

Pupil Premium Report of 2025-26 Expenditure & Impact

In September 2025, 395 Pupil Premium pupils were on roll at Passmores Academy which is 33% of the total cohort (1205). This figure is 8% above the national average. Of these, 12% of students were both PP & SEND.

Autumn 2025 figures:

Year Group	Male	Female	Total
Year 11	20	42	62
Year 10	39	38	77
Year 9	42	52	94
Year 8	38	38	76
Year 7	52	34	86
Total	191	204	395

Teaching

Quality First Teaching

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

Environment:

- Quality first teaching
- Setting open tasks - scaffolding
- 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 Improvement Plan (SIP) 2025-26. We take a tiered approach, following Marc Rowland's Disadvantaged Strategy model, focusing on teaching & learning priorities, academic interventions, and wider approaches. We aim to ensure every student experiences high-quality teaching in every lesson that empowers them to achieve high-quality outcomes.

The CPDL focus this year, in terms of first quality teaching, has been the following:

1. 'Classroom Culture', 'Every Minute Matters' and 'Questioning' as they were identified early in the year as a whole school focus.
2. CPDL focus has been about each of the 3 strands and using expert colleagues who have been identified as consistently highly effective. The use of carousels has been used to engage staff.
3. The creation of the PIF (Passmores Improvement Framework) has given staff tangible strategies that can be used to ensure progress of all students in the room.
4. Learning walks have been conducted since Autumn 2 where every member of staff has been seen across year 7, 11 and other year groups. From this, any developmental opportunities, staff have been sent out to observe expert colleagues in those specific strands (evaluating the changes they will make to their practice).
5. In addition to the learning walks, Pupil Premium student observations have taken place every term aimed at checking the adequate provision for the PP students in each room. These observations have included work check, student engagement and involvement, communication with staff in terms of assessments and student feedback.

3 Teaching & Learning CPDL Strands 2025-26:

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.

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.

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 2025-26, 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:

se/Class	Subject	Number of Enrolled Student	Number of Lessons each Fortnight	Pupil Premium Recipient	Course Lead
7J/Ar	Art and Design / Art	17	2	7	Georgia Harris
8j/Ar	Art and Design / Art	25	2	5	Georgia Harris
7J/Cs	Computer Science	17	3	7	Ashleigh Hampson and Ernesto Abad
8J/Cs	Computer Science	14	3	8	Ashleigh Hampson
9J/Cs	Computer Science	12	3	5	Marsha Allen
7j/Dr	Drama	20	2	7	Karen Warncken, Jade Glover and Syreeta Sterling
8j/Dr	Drama	25	2	5	Jade Glover
7J/En	English	17	10	7	Dawn Moore
8J/En	English	14	10	8	Emily Power and Sarah Kazanis
9J/En	English	13	8	5	Emily Power
10J/En	English	11	8	9	Sarah Kazanis
11y/En4	English	14	9	10	Sarah Kazanis
7J/Gg	Geography	17	3	7	Valerie Neagus
8J/Gg	Geography	14	3	8	Valerie Neagus
9J/Gg	Geography	12	3	5	Valerie Neagus
9j/Gp	Government and Politics	12	1	5	Claire Le Dain
7J/Hi	History	17	3	7	Emma Danaher
8J/Hi	History	14	3	8	Emma Danaher
9J/Hi	History	12	3	5	Kira Gallagher
7z/Ma5	Mathematics	17	9	7	Emily Power
8z/Ma5	Mathematics	14	9	8	Emily Power
9z/Ma5	Mathematics	13	8	5	Sarah Ross
10y/Ma6	Mathematics	10	8	8	Sarah Ross
11l/Ma9	Mathematics	18	8	10	Sarah Ross
7j/Mu	Music	20	2	7	Paul Tarling and David Butler
8j/Mu	Music	25	2	5	Paul Tarling and David Butler
7j/If	Other	20	2	7	Angelika Kasakci
8j/If	Other	25	2	5	Tammy Bassett
9j/If	Other	12	1	5	Achia Begum
10J/If	Other	11	1	9	Angelika Kasakci
7J/Sc	Science	17	7	7	Leah Firmstone
8J/Sc	Science	14	7	8	Leah Firmstone
9J/Sc	Science	13	7	5	Ashley Wilhite
10y/Sc5	Science	11	9	9	Mark Fish and Robyn Groom
11l/Sc9	Science	14	9	10	Tambudzai Maurede, Alfie Owens and Robyn Groom
9j/Sp	Spanish	13	3	6	Andy Farmery

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.

Equity in Action Data Analysis January 2026 Update Booklet

In the spring term David Butler produced an *Equity in Action* data analysis booklet which was shared with the Senior Leadership Team (SLT) and distributed to the whole staff. This outlined the Pupil Premium interventions that were currently taking place, and which pupils were benefitting from them. This included listing all the Pupil Premium pupils that had benefited from the Pupil Premium Hardship funding (with specific examples); successfully taken part in the *Rising Futures* programme; participated in the Mental Health Ambassadors programme; attended trips; attended music tuition; participated in IXL and literacy/numeracy interventions; attended SEMH mentoring; participated in Thinking Reading interventions and had participated in attendance interventions, and so on. There was also key information on current attainment gap analysis, a Pupil Premium overview analysis and whole school student leader analysis.

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 Acquiring, Developing, Securing, Mastery assessment model. The data below shows how many Pupil Premium and non-Pupil Premium pupils in each year group and subject area are achieving the required standard 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.

