentoring has also been a particularly effective intervention, with selected disadvantaged students paired with Sixth Form mentors throughout the year. Attendance data and pastoral reports show that participants in the programme displayed improved engagement, better attendance on mentoring days, and increased happiness in school. Mentors identified friendship issues and homework-related anxiety as the most common challenges, underscoring the importance of organisational and emotional support. Overall, the evidence demonstrates that well-being is well supported, and inclusion is strong, though empowering disadvantaged students to feel seen, heard, and influential within the school community remains a development priority.

Aspirations, Cultural Capital, and Future Pathways

Access to cultural capital has improved markedly over the past academic year. The proportion of disadvantaged students participating in trips (29%) was roughly on parr with their representation within the school population, indicating that financial barriers to enrichment have been effectively mitigated. The school's Pupil Premium funding was used to subsidise 50% of trip costs and travel for all disadvantaged students, supporting equitable participation. Nineteen students benefited from subsidised peripatetic music lessons through The Surrey Sound of Music, and a targeted programme of musical theatre trips for Year 7 successfully enhanced both cultural exposure and community belonging. The expanded co-curricular offer, alongside a well-attended careers fair featuring over 30 external organisations, provided a range of experiences that helped broaden horizons and raise aspirations. The evidence suggests that disadvantaged students are increasingly benefiting from rich, inclusive opportunities that reinforce both curricula learning and personal development. 17% of students who completed the Bronze level Duke of Edinburgh were from disadvantaged backgrounds and 14% Silver level, showing we have increased opportunity and reduced barriers of participation. We hope to increase these numbers next year.

We funded various mentoring and engagement interventions through TimeOut Boxing, Crystal Palace and Sutton United. Evidence showed increased attendance during the mentoring days, reduced behaviour incidents from the Year 9 participants along with positive student voice about increased enjoyment of school and improved relations with peers. We targeted intervention for High Prior Attainers through the Brilliant Club and outcomes in the Year 9 Summer assessments were positive with all participants making expected or above expected progress.

Improved equity for the under-resourced

The school has achieved a high level of success in ensuring that all disadvantaged students can access the full curriculum without material barriers. Workbooks have been created and distributed to 100% of students and are accessible digitally through the school's SharePoint platform, ensuring continuity for absent students or those who misplace materials. Revision guides, English book bundles, PE kits, school bags, and essential academic equipment were provided as needed, and uniform bursaries were distributed to all Year 7 disadvantaged students (£260) and offered as top-up funding to Years 8–11 (£75). These measures have ensured that attendance, participation, and engagement are not hindered by financial constraints. Staff report that all disadvantaged students are now consistently equipped and able to fully participate in lessons and wider school life. This provision exemplifies the school's

values of community and empowerment in practice and reflects a deep organisational commitment to advantaging the disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A