

Pupil Premium Review Report of 2024-25 Expenditure & Impact

In July 2025, the figures show that there are 399 disadvantaged pupils at Passmores Academy which is 33% of the total number of pupils on roll (1205).

The July 2025 breakdown is:

Disadvantaged Student Analysis July 2025			
Year Group	Male	Female	Total
Year 11	38	35	73
Year 10	44	21	65
Year 9	46	49	95
Year 8	48	56	104
Year 7	41	40	81
Total	217	201	418

Teaching (for example, CPD, recruitment and retention)

Quality First Teaching

The *Education Endowment Fund* (EEF) suggests using the following strategies which have been seen to have the most impact in closing the disadvantaged gap in schools.

Environment:

- Quality first 'great' teaching
- Setting open tasks - differentiation
- Engagement – targeted questioning, discussion and modelling
- Strategic seating plans
- Calm manner
- Praise for effort, strategy and time taken on a task
- Tackle behaviour, not the student

Techniques:

- Metacognition
- Collaborative learning
- Quality feedback
- Oral language interventions
- Read with the pupils
- Allowing disadvantaged pupils to lead their peers
- Teaching to the top

The *Passmores Disadvantaged Strategy* and *Pupil Premium Statement* are aligned as a central part of the School Development Plan 2024–25. We take a tiered approach, following Marc Rowland’s Disadvantaged Strategy model, focusing on teaching & learning priorities, academic interventions, and wider approaches. The outcome of our Instructional Rounds process (below) led to the creation of a series of *Theories of Action* which demonstrate the impact that quality first teaching is having on disadvantaged pupils.



Teacher-Focused Theories of Action

<p style="text-align: center;">BARRIERS TO LEARNING</p> <p>When a teacher understands the obstacles which may be presented to some students and therefore plan for this in advance (e.g. access to technology),</p> <p>then students are able to access the learning, be challenged and be successful.</p>	<p style="text-align: center;">CONFIDENCE IN LITERACY</p> <p>When a teacher clearly and consistently uses technical terminology and precise language (including tier 2 and 3 words),</p> <p>then students are able to understand, decode and use vocabulary in their own written and verbal responses which enables them to improve the overall quality of their work.</p>	<p style="text-align: center;">FEEDBACK AND PRAISE</p> <p>When a teacher is aware of progress being made and then gives timely, dynamic personalised feedback and praise,</p> <p>then students feel valued, and more willing to engage, contribute and challenge themselves and others to achieve more.</p>	<p style="text-align: center;">QUESTIONING</p> <p>When a teacher uses a variety of questioning techniques including higher order, probing and focused questions that encourage additional answers to deepen explanations, addressing misconceptions</p> <p>then all students are engaged and able to clarify and deepen their thinking and understanding.</p>
<p style="text-align: center;">MODELLING AND METACOGNITION</p> <p>When a teacher models responses to show the thinking process, then students are able to track and follow the process, understand steps towards success and,</p> <p>then students can identify where they are going wrong to self-correct.</p>	<p style="text-align: center;">PERSONALISATION AND ADAPTIVE TEACHING</p> <p>When a teacher plans a range of tasks with differing levels of complexity and gives clear success criteria,</p> <p>then students are given greater agency as to how they can demonstrate understanding allowing opportunity for personalised learning.</p>	<p style="text-align: center;">MEMORY AND RETRIEVAL PRACTICE</p> <p>When a teacher uses a range of strategies that develop the understanding and retrieval of knowledge as a regular part of the lesson,</p> <p>then students can use recall without a fear of failure, recognise the importance of it and develop retrieval strategies that build new learning with confidence.</p>	<p style="text-align: center;">SCAFFOLDING</p> <p>When a teacher gives clear, scaffolded instructions with clear timings and pre-prepared resources,</p> <p>then students are able to work independently, can develop meaning and understanding with confidence, and know what they are being challenged to do next.</p>



Whole School Theories of Action

<p style="text-align: center;">CULTURE FOR LEARNING</p> <p>When the school and all adults generate an inclusive culture, building authentic relationships based on mutual respect, trust and praise, and with a relentless pursuit of high expectations and consistent routines,</p> <p>then students feel recognised as individuals, they are more confident, ambitious and secure about taking risks and able to challenge themselves to improve upon their best.</p>	<p style="text-align: center;">PURPOSEFUL AND RELEVANT CURRICULUM</p> <p>When the school and teachers promote a visible, well-structured, interleaved and sequenced curriculum that is knowledge rich and enables the development of skills,</p> <p>then learners become more creative, curious and independent in their learning and more likely to be motivated to take on challenges and achieve more than they expect.</p>	<p style="text-align: center;">CONSISTENT TEACHING PROTOCOLS</p> <p>When the school adopts consistent teaching protocols, that draws on teachers love and knowledge of their specialisms and interests,</p> <p>then student behaviour, engagement in learning and curiosity is enhanced.</p>	<p style="text-align: center;">CONSISTENT LEARNING STRATEGIES</p> <p>When the school adopts a consistent learning cycle which enables students to experience a range of strategies, giving them space to explore and think to develop meaning,</p> <p>then students are more able to develop independent practice and agency and have a wider range of metacognitive strategies to enhance their learning</p>
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We aim to ensure that every student in every lesson experiences high quality teaching that empowers them to achieve high quality outcomes. The capturing of quality first teaching and its impact is evident through climate walks across the school, formal and informal lesson visits, departmental deep dive lesson observations, pupil voice, work scrutiny and the instructional rounds process. We use a three-stage cycle where students participate in *Masterclasses* to gain knowledge, practice and refine in *Workshops* and evaluate their performance in the *Critique*. This cycle may be within one lesson or across multiple lessons. Our high-quality education monitoring guidance focuses on effective teaching strategies to enhance student outcomes across these nine strands: Classroom Culture, Every Minute Matters, Retrieval and Spaced Practice, Reading to Learn, Metacognition, Assessment & Feedback, Questioning, Adaptive Teaching, Home Learning and Super Curriculum.

Classroom Culture

- Teachers establish strong relationships, ensuring students feel supported and respected.
- Classrooms are safe spaces for expression, promoting mutual respect and collaboration.
- High expectations are set for all students, fostering a growth mindset.
- Clear routines maximize learning time and student ownership in decisions is encouraged.
- Positive behaviour is reinforced through appropriate policies and constructive feedback.

Every Minute Matters

- Lessons are structured with clear timelines and purposeful activities.
- Efficient transitions are prioritized to minimize idle time.
- Teachers check in with students to address confusion promptly.
- Effective use of lesson beginnings and endings is consistently observed.

Retrieval Spaced Practice

- Students regularly revisit prior knowledge, enhancing retention and confidence.
- Formative and summative assessments guide the frequency and direction of interleaved learning.

Reading to Learn

- Opportunities for reading fluency are regularly provided.
- Assessment of comprehension skills is meaningful and targeted.
- Vocabulary planning includes Tier 2 and Tier 3 words to enhance understanding.

Metacognition

- Students are taught to plan, monitor, and evaluate their learning.
- Resources like graphic organizers assist in visualizing thought processes.
- Reflection on performance is encouraged to identify areas for improvement.

Assessment Feedback

- Regular assessments monitor student progress effectively.
- Meaningful feedback guides student reflection and builds on prior knowledge.
- Self and peer assessments are integrated into learning cycles.

Questioning

- Effective questioning strategies engage all students and promote metacognition.
- Thinking time is incorporated, and cold calling ensures participation.
- Questioning checks understanding and links prior knowledge to new content.

Adaptive Teaching

- Teaching is tailored to meet diverse student needs, providing scaffolding.
- Barriers to learning are identified and addressed consistently.
- Instruction is clear, using various aids to support understanding.

Home Learning Super Curriculum

- Home learning tasks are challenging and clearly linked to classroom learning.
- Students are encouraged to explore topics beyond the classroom to foster enthusiasm.

Specialist Teaching of KS3 & KS4 Equity Pathway Groups

The teaching of Equity pathway groups across the school supports disadvantaged pupils who arrive at Passmores Academy underachieving in English and Maths at KS2. In 2024-25, a range of experienced staff taught these groups of pupils in a range of subject areas in small class sizes coupled with specialist co-educator hover support to support their learning.

The teaching allocation was:

Class Name	Subject	Number of Enrolled Students	Number of lessons each fortnight	Pupil Premium Recipient	Course Lead
9e/As1	Other	12	3	10	Angelika Kasakci
7e/Cs	Computer Science	12	3	7	Ashleigh Hampson
8e/Cs	Computer Science	10	2	5	Marsha Allen
9e/Cs	Computer Science	12	2	10	Matthew Moloney
7e/En	English	12	8	7	Dawn Moore
8e/En	English	12	8	5	Emily Power
9e/En	English	12	6	10	Emily Power
10e/En1	English	14	7	9	Sarah Kazanis
11e/En1	English	11	7	3	Sarah Kazanis
7e/Gg	Geography	11	2	7	Munira Mohammed Tofa
8e/Gg	Geography	11	2	5	Munira Mohammed Tofa
9e/Gg	Geography	12	2	10	Valerie Neagus
9e/Gp	Other	12	1	10	Claire Le Dain
7e/Hi	History	11	2	7	Lyndsey Frederick
8e/Hi	History	11	2	5	Emma Danaher
9e/Hi	History	12	2	10	Emma Danaher
8e/If	Other	11	2	5	Angelika Kasakci
9e/if	Other	12	2	10	Tammy Bassett
10e/If1	Other	14	2	9	Claire Le Dain
11e/If1	Other	10	2	3	Angelika Kasakci
7e/Ma	Mathematics	12	7	7	Emily Power
8e/Ma	Mathematics	12	7	5	Emily Power
9e/Ma	Mathematics	12	6	10	Sarah Ross
10e/Ma	Mathematics	14	7	9	Sarah Ross
11e/Ma	Mathematics	11	6	3	Sarah Ross
7e/Sc	Science	12	5	7	Emily Power
8e/Sc	Science	12	6	5	Mollie Brand
9e/Sc	Science	12	6	10	Matthew Goddard
10e/Sc1	Science	14	5	9	Jack Webber and Robyn
11e/Sc1	Science	11	6	3	Robyn Groom and Jack

KS3 & KS4 Pupil Premium Gap Analysis

Year 7-9 Pupil Premium gap analysis was completed for both the autumn and spring terms in terms of the new Acquiring, Developing, Securing, Mastery model of assessment. The data below shows how many PP and non-PP pupils in each year group and subject area are achieving the required level in each of the Acquiring, Developing, Securing, Mastery criteria. The data was made available for Heads of Department to discuss with their line managers in the spring and summer terms. Heads of Department were able to explain trends in attainment in terms of Pupil Premium v non-Pupil Premium pupils, what intervention is currently in place for these specific groups of pupils in years 7-9 and what was going to be put in place to support them in the future.

A Year 10 Pupil Premium v non-Pupil Premium comparison data analysis follows showing the percentage of students achieving 4+, 5+ and 7+ across the autumn and spring terms.