					Gap: PP & non-PP pupils						Gap: PP & non-PP pupils
Year 7 Autumn 2025		Overall	Pupil Premium	Non-Pupil Premium		Year 7 Spring 2026		Overall	Pupil Premium	Non-Pupil Premium	
English	Mastering	30 (240)	5 (85)	25 (155)		English	Mastering	35 (235)	6 (83)	29 (152)	
		13%	6%	16%	-10%			15%	7%	19%	-12%
	Securing	64 (240)	18 (85)	46 (155)			Securing	79 (235)	25 (83)	54 (152)	
		27%	21%	30%	-9%			34%	30%	36%	-6%
	Developing	86 (240)	40 (85)	46 (155)			Developing	82 (235)	33 (83)	49 (152)	
		36%	47%	30%	17%			35%	40%	32%	8%
	Acquiring	55 (240)	20 (85)	35 (155)			Acquiring	39 (235)	19 (83)	20 (152)	
		23%	24%	23%	1%			17%	23%	13%	10%
Mathematics	Mastering	64 (240)	15 (85)	49 (155)		Mathematics	Mastering	48 (237)	8 (84)	40 (153)	
		27%	18%	32%	-14%			20%	10%	26%	-16%
	Securing	76 (240)	29 (85)	47 (155)			Securing	77 (237)	28 (84)	49 (153)	
		32%	34%	30%	4%			32%	33%	32%	1%
	Developing	59 (240)	27 (85)	32 (155)			Developing	77 (237)	36 (84)	41 (153)	
		25%	32%	21%	11%			32%	43%	27%	16%
	Acquiring	38 (240)	12 (85)	26 (155)			Acquiring	35 (237)	12 (84)	23 (153)	
		16%	14%	17%	-3%			15%	14%	15%	-1%
Science	Mastering	26 (240)	8 (85)	18 (155)		Science	Mastering	30 (233)	12 (82)	18 (151)	
		11%	9%	12%	-3%			13%	15%	12%	3%
	Securing	62 (240)	20 (85)	42 (155)			Securing	67 (233)	18 (82)	49 (151)	
		26%	24%	27%	-3%			29%	22%	32%	-10%
	Developing	98 (240)	38 (85)	60 (155)			Developing	92 (233)	39 (82)	53 (151)	
		41%	45%	39%	6%			39%	48%	35%	13%
	Acquiring	50 (240)	17 (85)	33 (155)			Acquiring	44 (233)	13 (82)	31 (151)	
		21%	20%	21%	-1%			19%	16%	21%	-5%
Computer Science	Mastering	18 (240)	2 (85)	16 (155)		Computer Science	Mastering	10 (207)	0 (74)	10 (133)	
		8%	2%	10%	-8%			5%	0%	8%	-8%
	Securing	55 (240)	15 (85)	40 (155)			Securing	73 (207)	22 (74)	51 (133)	
		23%	18%	26%	-8%			35%	30%	38%	-8%
	Developing	94 (240)	37 (85)	57 (155)			Developing	79 (207)	29 (74)	50 (133)	
		39%	44%	37%	7%			38%	39%	38%	1%
	Acquiring	58 (240)	25 (85)	33 (155)			Acquiring	45 (207)	23 (74)	22 (133)	
		24%	29%	21%	8%			22%	31%	17%	14%
French	Mastering	13 (101)	2 (37)	11 (64)		French	Mastering	32 (101)	4 (37)	28 (64)	
		13%	5%	17%	-12%			32%	11%	34%	-33%
	Securing	85 (101)	33 (37)	52 (64)			Securing	63 (101)	29 (37)	34 (64)	
		84%	89%	81%	8%			62%	78%	53%	26%
	Developing	3 (101)	2 (37)	1 (64)			Developing	6 (101)	4 (37)	2 (64)	
		3%	5%	2%	3%			6%	11%	3%	8%
	Acquiring	0 (101)	0 (37)	0 (64)			Acquiring	0 (101)	0 (37)	0 (64)	
		0%	0%	0%	0%			0%	0%	0%	0%
Geography	Mastering	19 (237)	4 (84)	15 (153)		Geography	Mastering	25 (231)	5 (81)	20 (150)	
		8%	5%	10%	-5%			11%	6%	13%	-7%
	Securing	88 (237)	31 (84)	57 (153)			Securing	84 (231)	25 (81)	59 (150)	
		37%	37%	37%	0%			36%	31%	39%	-8%
	Developing	83 (237)	30 (84)	53 (153)			Developing	81 (231)	33 (81)	48 (150)	
		35%	36%	35%	1%			35%	41%	32%	9%
	Acquiring	40 (237)	17 (84)	23 (153)			Acquiring	41 (231)	18 (81)	23 (150)	
		17%	20%	15%	5%			18%	22%	15%	7%
History	Mastering	17 (238)	3 (84)	14 (154)		History	Mastering	38 (227)	8 (81)	30 (146)	
		7%	4%	9%	-5%			17%	10%	21%	-11%
	Securing	86 (238)	24 (84)	62 (154)			Securing	52 (227)	16 (81)	36 (146)	
		36%	29%	40%	-11%			23%	20%	25%	-5%
	Developing	79 (238)	33 (84)	46 (154)			Developing	96 (227)	38 (81)	58 (146)	
		33%	39%	30%	9%			42%	47%	40%	7%
	Acquiring	50 (238)	22 (84)	28 (154)			Acquiring	41 (227)	19 (81)	22 (146)	
		21%	26%	18%	8%			18%	23%	15%	8%
Spanish	Mastering	30 (117)	8 (42)	22 (75)		Spanish	Mastering	12 (109)	1 (39)	11 (70)	
		26%	19%	29%	-10%			11%	3%	16%	-13%
	Securing	34 (117)	10 (42)	24 (75)			Securing	42 (109)	13 (39)	29 (70)	
		29%	24%	32%	-8%			39%	33%	41%	-8%
	Developing	36 (117)	15 (42)	21 (75)			Developing	40 (109)	17 (39)	23 (70)	
		31%	36%	28%	8%			37%	44%	33%	11%
	Acquiring	15 (117)	7 (42)	8 (75)			Acquiring	15 (109)	8 (39)	7 (70)	
		13%	17%	11%	6%			14%	21%	10%	11%
Art	Mastering	0 (239)	0 (85)	0 (154)		Art	Mastering	1 (238)	0 (83)	1 (155)	
		0%	0%	0%	0%			0%	0%	1%	-1%
	Securing	23 (239)	7 (85)	16 (154)			Securing	45 (238)	13 (83)	32 (155)	
		10%	8%	10%	-2%			19%	16%	21%	-5%
	Developing	102 (239)	30 (85)	72 (154)			Developing	127 (238)	40 (83)	87 (155)	
		43%	35%	47%	-12%			53%	48%	56%	-8%
	Acquiring	111 (239)	46 (85)	65 (154)			Acquiring	65 (238)	30 (83)	35 (155)	
		46%	54%	42%	12%			27%	36%	23%	13%
Drama	Mastering	15 (236)	2 (84)	13 (152)		Drama	Mastering	16 (95)	3 (35)	13 (60)	
		6%	2%	9%	-7%			17%	9%	22%	-13%
	Securing	74 (236)	22 (84)	52 (152)			Securing	31 (95)	13 (35)	18 (60)	
		31%	26%	34%	-8%			33%	37%	30%	7%
	Developing	141 (236)	57 (84)	84 (152)			Developing	43 (95)	16 (35)	27 (60)	
		60%	68%	55%	13%			45%	46%	45%	1%
	Acquiring	3 (236)	1 (84)	2 (152)			Acquiring	5 (95)	3 (35)	2 (60)	
		1%	1%	1%	0%			5%	9%	3%	6%

