

Three Year Pupil Premium Strategy Statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Vandyke Upper School
Number of pupils in school	1112 (Yr9-11)
Proportion (%) of pupil premium eligible pupils	17.17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	Jan 2026
Date on which it will be reviewed	Jan 2027
Statement authorised by	L Ferguson-Moore
Pupil premium lead	S Peplow
Governor / Trustee lead	M Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,800
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£212,800

Part A: Pupil premium strategy plan

Statement of intent

At Vandyke Upper School, our core purpose is to create a safe place where all students can learn, thrive, and achieve no matter their background. We aim to ensure that disadvantaged students are supported to achieve outcomes that are in line with all other students and to achieve a progress 8 of 0 or better by 2027. We want our students to leave Vandyke as “world ready” citizens equipped to navigate their way in an increasingly complex world.

We will identify and aim to remove barriers so that students can achieve and strive for equity in every aspect of school life. Key focus areas for our strategy:

- To identify and remove barriers to student success and aspiration with a view of closing the gap between pupil premium students and their peers, mitigating academic and wider contextual factors to accelerate their success as students.
- To ensure we have a curriculum that is both ambitious and relevant to our context that allows students to gain the knowledge and understanding needed to thrive both within and beyond their school life.
- To ensure that high quality teaching is at the heart of what we do to close the attainment gap. Implicit in the intended outcome detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside the progress of their disadvantaged peers.
- To create a culture of achievement regardless of background where the response to needs are identified through diagnostic assessments and not assumptions about the impact of disadvantage.
- To ensure that all students have opportunities to expand their knowledge, understanding and experiences of the world around them beyond the classroom
- To ensure that all students have a clear destination plan for further education, training or work after year 11.

Challenges

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

Challenge number	Detail of challenge
1	Students are not currently making progress at or above the national level. Within this, there is a significant gap in progress and attainment between disadvantaged students and non-disadvantaged students.
2	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.
3	Parental engagement
4	Attendance data last year indicates that attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. A greater proportion of disadvantaged pupils have been ‘persistently absent’ compared their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
5	Disadvantaged students are disproportionately represented in terms of recorded negative behaviours and suspensions.
6	Disadvantaged students do not have access to the same cultural capital opportunities as other students and do not participate in extra curricular as widely as their peers.
7.	Compared to their peers, fewer disadvantaged students continue to our sixth form and therefore higher education.

Intended outcomes

This explains the outcomes we are aiming for by the end of our three-year strategy plan, and how we will measure them.

Intended Outcomes	Success Criteria
Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in maths and English.	.A progress 8 score of 0 for disadvantaged students. Basics results matching (students achieving a strong pass in both English and maths) in line with peers. Students are able to access their first choice of post-16 destination.
KS3 Students reading below chronological age to be reduced by at least half for disadvantaged students.	Students reading age data demonstrates progress over Year 9 in reading age tests. Student outcomes in assessments across the curriculum improves.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.	The gap between disadvantaged and non-disadvantaged narrows so that overall attendance for disadvantaged students is in line with whole school. Student voice demonstrates that students feel that they belong in school.
Parents and carers value and engage with school.	Attendance at school events including subject consultation evenings improves. Parent voice demonstrates that they feel supported by school and that their queries, views and concerns are valued. Student attendance improves.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Overall participation of disadvantaged students in extra-curricular activities including school trips is inline with peers. Disadvantaged student voice demonstrates that they feel that they belong, feel supported and are thriving at school.
To raise career and education aspirations of all students, particularly those who are disadvantaged students	All disadvantaged students are prioritised for a meeting with the school careers advisor. All Year 11 students have clear post-16 destination plans in place. Attendance figures for university and careers trips. Students are provided with a range of opportunities to ensure that they are equipped with the skills and mindset to achieve their goals. Student voice demonstrates confidence and self-belief in order to aim high.
To implement strategies to ensure that behaviour of disadvantaged students improves in line with their peers through embedded routines and pastoral support	Disadvantaged students do not receive proportionately higher amounts of behaviour points and sanctions. Disadvantaged students receive praise points inline with their peers. Students engage with teaching, pastoral and support staff to modify their behaviours. Student voice demonstrates that behaviour inline with the school values of RESPECTFUL, RESPONSIBLE and RESILIENT is recognised and celebrated.