Year 7 Autumn 2024		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils	Year 7 Spring 2025		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils
English	Mastering	6 (249) 2%	0 (72) 0%	6 (177) 3%	-3%	English	Mastering	8 (246) 3%	0 (74) 0%	8 (172) 5%	-5%
	Securing	55 (249) 22%	12 (72) 17%	43 (177) 24%	-7%		Securing	88 (246) 36%	17 (74) 23%	71 (172) 41%	-18%
	Developing	143 (249) 57%	44 (72) 61%	99 (177) 56%	5%		Developing	117 (246) 48%	42 (74) 57%	75 (172) 44%	13%
	Acquiring	45 (249) 18%	16 (72) 22%	29 (177) 16%	6%		Acquiring	33 (246) 13%	15 (74) 20%	18 (172) 10%	10%
	Mathematics	Mastering	43 (249) 17%	6 (73) 8%	37 (176) 21%		-13%	Mathematics	Mastering	44 (246) 18%	5 (75) 7%
Securing	80 (249) 32%	18 (73) 25%	62 (176) 35%	-10%	Securing	95 (246) 39%	25 (75) 33%	70 (171) 41%	-8%		
Developing	90 (249) 36%	29 (73) 40%	61 (176) 35%	5%	Developing	62 (246) 25%	20 (75) 27%	42 (171) 25%	2%		
Acquiring	36 (249) 14%	20 (73) 27%	16 (176) 9%	18%	Acquiring	45 (246) 18%	25 (75) 33%	20 (171) 12%	21%		
Science	Mastering	20 (247) 8%	2 (72) 3%	18 (175) 10%	-7%	Science	Mastering	33 (246) 13%	4 (74) 5%	29 (172) 17%	-12%
	Securing	65 (247) 26%	11 (72) 15%	54 (175) 31%	-16%		Securing	85 (246) 35%	21 (74) 28%	64 (172) 37%	-9%
	Developing	97 (247) 39%	32 (72) 44%	65 (175) 37%	7%		Developing	80 (246) 33%	29 (74) 39%	51 (172) 30%	9%
	Acquiring	65 (247) 26%	27 (72) 38%	38 (175) 22%	16%		Acquiring	48 (246) 20%	20 (74) 27%	28 (172) 16%	11%
Computer Science	Mastering	31 (245) 13%	3 (71) 4%	28 (174) 16%	-12%	Computer Science	Mastering	10 (240) 4%	3 (73) 4%	7 (167) 4%	0%
	Securing	62 (245) 25%	14 (71) 20%	48 (174) 28%	-8%		Securing	71 (240) 30%	13 (73) 18%	58 (167) 35%	-17%
	Developing	91 (245) 37%	34 (71) 48%	57 (174) 33%	15%		Developing	67 (240) 28%	18 (73) 25%	49 (167) 29%	-4%
	Acquiring	61 (245) 25%	20 (71) 28%	41 (174) 24%	4%		Acquiring	92 (240) 38%	39 (73) 53%	53 (167) 32%	21%
French	Mastering	24 (124) 19%	3 (39) 8%	21 (85) 25%	-17%	French	Mastering	25 (122) 20%	3 (41) 7%	22 (81) 27%	-20%
	Securing	68 (124) 55%	25 (39) 64%	43 (85) 51%	13%		Securing	61 (122) 50%	24 (41) 59%	37 (81) 46%	13%
	Developing	28 (124) 23%	9 (39) 23%	19 (85) 22%	1%		Developing	30 (122) 25%	12 (41) 29%	18 (81) 22%	-7%
	Acquiring	4 (124) 3%	2 (39) 5%	2 (85) 2%	3%		Acquiring	6 (122) 5%	2 (41) 5%	4 (81) 5%	0%
Geography	Mastering	30 (248) 12%	4 (73) 5%	26 (175) 15%	-10%	Geography	Mastering	22 (245) 9%	2 (75) 3%	20 (170) 12%	-9%
	Securing	50 (248) 20%	8 (73) 11%	42 (175) 24%	-13%		Securing	70 (245) 29%	10 (75) 13%	60 (170) 35%	-22%
	Developing	93 (248) 38%	26 (73) 36%	67 (175) 38%	-2%		Developing	104 (245) 42%	38 (75) 51%	66 (170) 39%	12%
	Acquiring	75 (248) 30%	35 (73) 48%	40 (175) 23%	25%		Acquiring	49 (245) 20%	25 (75) 33%	24 (170) 14%	19%
History	Mastering	36 (243) 15%	2 (68) 3%	34 (175) 19%	-16%	History	Mastering	7 (238) 3%	0 (69) 0%	7 (169) 4%	-4%
	Securing	109 (243) 45%	26 (68) 38%	83 (175) 47%	-9%		Securing	106 (238) 45%	18 (69) 26%	88 (169) 52%	-26%
	Developing	76 (243) 31%	29 (68) 43%	47 (175) 27%	16%		Developing	87 (238) 37%	31 (69) 45%	56 (169) 33%	12%
	Acquiring	22 (243) 9%	11 (68) 16%	11 (175) 6%	10%		Acquiring	38 (238) 16%	20 (69) 29%	18 (169) 11%	18%

Spanish	Mastering	11 (110)	3 (26)	8 (84)	
		10%	12%	10%	2%
	Securing	41 (110)	6 (26)	35 (84)	
		37%	23%	42%	-19%
Developing	43 (110)	12 (26)	31 (84)		
	39%	46%	37%	9%	
Acquiring	15 (110)	5 (26)	10 (84)		
	14%	19%	12%	7%	
Art	Mastering	4 (247)	0 (72)	4 (175)	
		2%	0%	2%	-2%
	Securing	51 (247)	12 (72)	39 (175)	
		21%	17%	22%	-5%
Developing	140 (247)	41 (72)	99 (175)		
	57%	57%	57%	0%	
Acquiring	52 (247)	19 (72)	33 (175)		
	21%	26%	19%	7%	
Drama	Mastering	7 (244)	0 (70)	7 (174)	
		3%	0%	4%	-4%
	Securing	76 (244)	15 (70)	61 (174)	
		31%	21%	35%	-14%
Developing	140 (244)	46 (70)	94 (174)		
	57%	66%	54%	12%	
Acquiring	21 (244)	9 (70)	12 (174)		
	9%	13%	7%	6%	
Music	Mastering	5 (245)	1 (70)	4 (175)	
		2%	1%	2%	-1%
	Securing	67 (245)	9 (70)	58 (175)	
		27%	13%	33%	-20%
Developing	124 (245)	40 (70)	84 (175)		
	51%	57%	48%	9%	
Acquiring	49 (245)	20 (70)	29 (175)		
	20%	29%	17%	12%	
PE Practical	Mastering	0 (241)	0 (69)	0 (172)	
		0%	0%	0%	0%
	Securing	13 (241)	2 (69)	11 (172)	
		5%	3%	6%	-3%
Developing	147 (241)	37 (69)	110 (172)		
	61%	54%	64%	-10%	
Acquiring	81 (241)	30 (69)	51 (172)		
	34%	43%	30%	13%	
PE Theory	Mastering	0 (242)	0 (70)	0 (172)	
		0%	0%	0%	0%
	Securing	13 (242)	0 (70)	13 (172)	
		5%	0%	8%	-8%
Developing	144 (242)	33 (70)	111 (172)		
	60%	47%	65%	-18%	
Acquiring	85 (242)	37 (70)	48 (172)		
	35%	53%	28%	25%	
Technology	Mastering	2 (247)	0 (72)	2 (175)	
		1%	0%	1%	-1%
	Securing	54 (247)	9 (72)	45 (175)	
		22%	13%	26%	-13%
Developing	96 (247)	27 (72)	69 (175)		
	39%	38%	39%	-1%	
Acquiring	95 (247)	36 (72)	59 (175)		
	38%	50%	34%	16%	
Spanish	Mastering	20 (109)	0 (25)	20 (84)	
		18%	0%	24%	-24%
	Securing	52 (109)	9 (25)	43 (84)	
		48%	36%	51%	-15%
Developing	25 (109)	7 (25)	18 (84)		
	23%	28%	21%	7%	
Acquiring	12 (109)	9 (25)	3 (84)		
	11%	36%	4%	32%	
Art	Mastering	14 (247)	1 (77)	13 (170)	
		6%	1%	8%	-7%
	Securing	50 (247)	9 (77)	41 (170)	
		20%	12%	24%	-12%
Developing	133 (247)	45 (77)	88 (170)		
	54%	58%	52%	6%	
Acquiring	50 (247)	22 (77)	28 (170)		
	20%	29%	16%	13%	
Drama	Mastering	23 (238)	3 (69)	20 (169)	
		10%	4%	12%	-8%
	Securing	97 (238)	24 (69)	73 (169)	
		41%	35%	43%	-8%
Developing	101 (238)	34 (69)	67 (169)		
	42%	49%	40%	9%	
Acquiring	17 (238)	8 (69)	9 (169)		
	7%	12%	5%	7%	
Music	Mastering	16 (240)	2 (72)	14 (168)	
		7%	3%	8%	-5%
	Securing	99 (240)	24 (72)	75 (168)	
		41%	33%	45%	-12%
Developing	97 (240)	31 (72)	66 (168)		
	40%	43%	39%	4%	
Acquiring	28 (240)	15 (72)	13 (168)		
	12%	21%	8%	13%	
PE Practical	Mastering	0 (234)	0 (67)	0 (167)	
		0%	0%	0%	0%
	Securing	35 (234)	6 (67)	29 (167)	
		15%	9%	17%	-8%
Developing	155 (234)	44 (67)	111 (167)		
	66%	66%	66%	0%	
Acquiring	44 (234)	17 (67)	27 (167)		
	19%	25%	16%	9%	
PE Theory	Mastering	2 (235)	0 (68)	2 (167)	
		1%	0%	1%	-1%
	Securing	33 (235)	6 (68)	27 (167)	
		14%	9%	16%	-7%
Developing	144 (235)	39 (68)	105 (167)		
	61%	57%	63%	-6%	
Acquiring	56 (235)	23 (68)	33 (167)		
	24%	34%	20%	14%	
Technology	Mastering	2 (246)	0 (76)	2 (170)	
		1%	0%	1%	-1%
	Securing	54 (246)	9 (76)	45 (170)	
		22%	12%	26%	-14%
Developing	94 (246)	28 (76)	66 (170)		
	38%	37%	39%	-2%	
Acquiring	96 (246)	39 (76)	57 (170)		
	39%	51%	34%	17%	