Music	Mastering	20 (114)	5 (43)	15 (71)	
		18%	12%	21%	-9%
	Securing	54 (114)	21 (43)	33 (71)	
		47%	49%	46%	3%
	Developing	31 (114)	13 (43)	18 (71)	
PE Practical		27%	30%	25%	5%
	Acquiring	7 (114)	3 (43)	4 (71)	
		6%	7%	6%	1%
	Mastering	5 (235)	1 (84)	4 (151)	
		2%	1%	3%	-2%
PE Theory	Securing	80 (235)	26 (84)	54 (151)	
		34%	31%	36%	-5%
	Developing	124 (235)	46 (84)	78 (151)	
		53%	55%	52%	3%
	Acquiring	23 (235)	10 (84)	13 (151)	
Technology		10%	12%	9%	3%
	Mastering	5 (235)	1 (84)	4 (151)	
		2%	1%	3%	-2%
	Securing	72 (235)	23 (84)	49 (151)	
		31%	27%	32%	-5%
Technology	Developing	124 (235)	47 (84)	77 (151)	
		53%	56%	51%	5%
	Acquiring	31 (235)	12 (84)	19 (151)	
		13%	14%	13%	1%
	Mastering	0 (222)	0 (75)	0 (147)	
Technology		0%	0%	0%	0%
	Securing	80 (222)	24 (75)	56 (147)	
		36%	32%	38%	-6%
	Developing	123 (222)	43 (75)	80 (147)	
		55%	57%	54%	3%
Technology	Acquiring	19 (222)	8 (75)	11 (147)	
		9%	11%	7%	4%
Music	Mastering	26 (238)	5 (83)	21 (155)	
		11%	6%	14%	-8%
	Securing	136 (238)	44 (83)	92 (155)	
		57%	53%	59%	-6%
	Developing	66 (238)	30 (83)	36 (155)	
PE Practical		28%	36%	23%	13%
	Acquiring	10 (238)	4 (83)	6 (155)	
		4%	5%	4%	1%
	Mastering	20 (227)	9 (81)	11 (146)	
		9%	11%	8%	3%
PE Theory	Securing	67 (227)	15 (81)	52 (146)	
		30%	19%	36%	-17%
	Developing	128 (227)	52 (81)	76 (146)	
		56%	64%	52%	12%
	Acquiring	12 (227)	5 (81)	7 (146)	
Technology		5%	6%	5%	1%
	Mastering	12 (227)	4 (81)	8 (146)	
		5%	5%	5%	0%
	Securing	56 (227)	12 (81)	44 (146)	
		25%	15%	30%	-15%
Technology	Developing	136 (227)	57 (81)	79 (146)	
		60%	70%	54%	16%
	Acquiring	23 (227)	8 (81)	15 (146)	
		10%	10%	10%	0%
	Mastering	12 (237)	3 (84)	9 (153)	
Technology		5%	4%	6%	-2%
	Securing	133 (237)	48 (84)	85 (153)	
		56%	57%	56%	1%
	Developing	78 (237)	28 (84)	50 (153)	
		33%	33%	33%	0%
Technology	Acquiring	14 (237)	5 (84)	9 (153)	
		6%	6%	6%	0%

Year 8 Autumn 2025		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils	Year 8 Spring 2026		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils
English	Mastering	17 (247)	2 (73)	15 (174)		English	Mastering	28 (231)	2 (70)	26 (161)	
		7%	3%	9%	-6%			12%	3%	16%	-13%
	Securing	62 (247)	9 (73)	53 (174)			Securing	71 (231)	16 (70)	55 (161)	
		25%	12%	30%	-18%			31%	23%	34%	-11%
	Developing	97 (247)	31 (73)	66 (174)			Developing	88 (231)	31 (70)	57 (161)	
		39%	42%	38%	4%			38%	44%	35%	9%
Mathematics	Acquiring	64 (247)	27 (73)	37 (174)		Mathematics	Acquiring	44 (231)	21 (70)	23 (161)	
		26%	37%	21%	16%			19%	30%	14%	16%
	Mastering	34 (246)	4 (73)	30 (173)			Mastering	46 (235)	7 (71)	39 (164)	
		14%	5%	17%	-12%			20%	10%	24%	-14%
	Securing	69 (246)	15 (73)	54 (173)			Securing	85 (235)	21 (71)	64 (164)	
		28%	21%	31%	-10%			36%	30%	39%	-9%
Science	Developing	90 (246)	31 (73)	59 (173)		Science	Developing	79 (235)	32 (71)	47 (164)	
		37%	42%	34%	8%			34%	45%	29%	16%
	Acquiring	45 (246)	17 (73)	28 (173)			Acquiring	25 (235)	11 (71)	14 (164)	
		18%	23%	16%	7%			11%	15%	9%	6%
	Mastering	33 (247)	3 (73)	30 (174)			Mastering	42 (232)	3 (69)	39 (163)	
		13%	4%	17%	-13%			18%	4%	24%	-20%
Computer Science	Securing	86 (247)	16 (73)	70 (174)		Computer Science	Securing	94 (232)	22 (69)	72 (163)	
		35%	22%	40%	-18%			41%	32%	44%	-12%
	Developing	86 (247)	31 (73)	55 (174)			Developing	62 (232)	26 (69)	36 (163)	
		35%	42%	32%	10%			27%	38%	22%	16%
	Acquiring	34 (247)	18 (73)	16 (174)			Acquiring	34 (232)	18 (69)	16 (163)	
		14%	25%	9%	16%			15%	26%	10%	16%
French	Mastering	18 (245)	7 (72)	11 (173)		French	Mastering	32 (209)	4 (59)	28 (150)	
		7%	10%	6%	4%			15%	7%	19%	-12%
	Securing	37 (245)	1 (72)	36 (173)			Securing	43 (209)	7 (59)	36 (150)	
		15%	1%	21%	-20%			21%	12%	24%	-12%
	Developing	72 (245)	20 (72)	52 (173)			Developing	90 (209)	27 (59)	63 (150)	
		29%	28%	30%	8%			43%	46%	42%	4%
Geography	Acquiring	76 (245)	31 (72)	45 (173)		Geography	Acquiring	44 (209)	21 (59)	23 (150)	
		31%	43%	26%	17%			21%	36%	15%	21%
	Mastering	21 (118)	5 (40)	16 (78)			Mastering	29 (115)	7 (40)	22 (75)	
		18%	13%	21%	-8%			25%	18%	29%	-11%
	Securing	55 (118)	17 (40)	38 (78)			Securing	43 (115)	14 (40)	29 (75)	
		47%	43%	49%	-6%			37%	35%	39%	-4%
History	Developing	34 (118)	15 (40)	19 (78)		History	Developing	37 (115)	15 (40)	22 (75)	
		29%	38%	24%	14%			32%	38%	29%	9%
	Acquiring	5 (118)	2 (40)	3 (78)			Acquiring	6 (115)	4 (40)	2 (75)	
		4%	5%	4%	1%			5%	10%	3%	7%
	Mastering	20 (245)	5 (72)	15 (173)			Mastering	34 (232)	5 (68)	29 (164)	
		8%	7%	9%	-2%			15%	7%	18%	-11%
Spanish	Securing	95 (245)	20 (72)	75 (173)		Spanish	Securing	57 (232)	11 (68)	46 (164)	
		39%	28%	43%	-15%			25%	16%	28%	-12%
	Developing	79 (245)	24 (72)	55 (173)			Developing	91 (232)	26 (68)	65 (164)	
		32%	33%	32%	1%			39%	38%	40%	-2%
	Acquiring	42 (245)	17 (72)	25 (173)			Acquiring	50 (232)	26 (68)	24 (164)	
		17%	24%	14%	10%			22%	38%	15%	23%
Art	Mastering	6 (245)	0 (72)	6 (173)		Art	Mastering	24 (229)	1 (68)	23 (161)	
		2%	0%	3%	-3%			10%	1%	14%	-13%
	Securing	78 (245)	13 (72)	65 (173)			Securing	80 (229)	16 (68)	64 (161)	
		32%	18%	38%	-20%			35%	24%	40%	-16%
	Developing	120 (245)	42 (72)	78 (173)			Developing	102 (229)	43 (68)	59 (161)	
		49%	58%	45%	13%			45%	63%	37%	26%
Drama	Acquiring	28 (245)	9 (72)	19 (173)		Drama	Acquiring	23 (229)	8 (68)	15 (161)	
		11%	13%	11%	2%			10%	12%	9%	3%
	Mastering	24 (110)	2 (24)	22 (86)			Mastering	8 (105)	1 (22)	7 (83)	
		22%	8%	26%	-18%			8%	5%	8%	-3%
	Securing	42 (110)	7 (24)	35 (86)			Securing	53 (105)	6 (22)	47 (83)	
		38%	29%	41%	-12%			50%	27%	57%	-30%
Drama	Developing	26 (110)	7 (24)	19 (86)		Drama	Developing	30 (105)	9 (22)	21 (83)	
		24%	29%	22%	7%			29%	41%	25%	16%
	Acquiring	15 (110)	6 (24)	9 (86)			Acquiring	14 (105)	6 (22)	8 (83)	
		14%	25%	10%	15%			13%	27%	10%	17%
	Mastering	1 (245)	1 (73)	0 (172)			Mastering	2 (232)	0 (69)	2 (163)	
		0%	1%	0%	1%			1%	0%	1%	-1%
Drama	Securing	20 (245)	3 (73)	17 (172)		Drama	Securing	29 (232)	4 (69)	25 (163)	
		8%	4%	10%	-6%			13%	6%	15%	-9%
	Developing	100 (245)	26 (73)	74 (172)			Developing	103 (232)	28 (69)	75 (163)	
		41%	36%	43%	-7%			44%	41%	46%	-5%
	Acquiring	115 (245)	37 (73)	78 (172)			Acquiring	98 (232)	37 (69)	61 (163)	
		47%	51%	45%	6%			42%	54%	37%	17%
Drama	Mastering	22 (245)	4 (73)	18 (172)		Drama	Mastering	19 (134)	5 (42)	14 (92)	
		9%	5%	10%	-5%			14%	12%	15%	-3%
	Securing	87 (245)	19 (73)	68 (172)			Securing	43 (134)	13 (42)	30 (92)	
		36%	26%	40%	-14%			32%	31%	33%	-2%
	Developing	111 (245)	40 (73)	71 (172)			Developing	67 (134)	21 (42)	46 (92)	
		45%	55%	41%	14%			50%	50%	50%	0%
Drama	Acquiring	12 (245)	3 (73)	9 (172)		Drama	Acquiring	5 (134)	3 (42)	2 (92)	
		5%	4%	5%	-1%			4%	7%	2%	5%