	Student voice demonstrates an understanding of the importance of good behaviour for learning. Feedback from learning walks and teachers clearly demonstrates improved relationships and behaviours.
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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.

Teaching (CPD - , recruitment and retention)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Implementation of an uplift in target grades to remove the initial gap from middle schools.</p> <p>Strategies around teaching and learning ensure these students are supported achieve their uplifted target grades.</p> <p>Enhanced communication with the parents and carers of these students to ensure parental support and engagement to assist with ensuring excellent progress for these students.</p>	<p>Embedding approaches of RADY in relation to school practices</p> <p>https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf</p>	1, 3, n7
<p>Recruitment and retention of subject specialist staff to ensure all students have access to the highest possible quality first teaching</p>	<p>Prioritise recruitment to source key personnel. Minimising non-specialist teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,, 2, 7
<p>Pixl Membership.</p>	<p>As a stand-alone academy, the Pixl network provides us with invaluable up to date training, case studies and networking opportunities. PP lead and other key leaders in the school attend national conferences.</p>	All
<p>Termly RSL (Raising Standards Lead) meetings with curriculum team leaders where assessment data is analysed, barriers to progress for key groups identified and actions/interventions planned.</p>	<p>Targeted academic support:</p> <p>https://educationendowmentfoundation.org.uk/impact-report</p>	1, 2, 7
<p>Literacy and Oracy work led by specialists including whole school training, reading assessments and interventions including a tutor time reading programme and oracy work</p>	<p>Improving literacy in secondary schools:</p>	1, 2, 5, 67

designed around topical EDI issues and autobiographies of well know figures. Investment in NGRT and EXACT to provide diagnostic tool for intervention	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
CPD programme with a focus on removing barriers, diagnostics methods and adaptive practice. Including: CPD calendared throughout the year – internal and external providers. Weekly SENDCO drop ins PP team updates	Effective professional development https://educationendowmentfoundation.org.uk	1, 2, 5, 6, 7
Non-teaching pastoral teams for each year group: Head of year, Assistant head of year and attendance officer.	Social and emotional learning https://educationendowmentfoundation.org.uk	3, 4, 5, 6,

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

Budgeted cost: £117,800

Activity	Evidence that supports this approach	Challenge addressed
1-1 / small group tutoring in Maths and English via Graduate Tutor programme	Tailored mentoring programme and targeted core subject intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 7
Team of learning mentors to provide bespoke range interventions to support disadvantaged students	Identified students provided with Learning mentor for academic and emotional support sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 4, 5,
Dedicated PP team comprising of teaching representatives from a range of subjects including the core, the school careers coordinator, learning mentors and graduate tutors who gather and communicate information and strategies about how to best support disadvantaged learners; track and monitor participation in revision sessions and support the RSL in tracking the impact of interventions.	Nurture relationships with home and acquire 'soft' knowledge of students and gaining parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The EEF Guide to the Pupil Premium https://educationendowmentfoundation.org.uk	All

Provide a layer of parental contact to ensure parents of disadvantaged students are provided support with booking appointments and invited into school ahead of events		
Achievement, inclusion and support centres: Two multi-purpose support facilities where a range of interventions are undertaken including: 1/1 tutoring, small group interventions, mentoring and catch up work take place.	Identified students provided with Learning mentor for academic and emotional support sessions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 5,
Six week cycles of breakfast interventions in all core subjects and some options subjects focused on disadvantaged learners.	Extending learning time https://educationendowmentfoundation.org.uk	1, 4, 7
Active participation in the Wadham project whereby students received opportunities to visit Oxbridge universities and to take part in ground breaking research such as the meta-method – a project designed to empower students to take control of their revision and learning.	Aspire to STEM trial Extending learning time https://educationendowmentfoundation.org.uk	1, 6, 7