Year 8 Autumn 2024						Year 8 Spring 2025					
		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils			Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils
English	Mastering	9 (233)	3 (91)	6 (142)		English	Mastering	15 (230)	4 (87)	11 (143)	
		4%	3%	4%	-1%			English	Mastering	7%	5%
	Securing	88 (233)	26 (91)	62 (142)		English	Securing			96 (230)	30 (87)
		38%	29%	44%	-15%			English	Securing	42%	34%
	Developing	96 (233)	45 (91)	51 (142)		English	Developing			80 (230)	37 (87)
41%		49%	36%	13%	English			Developing	35%	43%	30%
Acquiring	40 (233)	17 (91)	23 (142)			English	Acquiring		39 (230)	16 (87)	23 (143)
	17%	19%	16%	3%	English			Acquiring	17%	18%	16%
Mathematics	Mastering	27 (234)	5 (91)	22 (143)			Mathematics		Mastering	39 (236)	11 (90)
		12%	5%	15%	-10%	Mathematics		Mastering		17%	12%
	Securing	107 (234)	42 (91)	65 (143)			Mathematics		Securing	106 (236)	38 (90)
		46%	46%	45%	1%	Mathematics		Securing		45%	42%
	Developing	58 (234)	28 (91)	30 (143)			Mathematics		Developing	52 (236)	26 (90)
25%		31%	21%	10%	Mathematics	Developing		22%		29%	18%
Acquiring	42 (234)	16 (91)	26 (143)				Mathematics	Acquiring	39 (236)	15 (90)	24 (146)
	18%	18%	18%	0%	Mathematics	Acquiring			17%	17%	16%
Science	Mastering	26 (236)	4 (93)	22 (143)				Science	Mastering	31 (236)	5 (90)
		11%	4%	15%	-11%	Science	Mastering			13%	6%
	Securing	57 (236)	19 (93)	38 (143)				Science	Securing	108 (236)	37 (90)
		24%	20%	27%	-7%	Science	Securing			46%	41%
	Developing	91 (236)	37 (93)	54 (143)				Science	Developing	65 (236)	32 (90)
39%		40%	38%	2%	Science	Developing	28%			36%	23%
Acquiring	62 (236)	33 (93)	29 (143)				Science	Acquiring	32 (236)	16 (90)	16 (146)
	26%	35%	20%	15%	Science	Acquiring			14%	18%	11%
Computer Science	Mastering	4 (225)	0 (86)	4 (139)				Computer Science	Mastering	29 (229)	6 (87)
		2%	0%	3%	-3%	Computer Science	Mastering			13%	7%
	Securing	85 (225)	32 (86)	53 (139)				Computer Science	Securing	45 (229)	15 (87)
		38%	37%	38%	-1%	Computer Science	Securing			20%	17%
	Developing	109 (225)	39 (86)	70 (139)				Computer Science	Developing	83 (229)	34 (87)
48%		45%	50%	-5%	Computer Science	Developing	36%			39%	35%
Acquiring	27 (225)	15 (86)	12 (139)				Computer Science	Acquiring	72 (229)	32 (87)	40 (142)
	12%	17%	9%	8%	Computer Science	Acquiring			31%	37%	28%
French	Mastering	24 (98)	3 (35)	21 (63)				French	Mastering	34 (96)	6 (32)
		24%	9%	33%	-24%	French	Mastering			35%	19%
	Securing	49 (98)	21 (35)	28 (63)				French	Securing	38 (96)	17 (32)
		50%	60%	44%	16%	French	Securing			40%	53%
	Developing	22 (98)	9 (35)	13 (63)				French	Developing	20 (96)	7 (32)
22%		26%	21%	5%	French	Developing	21%			22%	20%
Acquiring	3 (98)	2 (35)	1 (63)				French	Acquiring	4 (96)	2 (32)	2 (64)
	3%	6%	2%	4%	French	Acquiring			4%	6%	3%
Geography	Mastering	17 (232)	7 (91)	10 (141)				Geography	Mastering	6 (232)	2 (89)
		7%	8%	7%	1%	Geography	Mastering			3%	2%
	Securing	104 (232)	37 (91)	67 (141)				Geography	Securing	57 (232)	14 (89)
		45%	41%	48%	-7%	Geography	Securing			25%	16%
	Developing	61 (232)	24 (91)	37 (141)				Geography	Developing	135 (232)	57 (89)
26%		26%	26%	0%	Geography	Developing	58%			64%	55%
Acquiring	50 (232)	23 (91)	27 (141)				Geography	Acquiring	34 (232)	16 (89)	18 (143)
	22%	25%	19%	6%	Geography	Acquiring			15%	18%	13%
History	Mastering	17 (230)	2 (90)	15 (140)				History	Mastering	19 (226)	3 (83)
		7%	2%	11%	-9%	History	Mastering			8%	4%
	Securing	75 (230)	26 (90)	49 (140)				History	Securing	91 (226)	31 (83)
		33%	29%	35%	-6%	History	Securing			40%	37%
	Developing	118 (230)	56 (90)	62 (140)				History	Developing	97 (226)	45 (83)
51%		62%	44%	18%	History	Developing	43%			54%	36%
Acquiring	20 (230)	6 (90)	14 (140)				History	Acquiring	19 (226)	4 (83)	15 (143)
	9%	7%	10%	-3%	History	Acquiring			8%	5%	10%

Spanish	Mastering	24 (118)	7 (47)	17 (71)	
		20%	15%	24%	-9%
	Securing	23 (118)	12 (47)	11 (71)	
		19%	26%	15%	11%
	Developing	54 (118)	20 (47)	34 (71)	
		46%	43%	48%	-5%
	Acquiring	17 (118)	8 (47)	9 (71)	
		14%	17%	13%	4%
Art	Mastering	1 (231)	0 (90)	1 (141)	
		0%	0%	1%	-1%
	Securing	34 (231)	10 (90)	24 (141)	
		15%	11%	17%	-6%
	Developing	119 (231)	50 (90)	69 (141)	
		52%	56%	49%	7%
	Acquiring	77 (231)	30 (90)	47 (141)	
		33%	33%	33%	0%
Drama	Mastering	7 (219)	1 (84)	6 (135)	
		3%	1%	4%	-3%
	Securing	71 (219)	26 (84)	45 (135)	
		32%	31%	33%	-2%
	Developing	105 (219)	42 (84)	63 (135)	
		48%	50%	47%	3%
	Acquiring	36 (219)	15 (84)	21 (135)	
		16%	18%	16%	2%
Music	Mastering	23 (224)	6 (87)	17 (137)	
		10%	7%	12%	-5%
	Securing	85 (224)	25 (87)	60 (137)	
		38%	29%	44%	-15%
	Developing	98 (224)	41 (87)	57 (137)	
		44%	47%	42%	5%
	Acquiring	18 (224)	15 (87)	3 (137)	
		8%	17%	2%	15%
PE Practical	Mastering	0 (227)	0 (86)	0 (141)	
		0%	0%	0%	0%
	Securing	36 (227)	12 (86)	24 (141)	
		16%	14%	17%	-3%
	Developing	106 (227)	28 (86)	78 (141)	
		47%	33%	55%	-22%
	Acquiring	85 (227)	46 (86)	39 (141)	
		37%	53%	28%	25%
PE Theory	Mastering	0 (227)	0 (86)	0 (141)	
		0%	0%	0%	0%
	Securing	25 (227)	6 (86)	19 (141)	
		11%	7%	13%	-5%
	Developing	106 (227)	33 (86)	73 (141)	
		47%	38%	52%	-14%
	Acquiring	96 (227)	47 (86)	49 (141)	
		42%	55%	35%	20%
Technology	Mastering	1 (232)	0 (90)	1 (142)	
		0%	0%	1%	-1%
	Securing	45 (232)	15 (90)	30 (142)	
		19%	17%	21%	-4%
	Developing	108 (232)	41 (90)	67 (142)	
		47%	46%	47%	-1%
	Acquiring	78 (232)	34 (90)	44 (142)	
		34%	38%	31%	7%
Spanish	Mastering	7 (118)	1 (45)	6 (73)	
		6%	2%	8%	-6%
	Securing	38 (118)	12 (45)	26 (73)	
		32%	27%	36%	-9%
	Developing	61 (118)	27 (45)	34 (73)	
		52%	60%	47%	13%
	Acquiring	12 (118)	5 (45)	7 (73)	
		10%	11%	10%	1%
Art	Mastering	1 (230)	0 (85)	1 (145)	
		0%	0%	1%	-1%
	Securing	36 (230)	14 (85)	22 (145)	
		16%	16%	15%	1%
	Developing	137 (230)	53 (85)	84 (145)	
		60%	62%	58%	4%
	Acquiring	56 (230)	18 (85)	38 (145)	
		24%	21%	26%	-5%
Drama	Mastering	22 (218)	10 (79)	12 (139)	
		10%	13%	9%	4%
	Securing	82 (218)	20 (79)	62 (139)	
		38%	25%	45%	-20%
	Developing	83 (218)	40 (79)	43 (139)	
		38%	51%	31%	20%
	Acquiring	31 (218)	9 (79)	22 (139)	
		14%	11%	16%	-5%
Music	Mastering	33 (225)	7 (84)	26 (141)	
		15%	8%	18%	-10%
	Securing	89 (225)	24 (84)	65 (141)	
		40%	29%	46%	-17%
	Developing	85 (225)	45 (84)	40 (141)	
		38%	54%	28%	26%
	Acquiring	18 (225)	8 (84)	10 (141)	
		8%	10%	7%	3%
PE Practical	Mastering	2 (225)	1 (82)	1 (143)	
		1%	1%	1%	0%
	Securing	25 (225)	5 (82)	20 (143)	
		11%	6%	14%	-8%
	Developing	136 (225)	51 (82)	85 (143)	
		60%	62%	59%	3%
	Acquiring	62 (225)	25 (82)	37 (143)	
		28%	30%	26%	4%
PE Theory	Mastering	2 (225)	1 (82)	1 (143)	
		1%	1%	1%	0%
	Securing	20 (225)	4 (82)	16 (143)	
		9%	5%	11%	-6%
	Developing	130 (225)	43 (82)	87 (143)	
		58%	52%	61%	-9%
	Acquiring	73 (225)	34 (82)	39 (143)	
		32%	41%	27%	14%
Technology	Mastering	1 (232)	0 (88)	1 (144)	
		0%	0%	1%	-1%
	Securing	45 (232)	16 (88)	29 (144)	
		19%	18%	20%	-2%
	Developing	110 (232)	39 (88)	71 (144)	
		47%	44%	49%	-5%
	Acquiring	76 (232)	33 (88)	43 (144)	
		33%	38%	30%	8%