Music	Mastering	15 (72)	1 (16)	14 (56)	-19%
		21%	6%	25%	
	Securing	31 (72)	8 (16)	23 (56)	
		43%	50%	41%	9%
	Developing	20 (72)	5 (16)	15 (56)	
PE Practical		28%	31%	27%	4%
	Acquiring	2 (72)	0 (16)	2 (56)	
		3%	0%	4%	-4%
	Mastering	11 (245)	1 (73)	10 (172)	
		4%	1%	6%	-5%
PE Theory	Securing	88 (245)	23 (73)	65 (172)	
		36%	32%	38%	-6%
	Developing	111 (245)	32 (73)	79 (172)	
		45%	44%	46%	-2%
	Acquiring	24 (245)	10 (73)	14 (172)	
Technology		10%	14%	8%	6%
	Mastering	11 (245)	1 (73)	10 (172)	
		4%	1%	6%	-5%
	Securing	81 (245)	21 (73)	60 (172)	
		33%	29%	35%	-6%
Technology	Developing	118 (245)	35 (73)	83 (172)	
		48%	48%	48%	0%
	Acquiring	24 (245)	9 (73)	15 (172)	
		10%	12%	9%	3%
	Mastering	0 (197)	0 (57)	0 (140)	
Technology		0%	0%	0%	0%
	Securing	60 (197)	15 (57)	45 (140)	
		30%	26%	32%	-6%
	Developing	124 (197)	39 (57)	85 (140)	
		63%	68%	61%	7%
Technology	Acquiring	13 (197)	3 (57)	10 (140)	
		7%	5%	7%	-2%
Music	Mastering	26 (238)	4 (75)	22 (163)	
		11%	5%	13%	-8%
	Securing	130 (238)	33 (75)	97 (163)	
		55%	44%	60%	-16%
	Developing	71 (238)	32 (75)	39 (163)	
PE Practical		30%	43%	24%	-19%
	Acquiring	11 (238)	6 (75)	5 (163)	
		5%	8%	3%	5%
	Mastering	23 (228)	1 (65)	22 (163)	
		10%	2%	13%	-11%
PE Theory	Securing	106 (228)	31 (65)	75 (163)	
		46%	48%	46%	2%
	Developing	87 (228)	28 (65)	59 (163)	
		38%	43%	36%	7%
	Acquiring	12 (228)	5 (65)	7 (163)	
Technology		5%	8%	4%	4%
	Mastering	15 (228)	1 (65)	14 (163)	
		7%	2%	9%	-7%
	Securing	102 (228)	18 (65)	84 (163)	
		45%	28%	52%	-24%
Technology	Developing	98 (228)	39 (65)	59 (163)	
		43%	60%	36%	24%
	Acquiring	13 (228)	7 (65)	6 (163)	
		6%	11%	4%	7%
	Mastering	19 (235)	1 (70)	18 (165)	
Technology		8%	1%	11%	-10%
	Securing	120 (235)	32 (70)	88 (165)	
		51%	46%	53%	-7%
	Developing	91 (235)	34 (70)	57 (165)	
		39%	49%	35%	14%
Technology	Acquiring	5 (235)	3 (70)	2 (165)	
		2%	4%	1%	3%