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge addressed
Remove financial barriers to learning through providing essential uniform, equipment, revision guides, funding for curriculum trips and laptop loans/internet dongles where required.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 4-7
Provide provision and funding to create equity in participation in extra-curricular and enrichment opportunities such as Duke of Edinburgh, residential trips, careers workshops and trips, transport to college open days, music lessons etc.	Increases student experience outside of the classroom – <i>'skills for future learning and employment'</i> – <i>Ofsted framework</i>	4,6
Comprehensive behaviour strategy including a dedicated attendance officer for each year group and weekly reporting.	Attendance interventions rapid evidence assessment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3,7

Weekly LABSS (Learning, Attendance, Behaviour, Safeguarding and SEND) meetings for every year group. Pastoral leads meet with the DSL, SEND and Pastoral Deputy Headteacher to review attendance, behaviour, progress and agree actions. Child centred approach to ensure that referrals for interventions are timely, evidence based and shared with key stakeholders.	Support for behavioural issues through Learning mentors and counselling service https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,5,7
School counsellor	Social and emotional learning https://educationendowmentfoundation.org.uk	4, 5, 6
Behaviour mentor	Support for behavioural issues through Learning mentors and counselling service https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
School careers advisor	Increases student experience outside of the classroom – <i>'skills for future learning and employment'</i> – <i>Ofsted framework</i>	7
Achievement, inclusion and support centres: Two multi-purpose support facilities where a range of interventions are undertaken including: mentoring, EBSNA work, regulation activities, ELSA work, managing anxiety workshops and restorative conversations.	Social and emotional learning https://educationendowmentfoundation.org.uk	1, 4, 5, 6,
OSF (Opportunities through Sport Fund) after school club where tea and a range of activities designed around the interests of students are offered.	Social and emotional learning https://educationendowmentfoundation.org.uk	6

Total budgeted cost: £212,800

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 pupils in the 2024-2025 academic year

<u>Aims</u>	<u>Evidence of impact</u>
Continue to close the gap between PP and non-PP	Pupil premium students continue to underperform compared to their peers. However, there have been improvements in this cohort compared to 2024 in attainment in English, Maths and basics matching. This is due to a range of strategies including targeted tutor time and after school interventions, 1:1 support from our graduate tutors and academic mentoring 8 together with quality first teaching and support in the classroom. This continues to be an ongoing area of focus and will be led by the KS4 raising standards lead in 2025-26 as per the school development plan (SDP).
Ensure PP extra-curricular participation in line with whole school	A member of the PP team has been assigned with this as a focus and now all departments have systems to track attendance of disadvantaged students at clubs and interventions. Students not participating are a focus and work underway to understand barriers and reluctance to attend. Clubs created to meet the interests of disadvantaged students.
Continue to improve attendance of PP	Attendance data from September to November 2025 shows that whole-school attendance at VUS stands at 94.2%, which is higher than the median for similar schools at 93.4%. Students eligible for Free School Meals (FSM) have an attendance rate of 90.4%, again outperforming similar schools where the median is 87.6%, while students with no FSM have an attendance rate of 95%, slightly above the similar-schools figure of 94.5%. However, FSM attendance last year was 85.7%, just below the national average of 86.4%, and non-FSM attendance was 93.3%, broadly in line with the national figure of 93.4%. This demonstrates that although current strategies are helping PP students attend more regularly than their peers in similar schools, a notable gap remains between FSM and non-FSM students, and further targeted work is required to continue improving attendance for disadvantaged students.

Further information:

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. Part of this will be a PP review in the Spring Term. Evidence will be triangulated from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We will also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach. We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

Planning, implementation, and evaluation We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We will implement a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.