Year 9 Autumn 2024		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils	Year 9 Autumn 2024		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils
English	Mastering	1 (231)	1 (81)	0 (150)		English	Mastering	8 (226)	3 (71)	5 (155)	
		0%	1%	0%	1%			4%	4%	3%	1%
	Securing	103 (231)	32 (81)	71 (150)			Securing	122 (226)	28 (71)	94 (155)	
		45%	40%	47%	-7%			54%	39%	61%	-22%
	Developing	98 (231)	38 (81)	60 (150)			Developing	79 (226)	29 (71)	50 (155)	
	42%	47%	40%	7%		35%	41%	32%	9%		
Acquiring	29 (231)	10 (81)	19 (150)		Acquiring	17 (226)	11 (71)	6 (155)			
	13%	12%	13%	-1%		8%	15%	4%	11%		
Mathematics	Mastering	29 (238)	11 (84)	18 (154)		Mathematics	Mastering	38 (228)	7 (70)	31 (158)	
		12%	13%	12%	1%			17%	10%	20%	-10%
	Securing	112 (238)	29 (84)	83 (154)			Securing	94 (228)	29 (70)	65 (158)	
		47%	35%	54%	-19%			41%	41%	41%	0%
	Developing	76 (238)	29 (84)	47 (154)			Developing	77 (228)	21 (70)	56 (158)	
	32%	35%	31%	4%		34%	30%	35%	-5%		
Acquiring	21 (238)	15 (84)	6 (154)		Acquiring	19 (228)	13 (70)	6 (158)			
	9%	18%	4%	14%		8%	19%	4%	-15%		
Science	Mastering	12 (232)	5 (80)	7 (152)		Science	Mastering	13 (226)	4 (69)	9 (157)	
		5%	6%	5%	1%			6%	6%	6%	0%
	Securing	64 (232)	17 (80)	47 (152)			Securing	87 (226)	25 (69)	62 (157)	
		28%	21%	31%	-10%			38%	36%	39%	-3%
	Developing	89 (232)	27 (80)	62 (152)			Developing	92 (226)	30 (69)	62 (157)	
	38%	34%	41%	-7%		41%	43%	39%	4%		
Acquiring	67 (232)	31 (80)	36 (152)		Acquiring	34 (226)	10 (69)	24 (157)			
	29%	39%	24%	15%		15%	14%	15%	-1%		
Computer Science	Mastering	8 (227)	5 (80)	3 (147)		Computer Science	Mastering	13 (235)	6 (75)	7 (160)	
		4%	6%	2%	4%			6%	8%	4%	4%
	Securing	92 (227)	29 (80)	63 (147)			Securing	67 (235)	17 (75)	50 (160)	
		41%	36%	43%	-7%			29%	23%	31%	-8%
	Developing	81 (227)	24 (80)	57 (147)			Developing	85 (235)	27 (75)	58 (160)	
	36%	30%	39%	-9%		36%	36%	36%	0%		
Acquiring	46 (227)	22 (80)	24 (147)		Acquiring	70 (235)	25 (75)	45 (160)			
	20%	28%	16%	12%		30%	33%	28%	5%		
French	Mastering	21 (114)	8 (39)	13 (75)		French	Mastering	26 (109)	9 (32)	17 (77)	
		18%	21%	17%	4%			24%	28%	22%	6%
	Securing	50 (114)	16 (39)	34 (75)			Securing	50 (109)	15 (32)	35 (77)	
		44%	41%	45%	-4%			46%	47%	45%	2%
	Developing	35 (114)	11 (39)	24 (75)			Developing	30 (109)	7 (32)	23 (77)	
	31%	28%	32%	-4%		28%	22%	30%	-8%		
Acquiring	8 (114)	4 (39)	4 (75)		Acquiring	3 (109)	1 (32)	2 (77)			
	7%	10%	5%	5%		3%	3%	3%	0%		
Geography	Mastering	10 (229)	3 (82)	7 (147)		Geography	Mastering	10 (225)	2 (71)	8 (154)	
		4%	4%	5%	-1%			4%	3%	5%	-2%
	Securing	62 (229)	16 (82)	46 (147)			Securing	90 (225)	27 (71)	63 (154)	
		27%	20%	31%	-11%			40%	38%	41%	-3%
	Developing	100 (229)	36 (82)	64 (147)			Developing	99 (225)	28 (71)	71 (154)	
	44%	44%	44%	0%		44%	39%	46%	-7%		
Acquiring	57 (229)	27 (82)	30 (147)		Acquiring	26 (225)	14 (71)	12 (154)			
	25%	33%	20%	13%		12%	20%	8%	12%		
History	Mastering	14 (226)	4 (81)	10 (145)		History	Mastering	29 (223)	8 (69)	21 (154)	
		6%	5%	7%	-2%			13%	12%	14%	-2%
	Securing	109 (226)	30 (81)	79 (145)			Securing	99 (223)	26 (69)	73 (154)	
		48%	37%	54%	-17%			44%	38%	47%	-9%
	Developing	85 (226)	37 (81)	48 (145)			Developing	77 (223)	25 (69)	52 (154)	
	38%	46%	33%	13%		35%	36%	34%	2%		
Acquiring	18 (226)	10 (81)	8 (145)		Acquiring	18 (223)	10 (69)	8 (154)			
	8%	12%	6%	6%		8%	14%	5%	9%		
Spanish	Mastering	0 (103)	0 (33)	0 (70)		Spanish	Mastering	0 (99)	0 (26)	0 (73)	
		0%	0%	0%	0%			0%	0%	0%	0%
	Securing	10 (103)	4 (33)	6 (70)			Securing	35 (99)	5 (26)	30 (73)	
		10%	12%	9%	3%			35%	19%	41%	-22%
	Developing	50 (103)	12 (33)	38 (70)			Developing	48 (99)	12 (26)	36 (73)	
	49%	36%	54%	-18%		48%	46%	49%	-3%		
Acquiring	43 (103)	17 (33)	26 (70)		Acquiring	16 (99)	9 (26)	7 (73)			
	42%	52%	37%	15%		16%	35%	10%	25%		

Art	Mastering	8 (142)	2 (51)	6 (91)	-3%	Art	Mastering	5 (141)	2 (44)	3 (97)	2%
		6%	4%	7%				4%	5%	3%	
	Securing	29 (142)	11 (51)	18 (91)			Securing	37 (141)	5 (44)	32 (97)	-22%
		20%	22%	20%	2%			26%	11%	33%	
	Developing	44 (142)	16 (51)	28 (91)			Developing	42 (141)	14 (44)	28 (97)	
31%		31%	31%	0%	30%	32%		29%	3%		
Acquiring	61 (142)	22 (51)	39 (91)		Acquiring	57 (141)	23 (44)	34 (97)			
	43%	43%	43%	0%		40%	52%	35%	17%		
ASDAN	Mastering	0 (10)	0 (8)	0 (2)		ASDAN	Mastering	1 (10)	1 (8)	0 (2)	
		0%	0%	0%	0%			10%	13%	0%	13%
	Securing	1 (10)	1 (8)	0 (2)			Securing	4 (10)	3 (8)	1 (2)	
		10%	13%	0%	13%			40%	38%	50%	-12%
	Developing	9 (10)	7 (8)	2 (2)			Developing	5 (10)	4 (8)	1 (2)	
90%		88%	100%	-12%	50%	50%		50%	0%		
Acquiring	0 (10)	0 (8)	0 (2)		Acquiring	0 (10)	0 (8)	0 (2)			
	0%	0%	0%	0%		0%	0%	0%	0%		
Catering	Mastering	2 (163)	0 (59)	2 (104)		Catering	Mastering	9 (156)	1 (48)	8 (108)	
		1%	0%	2%	-2%			6%	2%	7%	-5%
	Securing	81 (163)	26 (59)	55 (104)			Securing	108 (156)	33 (48)	75 (108)	
		50%	44%	53%	-9%			69%	69%	69%	0%
	Developing	68 (163)	27 (59)	41 (104)			Developing	38 (156)	14 (48)	24 (108)	
42%		46%	39%	7%	24%	29%		22%	7%		
Acquiring	12 (163)	6 (59)	6 (104)		Acquiring	1 (156)	0 (48)	1 (108)			
	7%	10%	6%	4%		1%	0%	1%	-1%		
D & T	Mastering	0 (121)	0 (41)	0 (80)		D & T	Mastering	0 (115)	0 (36)	0 (79)	
		0%	0%	0%	0%			0%	0%	0%	0%
	Securing	30 (121)	5 (41)	25 (80)			Securing	24 (115)	4 (36)	20 (79)	
		25%	12%	31%	-19%			21%	11%	25%	-14%
	Developing	55 (121)	19 (41)	36 (80)			Developing	59 (115)	15 (36)	44 (79)	
45%		46%	45%	1%	51%	42%		56%	-14%		
Acquiring	36 (121)	17 (41)	19 (80)		Acquiring	32 (115)	17 (36)	15 (79)			
	30%	41%	24%	17%		28%	47%	19%	28%		
Drama	Mastering	2 (68)	1 (23)	1 (45)		Drama	Mastering	5 (67)	1 (19)	4 (48)	
		3%	4%	2%	2%			7%	5%	8%	-3%
	Securing	26 (68)	8 (23)	18 (45)			Securing	35 (67)	11 (19)	24 (48)	
		38%	35%	40%	-5%			52%	58%	50%	8%
	Developing	38 (68)	13 (23)	25 (45)			Developing	25 (67)	7 (19)	18 (48)	
56%		57%	56%	1%	37%	37%		38%	-1%		
Acquiring	2 (68)	1 (23)	1 (45)		Acquiring	2 (67)	0 (19)	2 (48)			
	3%	4%	2%	2%		3%	0%	4%	-4%		
Government & Pol	Mastering	5 (222)	2 (78)	3 (144)		Government & Pol	Mastering	8 (213)	2 (62)	6 (151)	
		2%	3%	2%	1%			4%	3%	4%	-1%
	Securing	68 (222)	19 (78)	49 (144)			Securing	99 (213)	26 (62)	73 (151)	
		31%	24%	34%	-10%			46%	42%	48%	-6%
	Developing	106 (222)	34 (78)	72 (144)			Developing	82 (213)	25 (62)	57 (151)	
48%		44%	50%	-6%	38%	40%		38%	2%		
Acquiring	43 (222)	23 (78)	20 (144)		Acquiring	24 (213)	9 (62)	15 (151)			
	19%	29%	14%	15%		11%	15%	10%	5%		
Music	Mastering	8 (121)	1 (37)	7 (84)		Music	Mastering	9 (123)	2 (33)	7 (90)	
		7%	3%	8%	-5%			7%	6%	8%	-2%
	Securing	44 (121)	11 (37)	33 (84)			Securing	45 (123)	9 (33)	36 (90)	
		36%	30%	39%	-9%			37%	27%	40%	-13%
	Developing	63 (121)	22 (37)	41 (84)			Developing	56 (123)	17 (33)	39 (90)	
52%		59%	49%	10%	46%	52%		43%	9%		
Acquiring	6 (121)	3 (37)	3 (84)		Acquiring	13 (123)	5 (33)	8 (90)			
	5%	8%	4%	4%		11%	15%	9%	6%		
PE Practical	Mastering	4 (220)	1 (79)	3 (141)		PE Practical	Mastering	1 (209)	0 (62)	1 (147)	
		2%	1%	2%	-1%			0%	0%	1%	-1%
	Securing	36 (220)	8 (79)	28 (141)			Securing	62 (209)	20 (62)	42 (147)	
		16%	10%	20%	-10%			30%	32%	29%	3%
	Developing	122 (220)	43 (79)	79 (141)			Developing	107 (209)	29 (62)	78 (147)	
55%		54%	56%	-2%	51%	47%		53%	-6%		
Acquiring	58 (220)	27 (79)	31 (141)		Acquiring	39 (209)	13 (62)	26 (147)			
	26%	34%	22%	12%		19%	21%	18%	3%		
PE Theory	Mastering	4 (219)	0 (78)	4 (141)		PE Theory	Mastering	1 (209)	0 (62)	1 (147)	
		2%	0%	3%	-3%			0%	0%	1%	-1%
	Securing	37 (219)	10 (78)	27 (141)			Securing	60 (209)	19 (62)	41 (147)	
		17%	13%	19%	-6%			29%	31%	28%	3%
	Developing	103 (219)	33 (78)	70 (141)			Developing	103 (209)	27 (62)	76 (147)	
47%		42%	50%	-8%	49%	44%		52%	-8%		
Acquiring	75 (219)	35 (78)	40 (141)		Acquiring	45 (209)	16 (62)	29 (147)			
	34%	45%	28%	17%		22%	26%	20%	6%		
Textiles	Mastering	0 (68)	0 (26)	0 (42)		Textiles	Mastering	0 (63)	0 (23)	0 (40)	
		0%	0%	0%	0%			0%	0%	0%	0%
	Securing	0 (68)	0 (26)	0 (42)			Securing	18 (63)	8 (23)	10 (40)	
		0%	0%	0%	0%			29%	35%	25%	10%
	Developing	21 (68)	9 (26)	12 (42)			Developing	33 (63)	10 (23)	23 (40)	
31%		35%	29%	6%	52%	43%		58%	-15%		
Acquiring	47 (68)	17 (26)	30 (42)		Acquiring	12 (63)	5 (23)	7 (40)			
	69%	65%	71%	-6%		19%	22%	18%	4%		