Year 9 Autumn 2025		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils	Year 9 Spring 2025		Overall	Pupil Premium	Non-Pupil Premium	Gap: PP & non-PP pupils
English	Mastering	37 (242)	11 (92)	26 (150)		English	Mastering	52 (233)	16 (89)	36 (144)	
		15%	12%	17%	-5%			22%	18%	25%	-7%
	Securing	70 (242)	24 (92)	46 (150)			Securing	74 (233)	29 (89)	45 (144)	
		29%	26%	31%	-5%			32%	33%	31%	2%
	Developing	96 (242)	37 (92)	59 (150)			Developing	83 (233)	32 (89)	51 (144)	
		40%	40%	39%	11%			36%	36%	35%	1%
Mathematics	Acquiring	25 (242)	12 (92)	13 (150)		Mathematics	Acquiring	24 (233)	12 (89)	12 (144)	
		10%	13%	9%	4%			10%	13%	8%	5%
	Mastering	35 (242)	8 (92)	27 (150)			Mastering	58 (239)	18 (95)	40 (144)	
		14%	9%	18%	-9%			24%	19%	28%	-9%
	Securing	106 (242)	38 (92)	68 (150)			Securing	94 (239)	32 (95)	62 (144)	
		44%	41%	45%	-4%			39%	34%	43%	-9%
Science	Developing	50 (242)	19 (92)	31 (150)		Science	Developing	52 (239)	24 (95)	28 (144)	
		21%	21%	21%	0%			22%	25%	19%	6%
	Acquiring	43 (242)	21 (92)	22 (150)			Acquiring	35 (239)	21 (95)	14 (144)	
		18%	23%	15%	8%			15%	22%	10%	12%
	Mastering	24 (242)	5 (92)	19 (150)			Mastering	27 (232)	6 (88)	21 (144)	
		10%	5%	13%	-8%			12%	7%	15%	-8%
Computer Science	Securing	80 (242)	29 (92)	51 (150)		Computer Science	Securing	80 (232)	30 (88)	50 (144)	
		33%	32%	34%	-2%			34%	34%	35%	-1%
	Developing	99 (242)	36 (92)	63 (150)			Developing	85 (232)	35 (88)	50 (144)	
		41%	39%	42%	-3%			37%	40%	35%	5%
	Acquiring	34 (242)	20 (92)	14 (150)			Acquiring	40 (232)	17 (88)	23 (144)	
		14%	22%	9%	13%			17%	19%	16%	3%
French	Mastering	4 (240)	1 (92)	3 (148)		French	Mastering	7 (215)	3 (82)	4 (133)	
		2%	1%	2%	-1%			3%	4%	3%	1%
	Securing	71 (240)	24 (92)	47 (148)			Securing	84 (215)	30 (82)	54 (133)	
		30%	26%	32%	-6%			39%	37%	41%	-4%
	Developing	72 (240)	26 (92)	46 (148)			Developing	80 (215)	30 (82)	50 (133)	
		30%	28%	31%	-3%			37%	37%	38%	-1%
Geography	Acquiring	61 (240)	25 (92)	36 (148)		Geography	Acquiring	44 (215)	19 (82)	25 (133)	
		25%	27%	24%	3%			20%	23%	19%	4%
	Mastering	37 (95)	10 (32)	27 (63)			Mastering	40 (95)	11 (33)	29 (62)	
		39%	31%	43%	-12%			42%	33%	47%	-14%
	Securing	22 (95)	5 (32)	17 (63)			Securing	26 (95)	6 (33)	20 (62)	
		23%	16%	27%	-11%			27%	18%	32%	-14%
History	Developing	30 (95)	13 (32)	17 (63)		History	Developing	25 (95)	13 (33)	12 (62)	
		32%	41%	27%	14%			26%	39%	19%	20%
	Acquiring	6 (95)	4 (32)	2 (63)			Acquiring	4 (95)	3 (33)	1 (62)	
		6%	13%	3%	10%			4%	9%	2%	7%
	Mastering	31 (238)	11 (90)	20 (148)			Mastering	19 (229)	3 (86)	16 (143)	
		13%	12%	14%	-2%			8%	3%	11%	-8%
Spanish	Securing	53 (238)	20 (90)	33 (148)		Spanish	Securing	73 (229)	25 (86)	48 (143)	
		22%	22%	22%	0%			32%	29%	34%	-5%
	Developing	86 (238)	32 (90)	54 (148)			Developing	109 (229)	41 (86)	68 (143)	
		36%	36%	36%	0%			48%	48%	48%	0%
	Acquiring	62 (238)	24 (90)	38 (148)			Acquiring	28 (229)	17 (86)	11 (143)	
		26%	27%	26%	1%			12%	20%	8%	12%
Art	Mastering	17 (239)	4 (91)	13 (148)		Art	Mastering	25 (230)	6 (88)	19 (142)	
		7%	4%	9%	-5%			11%	7%	13%	-6%
	Securing	92 (239)	25 (91)	67 (148)			Securing	91 (230)	29 (88)	62 (142)	
		38%	27%	45%	-18%			40%	33%	44%	-11%
	Developing	96 (239)	43 (91)	53 (148)			Developing	94 (230)	45 (88)	49 (142)	
		40%	47%	36%	11%			41%	51%	35%	16%
ASDAN	Acquiring	19 (239)	8 (91)	11 (148)		ASDAN	Acquiring	20 (230)	8 (88)	12 (142)	
		8%	9%	7%	2%			9%	9%	8%	1%
	Mastering	9 (139)	1 (54)	8 (85)			Mastering	7 (130)	0 (50)	7 (80)	
		6%	2%	9%	-7%			5%	0%	9%	-9%
	Securing	19 (139)	5 (54)	14 (85)			Securing	24 (130)	9 (50)	15 (80)	
		14%	9%	16%	-7%			18%	18%	19%	-1%
Catering	Developing	49 (139)	23 (54)	26 (85)		Catering	Developing	61 (130)	25 (50)	36 (80)	
		35%	43%	31%	12%			47%	50%	45%	-5%
	Acquiring	52 (139)	20 (54)	32 (85)			Acquiring	38 (130)	16 (50)	22 (80)	
		37%	37%	38%	-1%			29%	32%	28%	4%
	Mastering	0 (132)	0 (54)	0 (78)			Mastering	0 (121)	0 (50)	0 (71)	
		0%	0%	0%	0%			0%	0%	0%	0%
Catering	Securing	11 (132)	4 (54)	7 (78)		Catering	Securing	18 (121)	7 (50)	11 (71)	
		8%	7%	9%	-2%			15%	14%	15%	-1%
	Developing	53 (132)	19 (54)	34 (78)			Developing	60 (121)	21 (50)	39 (71)	
		40%	35%	44%	-9%			50%	42%	55%	-13%
	Acquiring	58 (132)	25 (54)	33 (78)			Acquiring	43 (121)	22 (50)	21 (71)	
		44%	46%	42%	4%			36%	44%	30%	14%
Catering	Mastering	5 (164)	1 (60)	4 (104)		Catering	Mastering	6 (164)	3 (60)	3 (104)	
		3%	2%	4%	-2%			4%	5%	3%	2%
	Securing	127 (164)	42 (60)	85 (104)			Securing	141 (164)	48 (60)	93 (104)	
		77%	70%	82%	-12%			86%	80%	89%	-9%
	Developing	28 (164)	16 (60)	12 (104)			Developing	16 (164)	9 (60)	7 (104)	
		17%	27%	12%	15%			10%	15%	7%	8%
Catering	Acquiring	2 (164)	0 (60)	2 (104)		Catering	Acquiring	1 (164)	0 (60)	1 (104)	
		1%	0%	2%	-2%			1%	0%	1%	-1%

Design & Technology	Mastering	3 (102)	0 (43)	3 (59)	
		3%	0%	5%	-5%
	Securing	24 (102)	8 (43)	16 (59)	
		24%	19%	27%	-8%
	Developing	70 (102)	33 (43)	37 (59)	
		69%	77%	63%	14%
Drama	Acquiring	5 (102)	2 (43)	3 (59)	
		5%	5%	5%	0%
	Mastering	18 (124)	5 (45)	13 (79)	
		15%	11%	16%	-5%
	Securing	38 (124)	11 (45)	27 (79)	
		31%	24%	34%	-10%
Government & Politics	Developing	55 (124)	25 (45)	30 (79)	
		44%	56%	38%	18%
	Acquiring	4 (124)	0 (45)	4 (79)	
		3%	0%	5%	-5%
	Mastering	14 (237)	4 (90)	10 (147)	
		6%	4%	7%	-3%
Music	Securing	92 (237)	31 (90)	61 (147)	
		39%	34%	41%	-7%
	Developing	101 (237)	35 (90)	66 (147)	
		43%	39%	45%	-6%
	Acquiring	19 (237)	12 (90)	7 (147)	
		8%	13%	5%	8%
PE Practical	Mastering	18 (83)	6 (27)	12 (56)	
		22%	22%	21%	1%
	Securing	31 (83)	8 (27)	23 (56)	
		37%	30%	41%	-11%
	Developing	25 (83)	8 (27)	17 (56)	
		30%	30%	30%	0%
PE Theory	Acquiring	5 (83)	2 (27)	3 (56)	
		6%	7%	5%	2%
	Mastering	7 (240)	1 (91)	6 (149)	
		3%	1%	4%	-3%
	Securing	85 (240)	28 (91)	57 (149)	
		35%	31%	38%	-7%
Catering	Developing	99 (240)	29 (91)	70 (149)	
		41%	32%	47%	-15%
	Acquiring	35 (240)	24 (91)	11 (149)	
		15%	26%	7%	19%
	Mastering	9 (240)	0 (91)	9 (149)	
		4%	0%	6%	-6%
D & T	Securing	76 (240)	27 (91)	49 (149)	
		32%	30%	33%	-3%
	Developing	107 (240)	34 (91)	73 (149)	
		45%	37%	49%	-12%
	Acquiring	34 (240)	21 (91)	13 (149)	
		14%	23%	9%	14%
Drama	Mastering	11 (156)	3 (61)	8 (95)	
		7%	5%	8%	-3%
	Securing	73 (156)	22 (61)	51 (95)	
		47%	36%	54%	-18%
	Developing	55 (156)	29 (61)	26 (95)	
		35%	48%	27%	-21%
Government & Politics	Acquiring	17 (156)	7 (61)	10 (95)	
		11%	11%	11%	0%
	Mastering	11 (68)	3 (25)	8 (43)	
		16%	12%	19%	-7%
	Securing	22 (68)	4 (25)	18 (43)	
		32%	16%	42%	-26%
Music	Developing	34 (68)	17 (25)	17 (43)	
		50%	68%	40%	28%
	Acquiring	1 (68)	1 (25)	0 (43)	
		1%	4%	0%	4%
	Mastering	21 (223)	6 (86)	15 (137)	
		9%	7%	11%	-4%
PE Practical	Securing	105 (223)	35 (86)	70 (137)	
		47%	41%	51%	-10%
	Developing	83 (223)	36 (86)	47 (137)	
		37%	42%	34%	8%
	Acquiring	14 (223)	9 (86)	5 (137)	
		6%	10%	4%	6%
Catering	Mastering	24 (133)	7 (50)	17 (83)	
		18%	14%	20%	-6%
	Securing	60 (133)	22 (50)	38 (83)	
		45%	44%	46%	-2%
	Developing	41 (133)	17 (50)	24 (83)	
		31%	34%	29%	5%
D & T	Acquiring	8 (133)	4 (50)	4 (83)	
		6%	8%	5%	3%
	Mastering	20 (226)	2 (84)	18 (142)	
		9%	2%	13%	-11%
	Securing	97 (226)	39 (84)	58 (142)	
		43%	46%	41%	5%
Government & Politics	Developing	80 (226)	27 (84)	53 (142)	
		35%	32%	37%	-5%
	Acquiring	29 (226)	16 (84)	13 (142)	
		13%	19%	9%	10%
	Mastering	21 (226)	4 (84)	17 (142)	
		9%	5%	12%	-12%
Music	Securing	95 (226)	33 (84)	62 (142)	
		42%	39%	44%	-5%
	Developing	84 (226)	33 (84)	51 (142)	
		37%	39%	36%	3%
	Acquiring	26 (226)	14 (84)	12 (142)	
		12%	17%	8%	9%

Autumn Term 2025		Pupil Premium	Non-Pupil Premium	Spring Term 2026		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%

Maths, English & Science Intervention - Mentoring

Year 11 Maths/English/Science Mentoring Overview: Autumn 2025 & Spring 2026

Year 11 maths, English and science mentoring takes place in Pastoral Curriculum Time (PCT) for specific year 11 disadvantaged pupils and their peers. Each mentoring period is usually a block of six weeks. Mentoring sessions are led by the Heads of Department in maths, English and science, take place in PCT and are usually 25 minutes in length. The data team, alongside the Head of Department, select specific pupils for this intervention based on their current performance, target grade and predicted grade. Analysis following the mock exam periods informs the next round of mentoring intervention.