Autumn Term 2024		Pupil Premium	Non-Pupil Premium	Spring Term 2025		Pupil Premium	Non-Pupil Premium
English Language	Total	51	171	English Language	Total	51	168
	4+	35%	46%		4+	35%	50%
	5+	10%	17%		5+	16%	32%
	7+	2%	0%		7+	2%	1%
English Literature	Total	60	175	English Literature	Total	59	170
	4+	32%	49%		4+	32%	52%
	5+	13%	22%		5+	12%	28%
	7+	0%	0%		7+	0%	0%
Mathematics	Total	60	176	Mathematics	Total	61	174
	4+	12%	27%		4+	15%	38%
	5+	2%	16%		5+	7%	20%
	7+	0%	1%		7+	0%	2%
English & Mathematics	Total	60	178	English & Mathematics	Total	61	174
	4+	7%	24%		4+	10%	33%
	5+	2%	11%		5+	5%	16%
	7+	0%	0%		7+	0%	1%
Science Combined	Total	46	148	Science Combined	Total	47	144
	4+	15%	14%		4+	17%	25%
	5+	2%	0%		5+	6%	6%
	7+	0%	0%		7+	0%	0%
Biology	Total	5	25	Biology	Total	5	25
	4+	80%	92%		4+	100%	96%
	5+	40%	80%		5+	40%	80%
	7+	0%	24%		7+	0%	36%
Chemistry	Total	5	25	Chemistry	Total	5	25
	4+	100%	100%		4+	100%	100%
	5+	40%	92%		5+	80%	100%
	7+	0%	36%		7+	40%	52%
Physics	Total	5	25	Physics	Total	5	25
	4+	80%	100%		4+	100%	100%
	5+	40%	52%		5+	100%	96%
	7+	0%	28%		7+	20%	52%
Computer Science	Total	16	64	Computer Science	Total	17	63
	4+	44%	81%		4+	47%	84%
	5+	25%	63%		5+	41%	71%
	7+	13%	33%		7+	18%	38%
French	Total	5	28	French	Total	4	28
	4+	0%	0%		4+	0%	0%
	5+	0%	0%		5+	0%	0%
	7+	0%	0%		7+	0%	0%
Geography	Total	11	44	Geography	Total	13	40
	4+	18%	48%		4+	15%	35%
	5+	9%	30%		5+	15%	18%
	7+	0%	2%		7+	0%	8%

History	Total	22	94	History	Total	23	90
	4+	14%	41%		4+	17%	43%
	5+	5%	13%		5+	4%	20%
	7+	0%	0%		7+	0%	0%
Spanish	Total	8	32	Spanish	Total	7	33
	4+	0%	25%		4+	14%	42%
	5+	0%	6%		5+	0%	12%
	7+	0%	0%		7+	0%	0%
Art	Total	7	25	Art	Total	7	23
	4+	29%	36%		4+	29%	61%
	5+	14%	16%		5+	29%	35%
	7+	0%	0%		7+	14%	4%
Child Development	Total	29	38	Child Development	Total	29	35
	4+	66%	76%		4+	83%	94%
	5+	3%	5%		5+	7%	11%
	7+	0%	0%		7+	0%	0%
Citizenship	Total	11	47	Citizenship	Total	12	46
	4+	36%	36%		4+	42%	46%
	5+	0%	6%		5+	8%	26%
	7+	0%	0%		7+	0%	0%
Creative Media	Total	9	23	Creative Media	Total	9	24
	4+	44%	39%		4+	22%	54%
	5+	11%	9%		5+	0%	4%
	7+	0%	0%		7+	0%	0%
Creative & Technical Enterprise	Total	11	35	Creative & Technical Enterprise	Total	12	34
	4+	18%	51%		4+	25%	56%
	5+	9%	26%		5+	8%	29%
	7+	9%	14%		7+	8%	18%
Drama	Total	4	14	Drama	Total	5	12
	4+	0%	21%		4+	40%	67%
	5+	0%	7%		5+	40%	25%
	7+	0%	0%		7+	0%	8%
Design & Technology	Total	12	33	Design & Technology	Total	11	34
	4+	0%	0%		4+	9%	3%
	5+	0%	0%		5+	0%	0%
	7+	0%	0%		7+	0%	0%
Hospitality & Catering	Total	21	46	Hospitality & Catering	Total	20	45
	4+	24%	20%		4+	5%	20%
	5+	5%	0%		5+	0%	2%
	7+	0%	0%		7+	0%	0%
Music	Total	5	13	Music	Total	6	12
	4+	20%	0%		4+	17%	8%
	5+	0%	0%		5+	0%	0%
	7+	0%	0%		7+	0%	0%
Psychology	Total	8	41	Psychology	Total	9	39
	4+	63%	73%		4+	56%	69%
	5+	13%	34%		5+	44%	46%
	7+	0%	0%		7+	0%	10%
Photography	Total	8	24	Photography	Total	8	22
	4+	0%	8%		4+	0%	5%
	5+	0%	0%		5+	0%	0%
	7+	0%	0%		7+	0%	0%
Sport	Total	12	54	Sport	Total	12	55
	4+	67%	43%		4+	67%	51%
	5+	0%	2%		5+	8%	4%
	7+	0%	0%		7+	0%	0%

A focus group was created which consisted of those disadvantaged year 11 students who had achieved four or more grade 3 results in their autumn mock exams across all subject areas. Working with the data team, the following personalised mentoring interventions was put in place in the spring term to support individual students in this group with the intention of turning the grade 3s into grade 4s in the summer term GCSE exam period.

Here is a summary of the interventions that were put in place:

Year 11 Pupil Premium Interventions February 2025

All these students are currently sitting on grade 3s from the autumn mocks

Student 1 (5 grade 3s)

- Has had Maths and Science mentoring
- Needs English mentoring
- Will attend Spanish after school booster sessions with AFY
- Catching up on Textiles coursework in her free PE, I-Futures & CD lessons

Student 2 (4 grade 3s)

- Has had Maths mentoring
- Needs English mentoring
- Currently attending English after school booster sessions
- Needs to start attending Geog booster sessions with TBL

Student 3 (4 grade 3s)

- Has had English & Science mentoring
- Needs to attend booster sessions in Citizenship

Student 4 (5 grade 3s)

- Has had Maths mentoring
- Needs Science and Maths mentoring

Student 5 (4 grade 3s)

- Has had Maths mentoring
- Needs to have Science mentoring
- Needs to start attending Geog booster sessions with TBL
- Currently attending D & T booster sessions

Student 6 (4 grade 3s)

- Has had Maths mentoring
- Needs to have Science mentoring
- Needs to start attending History & Citizenship booster sessions after school

Student 7 (6 grade 3s)

- Has had Science mentoring
- Needs to have Maths & English mentoring
- Needs to start attending Geography & Citizenship booster sessions after school

Year 11 GCSE Results Summer 2025 – Headlines

Year 11 GCSE Results Summer 2025 – Headlines

Whole school Attainment 8 was **34.30**
Pupil Premium Attainment 8 was **27.15**

Whole School

English & Maths Threshold 4+ **41%** vs 2024 GCSE of **54%** (2024 National Average 65%)
English & Maths Threshold 5+ **21%** vs 2024 GCSE of **24%** (2024 National Average 45%)

English 4+ **51%** vs 2024 GCSE of **61%** (2024 National Average 75%)
English 5+ **34%** vs 2024 GCSE of **42%** (2024 National Average 61%)

Mathematics 4+ **50%** vs 2024 GCSE of **62%** (2024 National Average 70%)
Mathematics 4+ **26%** vs 2024 GCSE of **33%** (2024 National Average 51%)

Pupil Premium

English & Maths Threshold 4+ **22%** vs 2024 GCSE of **41%** (2024 National Like-for-like Average 43%)
English & Maths Threshold 5+ **14%** vs 2024 GCSE of **13%** (2024 National Like-for-like Average 26%)

English 4+ **35%** vs 2024 GCSE of **49%** (2024 National Like-for-like Average 56%)
English 5+ **26%** vs 2024 GCSE of **29%** (2024 National Like-for-like Average 41%)

Mathematics 4+ **29%** vs 2024 GCSE of **48%** (2024 National Like-for-like Average 49%)
Mathematics 4+ **17%** vs 2024 GCSE of **22%** (2024 National Like-for-like Average 31%)

Hover Support Coeducation

All Equity pathway classes are covered with hover support education for English, maths and science. All EHCP students have cover in English, maths and science, unless they are in top set. Pupils with an EHCP are covered for some non-core subjects, focusing on high literacy demand first(history/geography) in line with their access arrangement entitlements. If a SEN support or Pupil Premium pupil are in a class with an EHCP student, then they will benefit from hover support too. Co-educators work closely on a one-to-one with specific Pupil Premium and EAL pupils. There are some interventions that happen on a 1:1 basis with PP students. LKG is currently working closely with the EAL students on a 1:1 or in a small group so it might be useful to speak to her about this.

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

Access Centre – targeted support

Access Centre

The Access Centre is open at break time and lunch time every day. A significant number of disadvantaged pupils use this facility where they can complete homework, socialise, play a variety of games and/or just relax in a safe, warm, and supportive environment.

Inclusion AC Tutor Group

There are currently 22 pupils in the Inclusion AC tutor group across years 7-10, of which 66% are disadvantaged pupils. Emma Elven is the Inclusion AC tutor and in tutor time pupils work on a range of targeted interventions including *Time to Talk*, *DEAR time* (Drop Everything and Read), homework support and social communication skills.

Access Centre Homework club

Pupils are encouraged to read or complete homework in the Access Centre homework club and there are specifically trained staff to support with this on a one-to-one basis. At least 35% of pupils attending are disadvantaged pupils.

Precision Monitoring

We offer precision monitoring for reading and spelling and this is identified on pupil's EHCPs.

Lego Therapy, Social Skills & Zones of Regulation Interventions

Lego therapy, Social Skills and Zones of Regulation interventions take place with specific EHCP students.

Handwriting Intervention

Handwriting booklets are sent home for students to do as homework.

Co-educators are trained and their skills set updated.

English and Maths Small Group Tuition

English Group and 121 Tuition

Emma Cooper delivers English interventions with specific disadvantaged pupils. The interventions include 240 high frequency words, reading precision monitoring, spelling precision monitoring, comprehension, touch typing, phonics and alphabet basics. Record books show evidence of impact over time.

Emma also delivers *Thinking Reading* along with Jo Sealy and Anna Marsal, for students with a low reading age.