After the mock exams, we analysed the numbers of grade 3s that Pupil Premium students achieved:

Name	A2L Spring	English Language	English Literature	Mathematics	Computer Science	French	Geography	Greek	History	Russian	Science Biology	Science Chemistry	Science Combined	Science Physics	Spanish	Art	Child Development	Citizenship	CTE	Creative Media	Design & Technology	Drama	Hair & Beauty	Hospitality & Catering	Music	Photography	Psychology	Sport	Attainment 8	Entries
		1																												
Student 1	-0.11	2	1	1	U				1				2-2		1		1												14.00	10
Student 2	0.14	1	U	2													P1							D*1					10.25	6
Student 3	0.10	5	3	3					1		4	4		3										P2			P2		38.00	10
Student 4	0.33	3	3	1	U		3		3				2-2							U								21.00	9	
Student 5	0.25	3	3	4									3-3				D*2	3									P2	35.50	9	
Student 6	-0.22	3	1	4					U				3-2				2						P2			P2	29.00	9		
Student 7	-0.14	1	U	1																			D1				D1	09.00	6	
Student 8	-0.11	3	1	3	U								4-4				6			2							P2	32.00	9	
Student 9	-0.50	U	1	U					X				1-1			U							D*1					07.00	5	
Student 10	-1.33	U	1	1			1		U				2-1								1							09.00	8	
Student 11	-0.50	1	1	U																U			D1					05.00	4	
Student 12	0.00	U	U	X					X				2-2				M2								2	X		11.50	4	
Student 13	-0.44	1	1	2			2						3-3				P2						P2		3			25.00	10	
Student 14	-0.29	2	U	1													U						D1					08.00	5	
Student 15	0.22	U	1	1									1-1		1		P2				3	2						16.00	10	
Student 16	0.11	1	1	1	U								2-1							U	2			D*1				13.00	9	
Student 17	-0.50	U	2	4		3					3	2		1							2			P2			P2	29.00	10	
Student 18	-1.50	U	2	3					X				3-3		3													19.00	7	
Student 19	-0.86			1												1				U					2			07.00	5	
Student 20	-0.44	3	2	3					1				2-1									3		D*1				24.00	10	
Student 21	0.56	4	5	4	3	4							4-4				D2		M1									44.00	10	
Student 22	-1.29	1	U	1									1-1											D1			M1	10.00	8	
Student 23	0.00	2	U	1															U					D*1				09.00	5	
Student 24	0.00	1	U	U															U					D*1				05.00	3	
Student 25	0.30	5	4	4							3	3		3			D2					5	P					43.00	10	
Student 26		U	U	X		X							X			X												00.00	0	
Student 27	1.00	8	4	4					4				5-4				D*2						P				D2	56.50	10	
Student 28	0.00	3	2	3	1				1				2-2			3								D*1				25.00	10	
Student 29	0.00	3	3	3					2				3-2					2	X								P2	28.00	10	
Student 30	0.70	9	7	5	6						7	9		8												5		72.00	10	
Student 31	-0.60	U	U	X									X		3		D2						X			X		10.00	2	
Student 32	0.67	3	4	3									3-2				M2											27.50	8	
Student 33	-0.57	3	2	2					1				2-1				M1					4						22.00	10	
Student 34	0.00	3	4	3									3-3		3	2	M2									2		33.50	10	
Student 35	0.56	6	5	5	3		7						6-5								2				6			54.00	10	
Student 36	0.00	X	X	X									X								X							00.00	0	
Student 37		X	X	X									X															00.00	0	
Student 38	0.11	3	3	3	2		3		3				3-2						X									28.00	10	
Student 39	0.50	3	3	3			2						3-2										P2					33.00	10	
Student 40	-0.44	U	U	2					U				U				U	2					P					10.00	4	
Student 41	0.00	3	2	4	3								5-4					6	M1						3			37.00	10	
Student 42	0.56	1	1	1	1		1						2-1				M1									3		14.00	10	
Student 43	0.22	4	4	3	1								2-2		2				X			4						29.00	10	
Student 44	-1.00	U	U	U									1-1				P1			X								03.25	3	
Student 45	-0.38	1	1	1	U														P1					D1				08.25	7	
Student 46	0.11	1	3	3	1								3-3				M2					2					2	28.50	10	
Student 47	-0.44	2	3	3					1				2-1					2		U							P2	24.00	10	
Student 48	-0.67	U	2	4									2-1							U	X						D1	18.00	7	
Student 49	0.56	4	2	4					2				3-3				D2	2				4						37.00	10	
Student 50	-0.75	2	1	2			U		X				U				P2											13.00	6	
Student 51	1.11	5	5	5									X		7	8									5	6		46.00	8	
Student 52	0.56	3	3	3					4				4-3				D*2					4	P					39.50	10	
Student 53	-0.11	2	1	2			U						2-1											D*1		2		19.00	9	
Student 54	-0.11	6	1	3		2							3-2				M2	3		U								34.50	10	
Student 55	0.22	4	4	2					4				3-2				P2		D1							3		32.00	10	
Student 56	-0.22	3	U	3			3		2				3-3						X						4			27.00	9	
Student 57	0.22	4	3	3	1								2-2				M2								3			30.50	10	
Student 58	0.33	5	3	5	3			9	3	7			4-3		7				M1									53.00	10	
Student 59	0.44	5	4	6	2				3				5-4													4	M2	47.50	10	
Student 60	0.29	2	1	1												1												11.00	7	
Student 61	0.43	3	2	2													P2											19.00	7	
Student 62	0.14	3	2	3			3						3-3											P2				27.00	9	
Student 63	1.30	8	6	4							6	5		5			D*2	5			X					6		60.50	10	
Student 64		U	U	X												X	X											00.00	0	
Student 65	0.89	6	5	4					5				3-3								D1		8			2		47.00	10	

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.

Student 1	English Lang	English Lit	Geography	History
Student 2	English Lang	English Lit	Science Combined	Cirizenship
Student 3	Maths	Spanish	Science Combined	
Student 4	English Lang	English Lit	Science Combined	Maths
Student 5	English Lang	Maths	Science Combined	Spanish
Student 6	English Lang	Maths	Geography	History
Student 7	English Lang	Maths	Science Combined	
Student 8	English Lang	English Lit	Science Combined	
Student 9	English Lang	Maths	Science Combined	Geography
Student 10	English Lit	CS	Science Combined	History
Student 11	English Lang	Maths	Science Combined	Geography

This process is repeated with year 10 Pupil Premium after the summer 2026 mock exams.

Targeted Academic Support

Access Centre – targeted support

Access Centre

The Access Centre is open at break time and lunch time every day. A significant number of Pupil Premium 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 23 pupils in the Inclusion AC tutor group across years 7-10, of which 66% are disadvantaged pupils. Emma Elven, Grace Donoghue & Joanne Sealy are the Inclusion AC tutors and in tutor time pupils work on a range of targeted interventions including *Time to Talk*, private reading, 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 Pupil Premium 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.