Maths Small Group Tuition

Sarah Ross delivers small group maths tuition with specific year 7 disadvantaged pupils based on their data and specific individual learning needs. Groups of pupils are created through the HoD and the data team and there are records showing evidence of impact over time. The Maths department also organised two Maths Bootcamp workshop events (one Foundation, one Higher) which many disadvantaged pupils attended.

Targeted Interventions Team

IDL Literacy & IDL Numeracy Intervention

The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those pupils with dyslexia and is used as an intervention, but it can also be used effectively as a school wide literacy solution. Over the last 40 years numerous research studies have shown that IDL literacy is a proven solution for increasing the reading and spelling ability of pupils with dyslexia and other learning difficulties, including dyspraxia and Meares-Irlen Syndrome, by an average of 11 months after just 26 hours of use.

At Passmores Academy, IDL Literacy & Numeracy is delivered through individual personalised lessons, with co-educator support. Data showing the pupils identified for the intervention accompanied with an analysis impact report of their progress is available from the SENCO and Inclusion team. Here is an overview of the key headlines:

Year 7 IDL Headline Data

Key:

Below 70, Much below average

70 – 84, Below average

85 – 94, Low average

95 – 105, Average

106 – 115, High average

116 – 130, Above average

131+, Much above average

Sept 24: 1 student is much below; 31 are below.

April 25: 1 student is much below; 9 are below; 22 are low average.

Every student has made progress against national data, with an average standardised score gain of 7.16.

There was high engagement with this intervention, with 23 students completing over 50 tasks, and 14 over 100.

Year 8 IDL Headline Data

The literacy data shows 11/12 students making progress. The one that did not progress is our student going through regression as part of Down Syndrome and in going through medical investigation and treatments. Progress ranged from +4months to +2years 8months. Three students in total made more than a year's progress – 1Y2m, 2Y0M and 2Y8M. The mean for the rest of the group was 5.8 months.

Reading & Literacy Interventions

Reading interventions are in place following screening using NGRT, WRAT V, IDL and The Learning Profile: Thinking Reading 47 students. IDL Literacy and Catch-up Literacy are used with students in year groups that are not currently completing Thinking Reading. 32 students (IDL); 20 students (Catch up).

Fresh Start Year 7 - Nurture group. This is a programme that teaches phonemes/graphemes to students who have significant literacy delay.

Key Stage 3 Phonics – Year 7 Nurture group.

Year 9 guided reading whole-class initiative – students have worked through two texts and around 100 questions each.

Year 8 guided reading targeted intervention – 48 students, whose CA-RA is between -35m and – 9m.

Thinking Reading Intervention

- 57 eligible – 3 off roll (one complete); 10 to start. Predominant focus on students in years 9 and 10.
- 38 now in the 'acceptable' reading range for no longer needing the programme; 8 continuing.
- Probe confirms 26/26 have improved to standard required; NGRT confirm 17/22 tested have done so.
- Average NGRT uplift per student: 4y5m.

The *Thinking Reading* intervention, led by Mr. King, targeted students across years 8-11 in 2024-25, with a high proportion of disadvantaged pupils involved. Here is the data for the end of the summer term 2025.

Surname	Year	Pupil Premium	Test Difference (CA-RA)	Test Difference (CA-RA)	Start Date	Test date	Latest Reading Level	Difference CA-Reading Level	Exit PROBE Difference CA-RA	Exit Screen 2 Difference CA-RA	Exit Screen 2 Difference to Pre-Test (Y&M)
Student 1	10	y	-6.83	-7.5	15/11/2024	19/12/2024	8.5	-6.4			
Student 2	10	y	-5.83	-8.8	10/09/2024	12/06/2025	10.0	-5.3			
Student 3	9	y	-6.2	-6.5	20/11/2023	23/01/2024	8.5	-4			
Student 4	10	y	-6.17	-5.7	09/01/2025	10/06/2025	11.0	-3.8			
Student 5	7	n	-4.67	-4.7	08/05/2025	06/06/2025	9.0	-3.7			
Student 6	10	y	-5.95	-6.5	01/11/2024	15/05/2025	12	-3.7			
Student 7	10	y	-7.003333333		15/01/2025	08/05/2025	12.0	-2.9			
Student 8	10	y	-6.82	-5.7	45677.0	11/06/2025	12	-2.9			
Student 9	11	y	-2.1	-5.9	07/04/2024	10/07/2024	13.0	-2.7			
Student 10	9	y	-4.9	-3.5	22/01/2024	10/10/2024	11.0	-2.4			
Student 11	10	y	-3.92	-4.8	05/12/2024	17/12/2024	12.0	-2.3	0.6	-2.3	0.07
Student 12	9	y	-5.1		09/02/2024	21/11/2024	11.0	-2.3	0.0	0.5	6.03
Student 13	11	y	-5.5		01/07/2024	18/07/2024	13.0	-2.3			
Student 14	10	n	-3.34	-2.2	02/02/2025	22/05/2025	13.0	-2			
Student 15	9	n	-3.2	-4.8	02/10/2023	21/11/2023	12.0	-1.1	0.4	2.4	5.5
Student 16	9	y	-2.0	-2.0	30/10/2023	22/01/2024	12.0	-1.1	0.9	3.0	7.09
Student 17	9	y	-3.9		30/10/2023	21/11/2023	12.0	-0.9	0.1	-1.9	1.02
Student 18	9	y	-2.7	-4.0	28/09/2023	15/12/2023	12.0	-0.9	0.6	4.1	8.5
Student 19	10	y	-3.76	-3.5	05/12/2024	18/12/2024	14.0	-0.9			
Student 20	10	y	-4.42	-2.2	10/01/2025	21/03/2025	14.0	-0.8	0.2	-2.8	2.04
Student 21	9	n	-3.5	-4.7	04/10/2023	23/11/2023	12.0	-0.8	0.7	3.2	5.57
Student 22	10	y	-6.3	-4.2	09/09/2024	08/05/2025	15.0	-0.5	0.0		
Student 23	9	y	-3.3	-2.6	02/10/2023	19/01/2024	12.0	-0.4	1.1	-2.4	1.55
Student 24	9	y	-4.4	-3.7	13/11/2023	18/03/2024	13.0	-0.4			
Student 25	9	y	-4.9	-5.8	07/11/2023	22/10/2024	13.0	-0.3			
Student 26	11	y	-7.7	-3.3	20/06/2024	10/07/2024	15.0	-0.3	-0.3	-0.2	3.56
Student 27	9	y	-4.4	-6.2	12/01/2024	24/05/2024	13.0	-0.2	0.8	-4.2	0.05
Student 28	9	y	-2.4	-2.7	25/09/2023	22/03/2024	13.0	-0.2	0.3	0.7	7.03
Student 29	10	n	-6.216666667	-7.0	04/06/2024	27/03/2025	15.0	-0.1		-1.2	6.5
Student 30	9	n	-4.8	-4.3	02/01/1900	22/03/2024	13.0	-0.1	0.4	0.8	8.53
Student 32	9	y	-4.6	-2.0	02/10/2023	18/12/2023	13.0	0	0.5	4.0	8
Student 33	9	y	-4.3		08/01/2024	19/04/2024	13.0	0.1	1.6	-2.9	0.58
Student 34	10	y	-5.34	-4.1	30/01/2025	10/06/2025	15.5	0.2			
Student 35	10	n	-3.916666667	-3.4	01/12/2024	11/06/2025	15.0	0.2			
Student 36	10	y	-6.7	-7.7	08/09/2024	08/11/2024	15.0	0.3	0.3		
Student 37	10	y	-4.50	-3.4	05/12/2024	08/05/2025	15.0	0.3	-0.3		
Student 38	10	y	-4.42	-6.2	10/02/2025	15/05/2025	16.0	0.4	-0.1		
Student 39	9	y	-1.83	-7.7	31/03/2025	05/05/2025	15.0	0.5	0.4		
Student 40	10	y	-4.59	-4.5	10/09/2024	17/10/2024	15.0	0.6	0.6	-3.4	-1
Student 41	11	y	-3.7	-5.4	25/04/2024	21/06/2024	16.0	0.9	-0.1	1.9	6
Student 42	10	y	-3.92	-5.6	15/11/2024	03/04/2025	16.0	1.3	0.3	-0.7	5.5
Student 43	10	y	-4.6	-3.8	12/09/2024	15/11/2024	16.0	1.7	1.1	2.5	8

Key to Data:

- J and R are baseline tests
- Ag is where they are at now according to the TR test data
- AH is what their reading deficit now is
- AP is where they are now according to a phonics probe
- AZ is their growth when retested

So,
AZ is most reliable data (it is for students who have completed the programme)
Then,
Ap - their new phonics age (normed against their chronological age)
Then,
AY - The programme data

Accelerated Reader Programme Literacy Intervention

The Accelerated Reader Programme (known to the students as “AR” in lessons) has been running as part of the lesson structures in the English lessons.

On a weekly basis, all lessons in years 7 & 8 have an Accelerated Reader focus (usually at the start of the lesson) where the students read as part of the AR programme. Reading is either completed individually and/ or supporting adult in the classroom. Once the students have completed reading their books from the AR library in the English wing, they complete a comprehension test relating to the book. All students are encouraged to achieve the highest score possible; they can access the test multiple times before moving on to a new book. The new level of book is determined by the test score.

Alongside the in-class reading strategy, the students have sat 3 STAR Assessment tests to track their reading ages over the course of the year. The tests provide important information relating to

- a. their reading progress
- b. where the teacher needs to focus more targeted intervention in lessons or direct support for the student in the lessons.

The Accelerated Reading Programme is a successful reading program at Passmores Academy, and we will continue it in the new academic year.

KS3 Literacy (Books) Intervention

This year the English department have continued to support our students by subscribing to Book Buzz – a popular and very successful initiative.

Students were presented with a selection of books from the teen range which covered a range of genres, topics and authors. All the books sent to the school from Book Buzz have been carefully selected by a panel of experts to ensure quality, suitability and to encourage reading for pleasure. This opportunity has given all students, including our disadvantaged students, the opportunity to have a new book release – this is something all families benefit from, given the current economic climate. This initiative has supported the school's reading focus – Thinking Reading as well as the Accelerated Reader Programme

Homework Club & Youth Club

The whole school homework study club usually takes place every weekday from 3.15pm-4.15pm in a specialised computer room. Supervised by a range of staff, disadvantaged pupils and their peers are welcome to attend and use the facilities that they may not have access to at home including the computers, printing facilities and internet access. Several departments also run their own homework study clubs after school which are accessible for disadvantaged pupils.

The Passmores Youth Club is led by Mr. Owens and takes place on Tuesdays from 3.10pm-4.15pm. The youth club aims to support student's social skills, encourage team playing and to develop student's imagination, dexterity, physical, cognitive and emotional strength. The activities available include board games, snooker, pool, table tennis and group community fun games. The percentage of students that attend who are disadvantaged is 35%.

Music Tuition Subsidies for Disadvantaged Pupils

Passmores Academy continues to offer instrumental and vocal lessons through the Passmores Academy Music School to pupils in receipt of Pupil Premium funding across all year groups. The lessons are 15 or 30 minutes long and are on a one-to-one basis on Tuesday evenings and are delivered by fully qualified, professional peripatetic teachers.

The music school is nearly fully subscribed with waiting lists on some instruments, and the number of disadvantaged pupils either continuing or taking up music tuition has remained consistent over the last academic year. Every term letters are sent out to parents/carers advertising the music school and what it offers.

In the summer term 2025, 33 people were having music tuition through the Passmores Academy music school. Most of these lessons are double lessons and last for 30 minutes. Out of these, 25 were Passmores Academy pupils which is 76% of those attending the music school. Out of these 25 pupils, 12 are disadvantaged pupils and 13 are non-disadvantaged pupils. Therefore, 48% of Passmores Academy pupils receiving instrumental or vocal tuition at the Passmores Academy music school are disadvantaged. This is significantly above the percentage of disadvantaged pupils on roll.

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

Behaviour mentoring

The DEN

The DEN staff lead on behaviour mentoring and support disadvantaged pupils and their peers across the whole school in terms of their behaviour; social and emotional mental health (SEMH); and well-being.

The DEN Tutor Group

The DEN small tutor group is delivered by the DEN team with the main purpose to:

- Provide a positive encounter for the tutees to have a positive day.
- Help organise students with equipment, planners, PE kit etc.
- Establish trusting relationships and forge good links with the DEN Team.
- Give tutees certain concessions but explain that they are expected to follow school rules.
- Model excellent uniform standards and a positive attitude.
- Encourage and improve good attendance and behaviour.
- Encourage independence.
- Encourage tolerance and kindness around school and especially within the tutor group.
- Return tutees to their original tutor groups when the time is right.

Targeted Counselling & Mentoring Support

Counselling

We buy in 15 hours a week (3 days) from YCT counselling support (summer term only).

We buy in 4 hours (1 day) a week from *Harbour Counselling* - a company that is used by our primaries as well as us.

Mentoring

We employ Karen Morris 5 hours a week (1 day) and Pauline Collins 5 hours a week (1 day) to provide mentoring support. We also have an Educational Mental Health Practitioner from *MIND* who provides support for pupils one day a week.

Mentoring for LAC & PLAC Pupils

An overview of supporting LAC and PLAC pupils in terms of mentoring/counselling (behavioural and/or academic), 2024-25

Molly Howard is LAC & PLAC lead throughout the whole school. There have been many interventions with looked after and previously looked after students this year. These include mentoring (can be daily or half termly depending on their need), targeted social skills mentoring, internal counselling, *Harbour Counselling* (external), music lessons (piano, guitar, music technology), music therapy, rising futures laptop/laptop repair, social skills intervention, zones of regulation, IDL literacy/numeracy, Lego intervention, fidget toys, additional textbooks, bilingual dictionaries, EAL specialist small group work and 1:1, English 1:1 tuition, *Ed Class* tutoring, alternative education placements (*Parringdon*), STEP Team interventions, *The Goodman Project*, Fire Break Transport/Support intervention, daily *Meet and Greets*, *MIND*, inclusion tutor group, STEP team tutor group, STEP team interventions, Hub staff support, Access Centre time, Den support, Time Out Passes/Leave Early Passes/Toilet Passes and Access Centre passes.

Each LAC & PLAC pupil is supported in an individualised bespoke way. Academic progress and mental health are monitored by MHD and where there is a need, an intervention or support is put in place. Regular contact with teachers and pastoral staff ensures that any issues are shared with MHD and tackled. The students also raise any issues in mentoring sessions where they are dealt with, if possible, by MHD. MHD provides each student with a safe place to go should they require extra support.

Attendance Intervention – targeted attendance support

Jo Connolly is the senior leader responsible for the strategic approach to attendance. She is supported by Lorna Brown who is the Attendance & Family Liaison Officer. Data is used to monitor, identify and support individual pupils or groups of pupils, including disadvantaged pupils, when their attendance needs to improve.

Persistently absent pupils are tracked and monitored carefully. This is combined with academic tracking as increased absence affects attainment. Collaborative work with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe occurs regularly. Transition between Year 6 to 7 is a particular focus for 2025-26.

In line with the new DfE Guidance on Improving School Attendance, Passmores have a whole school approach with regards to attendance, and have a “Support First” strategy, to work collaboratively to identify any barriers and implement appropriate support plans, to improve school attendance.

Referrals are made to various organisations, as appropriate, in order to support pupil’s and their families, to address barriers. Referrals/signposting have included: Children & Family Hub, Affinity programme, Power project, numerous Counselling/bereavement Services, Mentoring and The Community Hub.

Financial Hardship Fund

Pupil Premium funds from the financial Hardship Fund are used to enable disadvantaged pupils to attend school trips and enrichment activities that their families would otherwise not have been able to afford. In 2024-25, disadvantaged pupils were given the opportunity to attend the following trips in line with their peers:

Harlow Playhouse (20th September), Botanic Gardens (8th October), ABBA Voyage (10th October), Harry Potter Studio (14th October), Operation Mincemeat (15th October), Rising Futures Into the Wild (26th November), Dick Whittington Harlow Playhouse (6th December), Cinema Trip (11th December), Rising Futures World at Work (14th January), Victoria & Albert Museum (4th February), St. Giles Trust Playhouse Event (12th February), Wicked (12th February), Poetry Live (27th February), Photography exam trip to London (5th March), Paris (8th March), Alterations National Theatre (19th March), Maths Booster Day (24th-27th March), Duke of Edinburgh Award Bronze Expedition Practice (26th April), Duke of Edinburgh Award Silver Expedition Practice (16th May), Walton-on-the-Naze (5th June), Duke of Edinburgh Silver Assessment (7th June), Duke of Edinburgh Bronze Assessment (14th June), East Mersea Residential (22nd June), Houses of Parliament (1st July), Freud Museum (1st July), Photography trip to London (7th July), Regents Park Noughts and Crosses (18th July).

The financial Hardship Fund has also been used to purchase a range of items for pupils of disadvantaged families that are struggling financially. In 2024-25 these items have included school uniform, school shoes, PE kit, stationary, bus passes, food technology ingredients, revision guides, textbooks, fiction books, dictionaries, calculators, bilingual dictionaries, art equipment and food items.

Rising Futures National Citizen Service course

Rising Futures is an award-winning programme run by *Yes Futures*. It is an educational charity which supports students to develop their skills for success both in the classroom and beyond. It focuses on developing pupil's *Talents* including confidence, resilience, self-awareness and communication skills. David Butler co-ordinates the *Rising Futures* programme at school and liaises with the Rising Futures Programme manager lead. At Passmores Academy, pupils who take part in the programme are all year 10 disadvantaged pupils, selected from their data and specific individualised needs. From September 2024 to February 2024, 18 disadvantaged year 10 pupils successfully participated in and graduated from the programme.

The *Rising Futures* programme consists of a welcome session, five one-to-one online coaching sessions, a *World at Work* trip, a one- day *Into the Wild* residential adventure trip, a period of self-coaching and a graduation ceremony. On completion of the *Rising Futures* programme the school receives an overview *Impact Summary* report for each cohort and detailed individual student *Impact Reports*, both of which demonstrate the positive impact of the programme in terms of pupil confidence, resilience, self-awareness and communication skills. Here is the most impact data for 2024-25:

We also gathered students' feedback on a broader range of key outcomes:



94% students felt more prepared for the future



89% students felt they have skills that are valuable to others



94% students have a better idea about future opportunities

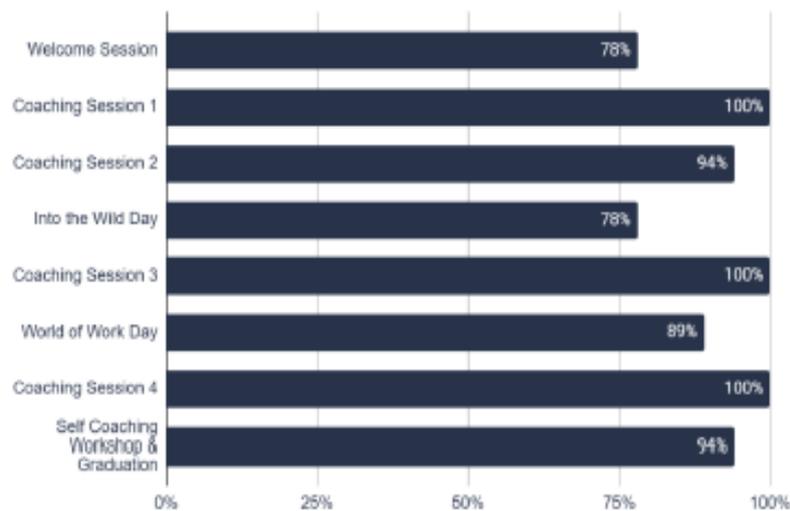


76% students feel the programme has made a positive difference to them

89% of students feel more motivated to achieve at school

Student Attendance

Overall student attendance was 92%. The chart below shows the attendance for each session.



Student Feedback

Throughout the programme students have used Yes Futures' award-winning Talent Toolbox to document experiences and skills developed during the programme. Based on students' self-evidenced scoring:

72%

students had increased their **confidence**

78%

students had increased their **resilience**

56%

students had increased their **communication**

78%

students had increased their **self-awareness**

94% of students improved in at least one Talent area.

Student Qualitative Feedback

We asked students how they would describe the programme:



Many pupils who successfully graduate through the *Rising Futures* programme also show an improvement in both their school attendance and academic progress over time. The data below shows that 72% of the 2024-25 *Rising Futures* cohort improved their average attitude to learning score from the autumn term to the spring term.

Surname Forename	Reg	Sex	SEN	EAL	PP	PLAC	Autumn A2L Average	Spring A2L Average
Student 1	U1 MMY	M	K	N	Y		0.60	0.80
Student 2	L3 THR	F	K	N	Y		0.38	0.38
Student 3	L7 AFY	F		N	N		0.33	0.78
Student 4	L2 JGR	F	N	N	Y		0.60	0.64
Student 5	G5 CBS	F		N	Y		0.30	0.50
Student 6	D4 MGD	F		N	Y		0.44	0.78
Student 7	U3 JKG	F		Y	Y		0.18	0.73
Student 8	D6 KGR	F	E	N	Y		1.14	1.29
Student 9	G1 LFC	M		N	Y		0.50	0.50
Student 10	D2 CLN	M	K	N	N	Y	0.10	0.80
Student 11	D4 MGD	F		N	Y		0.40	0.80
Student 12	U7 TME	F		N	Y		0.20	0.60
Student 13	G2 SRS	F		N	Y		0.55	1.00

Extra-Curricular Clubs & Activities

At Passmores Academy disadvantaged pupils have the same opportunities to participate in the extra-curricular programme as their peers. Disadvantaged pupils are encouraged to take extra-curricular enrichment opportunities to raise their aspirations and develop their confidence, self-esteem, specialist skills and general contribution to the school, local and wider community. From the autumn term 2024 we offered the following extra-curricular clubs and activities:

3D Design Catch up Friday (2024/2025)
3D Design Catch up Wednesday (2024/2025)
3D Design Support Session Thursday (2024/2025)
3D Design Support Session Tuesday (2024/2025)
African Drumming (Wednesday) (2024/2025)
Art GCSE Support Thursday (2024/2025)
Badminton Tuesday (2024/2025)
Basketball - Wednesday (2024/2025)
Book Club Thursday (2024/2025)
Boys Basketball (Tuesday) (2024/2025)
Boys Football (2024/2025)
Boys Football (Wednesday) (2024/2025)
Boys Futsal (Thursday) (2024/2025)
BTEC Coursework Catch up and Revision Friday (2024/2025)
Child Development (2024/2025)
D&T Design Support Session Tuesday (2024/2025)
Dance (Wednesday) (2024/2025)
Darts club Friday (2024/2025)
Design Club Wednesday (2024/2025)
Drama Excellence Club (2024/2025)
Drama Production Club (Tuesday) CLOSED (2024/2025)
English Targeted P5 (2024/2025)
Gardening Club (Wednesday) (2024/2025)
GCSE Drama P5 Support Session Friday (2024/2025)
GCSE Textiles Support - Thursdays (2024/2025)
GCSE Textiles Support - Tuesday (2024/2025)
Geography Film Club Thursday (2024/2025)
Girls Football (Tuesday) (2024/2025)
Girls Futsal Wednesday (2024/2025)
Girls Netball (Thursday) (2024/2025)
Glee Vocal Club (Wednesday) (2024/2025)
Gym (Fitness) (Tuesday) (2024/2025)
Gym (Fitness) - (Thursday) (2024/2025)
Gym (Fitness) - (Wednesday) (2024/2025)
Hospitality & Catering (Tuesday) (2024/2025)
Hospitality & Catering - Wednesdays (2024/2025)
Maths Homework Club (Wednesday) (2024/2025)
Music lessons (2024/2025)
Passmores Music School Tuition (Tuesday) (2024/2025)

Pass News Club (Tuesday) (2024/2025)
Photography club (Thursday) (2024/2025)
Photography club (Tuesday) (2024/2025)
Piano Club & Music Technology Wednesday (2024/2025)
Rock Band (Thursday) (2024/2025)
Rugby (Thursday) (2024/2025)
School production rehearsals - Tuesday and Thursday (2024/2025)
Spanish GCSE support sessions Friday (2024/2025)
Spanish GCSE support sessions Wednesday (2024/2025)
Steel Pans - Adult Group (Monday) (2024/2025)
Steel Pans - Student Group 1 (Monday) (2024/2025)
Steel Pans - Student Group 2 (Monday) (2024/2025)
Study Club (Tuesday) (2024/2025)
Study Club - Fridays (2024/2025)
Study Club - Thursdays (2024/2025)
Study Club - Wednesdays (2024/2025)
Table Tennis (Thursday) (2024/2025)
Talent Show Mondays (2024/2025)
Technical Theatre Club Friday (2024/2025)
Textiles Club Thursday (2024/2025)
Youth Club (Monday) (2024/2025)

We run extra-curricular participation data analysis reports every term via Arbor to record and analyse the attendance at extra-curricular clubs and activities across the whole school. For example,

PP-SEN Extra-Curricular Participation Spring Term 2025

Demographics for this term	Clubs this term	Group Size
SEN	3D Design Support Session Thursday (2024/2025)	1
SEN	African Drumming (Wednesday) (2024/2025)	1
Pupil Premium Recipient	Book Club Thursday (2024/2025)	1
SEN	Book Club Thursday (2024/2025)	2
Pupil Premium Recipient	Boys Football (Wednesday) (2024/2025)	8
SEN	Boys Football (Wednesday) (2024/2025)	7
Pupil Premium Recipient	Boys Futsal (Thursday) (2024/2025)	3
SEN	Boys Futsal (Thursday) (2024/2025)	3
Pupil Premium Recipient	Dance (Wednesday) (2024/2025)	2
SEN	Dance (Wednesday) (2024/2025)	1
Pupil Premium Recipient	English Targeted P5 (2024/2025)	5
SEN	English Targeted P5 (2024/2025)	1
Pupil Premium Recipient	Gardening Club (Wednesday) (2024/2025)	6
SEN	Gardening Club (Wednesday) (2024/2025)	12
Pupil Premium Recipient	Geography Film Club Thursday (2024/2025)	1
SEN	Geography Film Club Thursday (2024/2025)	1
Pupil Premium Recipient	Girls Football (Tuesday) (2024/2025)	8
SEN	Girls Football (Tuesday) (2024/2025)	6
Pupil Premium Recipient	Girls Netball (Thursday) (2024/2025)	6

SEN	Girls Netball (Thursday) (2024/2025)	2
Pupil Premium Recipient	Gym (Fitness) (Tuesday) (2024/2025)	3
SEN	Gym (Fitness) (Tuesday) (2024/2025)	7
Pupil Premium Recipient	Gym (Fitness) - (Thursday) (2024/2025)	6
SEN	Gym (Fitness) - (Thursday) (2024/2025)	6
Pupil Premium Recipient	Gym (Fitness) - (Wednesday) (2024/2025)	2
SEN	Gym (Fitness) - (Wednesday) (2024/2025)	2
SEN	Maths Homework Club (Wednesday) (2024/2025)	1
Pupil Premium Recipient	Pass News Club (Tuesday) (2024/2025)	1
SEN	Pass News Club (Tuesday) (2024/2025)	2
Pupil Premium Recipient	Piano Club & Music Technology Wednesday (2024/2025)	3
SEN	Piano Club & Music Technology Wednesday (2024/2025)	2
Pupil Premium Recipient	Rock Band (Thursday) (2024/2025)	3
SEN	Rock Band (Thursday) (2024/2025)	1
Pupil Premium Recipient	School production rehearsals - Tuesday and Thursday (2024/2025)	8
SEN	School production rehearsals - Tuesday and Thursday (2024/2025)	6
Pupil Premium Recipient	Steel Pans - Student Group 1 (Monday) (2024/2025)	1
SEN	Steel Pans - Student Group 1 (Monday) (2024/2025)	5
Pupil Premium Recipient	Study Club - Fridays (2024/2025)	3
SEN	Study Club - Fridays (2024/2025)	4
Pupil Premium Recipient	Study Club - Wednesdays (2024/2025)	2
Pupil Premium Recipient	Table Tennis (Thursday) (2024/2025)	2
SEN	Table Tennis (Thursday) (2024/2025)	3
Pupil Premium Recipient	Technical Theatre Club Friday (2024/2025)	1
SEN	Technical Theatre Club Friday (2024/2025)	4
Pupil Premium Recipient	Textiles Club Thursday (2024/2025)	2
SEN	Textiles Club Thursday (2024/2025)	2
Pupil Premium Recipient	Youth Club (Monday) (2024/2025)	16
SEN	Youth Club (Monday) (2024/2025)	15

Student Leadership

In autumn 2024 there were 209 student leaders across the school in years 7-11 with 27% of those (57 pupils) being disadvantaged pupils. This number has increased in the summer term following the appointment of 36 new prefects in year 10 and a further 35 student leaders in the Passmores Pride group.

Student Leadership Opportunities 2024-25

Prefects - Environment
Prefects - Charity
Prefects - Rewards
Prefects - Community
Prefects - Curriculum
School Council
Mental Health Ambassadors
Student Leadership Team
Student Pedagogy Team
Sports Reps
Primary Mentoring
Inclusion Mentors
House Captain
Vice House Captain
House Panel
Form Reps
FOPS Passmores Crew
LGTB+ PRIDE Group

Disadvantaged Student Leaders Autumn Term 2024

Year 8	Student	1	Vice House Captain		
Year 9	Student	2	House Captain		
Year 11	Student	3	House Panel		
Year 9	Student	4	House Panel	Charity Rep	Primary Mentor
Year 9	Student	5	House Panel		
Year 8	Student	6	Inclusion Mentor		
Year 9	Student	7	Vice House Captain		
Year 9	Student	8	Primary Mentor		
Year 9	Student	9	Inclusion Mentor	House Panel	
Year 11	Student	10	House Captain		
Year 9	Student	11	Primary Mentor		
Year 9	Student	12	House Captain	Primary Mentor	
Year 10	Student	13	Vice House Captain		
Year 10	Student	14	Primary Mentor		
Year 7	Student	15	School Council		
Year 10	Student	16	Primary Mentor	Inclusion Mentor	

Year 9	Student	17	House Captain		
Year 8	Student	18	House Panel		
Year 8	Student	19	Vice House Captain		
Year 10	Student	20	MH Ambassador		
Year 8	Student	21	House Captain		
Year 8	Student	22	Vice House Captain		
Year 10	Student	23	MH Ambassador		
Year 9	Student	24	House Panel		
Year 8	Student	25	House Panel		
Year 9	Student	26	School Council	House Panel	
Year 8	Student	27	House Panel		
Year 11	Student	28	Vice House Captain		
Year 10	Student	29	Inclusion Mentor		
Year 10	Student	30	Primary Mentor		
Year 7	Student	31	Sports Leader		
Year 9	Student	32	Primary Mentor		
Year 10	Student	33	MH Ambassador	House Panel	
Year 11	Student	34	School Council		
Year 9	Student	35	Sports Leader		
Year 7	Student	36	House Panel		
Year 9	Student	37	Primary Mentor		
Year 11	Student	38	House Captain		
Year 9	Student	39	Inclusion Mentor		
Year 9	Student	40	House Captain		
Year 11	Student	41	Prefect	School Council	
Year 8	Student	42	School Council	House Panel	
Year 10	Student	43	MH Ambassador	House Panel	
Year 9	Student	44	FOPS Crew		
Year 9	Student	45	House Panel	Charity Rep	Primary Mentor
Year 7	Student	46	Vice House Captain		
Year 7	Student	47	School Council		
Year 9	Student	48	FOPS Crew		
Year 8	Student	49	Inclusion Mentor		
Year 9	Student	50	House Panel		
Year 9	Student	51	Vice House Captain		
Year 8	Student	52	House Panel		
Year 7	Student	53	School Council		
Year 8	Student	54	Vice House Captain		
Year 7	Student	55	House Panel		
Year 8	Student	56	House Panel		
Year 9	Student	57	Inclusion Mentor	House Panel	

Post-16 Destinations

The following table shows the post-16 destinations of year 11 disadvantaged pupils and their peers for after they sat their GCSE exams in summer 2024.

Summer 2024			
Destination	Non-PP Pupils	PP Pupils	Total no. of Pupils
A Legacy	1	0	1
Big Dave's Man Caves	1	0	1
Bishops Stortford FC	2	0	2
BMAT STEM Academy	1	0	1
Colchester Institute	1	0	1
Company Unknown	2	0	2
CRC	0	1	1
CTP	1	0	1
Epping St. John's	5	0	5
ESFA	0	1	1
F2 Academy	1	0	1
Family Farm	1	0	1
FE	3	2	5
Herts & Essex 6th Form	11	2	13
Harlow College	87	37	124
Hertford Regional College	16	6	23
Hockerill	1	0	1
KEGS	1	0	1
L2 Green Keeping Apprenticeship	1	0	1
Landscape Company	1	0	1
Leventhorpe	4	0	4
Mega drive Limited	1	0	1
Miller & Carter	1	0	1
NEET	4	7	11
New City College	2	0	2
Online Learning	1	0	1
Part Time Work	1	0	1
SFG	2	0	2
Southend Football Academy	1	0	1
St. Marks 6th Form	11	1	12
Stansted Airport College	1	1	2
The BSHS	1	0	1
Tudor Business	1	0	1
Unknown	0	1	1
Writtle College	2	1	3
Total	170	60	230