Targeted Interventions Team

IXL Interventions 25-26

Year 7	English	Maths
Student 1	+ 1y	+ 7m
Student 2	+2y11m	+2y3m
Student 3	+2y3m	+2y4m
Student 4	+1y7m	+2y
Student 5	+1y3m	+8m
Student 6	+1y	+9m
Student 7	+1y3m	+1y7m
Student 8	+4m	+1y2m
Student 9	+1y1m	+1y9m
Student 10	+1y3m	+1y11m
Student 11	+5m	+2y11m
Student 12	+1y4m	+1y6m
Student 13	+6m	+1y5m
Year 8		
Student 14	+5y4m	+2y4m
Student 15	+1y5m	+3y2m
Student 16	+1y4m	+1y2m
Student 17	+2y2m	1y4m
Student 18	+5m	+6m
Student 19	+1y8m	+2y7m
Student 20	+1y4m	+1y11m
Student 21	+1y 11m	+1y5m
Student 22	+1y	+6m
Student 23	+1y10m	+2y
Student 24	+1y11m	+1y4m
Year 9		
Student 25	+1y4m	
Student 26	+2y6m	
Student 27	+2y	
Student 28	+2y	
Student 29	+2y5m	
Student 30	+4m	
Student 31	+2y1m	
Student 32	+1y9m	
Student 33	+1y6m	
Student 34	+2y3m	

Reading & Literacy Interventions

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.

English Group and 121 Tuition

Emma Cooper delivers English interventions with specific disadvantaged pupils with the priority intervention being reading with the students. She has created comprehensive folders, ranging from level 1-10 using Teach Mate AI. The students read in a group or one-to-one with Emma. Emma asks questions on the text, trying to make a discussion about the text, re-reading the same text multiple times. She has also created longer texts, made into books for specific students, normally on a subject they are interested in, followed by reading a page followed by questions. Records of each student's progress are logged.

EAL Reading

Anna Marsal is currently working closely with the EAL students on a 1:1 or in a small group.

Thinking Reading Intervention

The *Thinking Reading* intervention, led by Russell King and delivered by Emma Cooper, targets students across years 7-11, with a high proportion of disadvantaged pupils involved. The impact data for 2025-26 is below.

Thinking Reading snapshot – all students

YEAR	ALL STUDENTS	AVERAGE GAIN	PP STU- DENTS	AVERAGE GAIN	NON-PP STUDENTS	AVERAGE GAIN
7	1	4Y6M	0	0	1	4Y6M
8	16	2Y6M	4	3Y9M	12	3Y10M
9	15	1Y4M	5	0Y3M	10	1Y5M
10	18	2Y10M	8	2Y11M	10	2Y8M
11	3	N/A	1	N/A	2	N/A

The three Y11 students were nurture students who had TR added to their timetable for the first term to boost their comprehension skills, but the programme was followed in a more piecemeal way.

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 a reading focus for part of the lesson. The students are encouraged to read books which both interest and challenge them. Reading is either completed individually and/ or with a supporting adult in the classroom. Once the students have completed reading their books, either from home or taken from the bookshelves in the English wing, they complete a comprehension test relating to the book. Due to limited technology access, this has proved a challenge for this year.

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

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

From 2026, the school will be using a different testing method to obtain relevant literacy scores. We will be using the NGRT tests as well as GL assessments.

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.

On World Book Day, we hosted a book swap where we encouraged students to bring along a pre-loved book to trade for another student's pre-loved book. This enabled disadvantaged students to get involved, as they could bring their book from the Book Buzz collection and get involved in the trade.

Youth Club

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%.

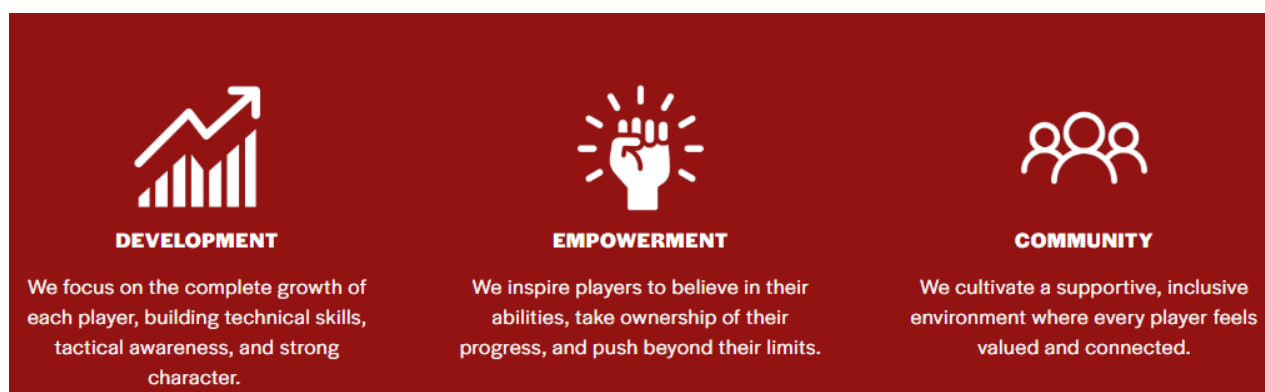
Music Tuition Subsidies for Disadvantaged Pupils

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 and in line with percentage of Pupil Premium pupils on roll.

Strike Academy Intervention

The school has engaged with the football intervention *Strike Academy* whose core values are:



The programme has been focussed on providing year 8 students to attend the programme between September 2025 & July 2026. Out of this year's cohort 15 students were Pupil Premium pupils.

Wider strategies

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 10 hours (2 days) a week from *Harbour Counselling*.

Mentoring

We employ Pauline Collins and Sue Padbury 5 hours a week (1 day) to provide mentoring support. We also have two Educational Mental Health Practitioners from *MIND* who provides support for pupils one day a week.

Mentoring for LAC & PLAC Pupils

Lauren Kemsley is LAC & PLAC lead throughout the whole school. There have been many interventions for 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), Tuition (Maths and English), Rising Futures, social skills intervention, zones of regulation, IXL literacy/numeracy, fidget toys, additional textbooks, alternative education placements (CTP), SLT interventions, daily *Meet and Greet*s, *MIND*, inclusion tutor group, 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 LKY 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 LKY and tackled. The students also raise any issues in mentoring sessions where they are dealt with, if possible, by LKY. LKY 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 Kerry Lawson who is the Attendance & Family Liaison Officer/Deputy DSL. 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 including CAMHS and Mind, Mentoring, The Community Hub and Family Solutions.

There are drop-in sessions for students to attend who wish to discuss and find out more about their attendance record with the Attendance & Family Liaison Office.

The year 7 attendance competition has been very successful and has improved and maintained attendance figures throughout the 2025-26 academic year.

Year 11 & Year 10 Pupil Premium Persistent Absence Intervention

The focus of this intervention is to improve the attendance of specific Pupil Premium KS4 pupils who are in persistent absence between 85%-89% with the objective being to improve their attendance to 90%+ and to sustain this over time. Each intervention cohort is led by David Butler and usually consists of 10 Pupil Premium pupils specifically selected in liaison with the data team using the new *Attend* data analysis platform. During the intervention Mr. Butler meets with each student in Pastoral Curriculum Time (PCT) to discuss, in detail, their attendance record, patterns of absence, reasons for each absence, the importance of attendance and how it is linked with attainment, and how many days of consistent attendance they are away from reaching 90% attendance. The cycle of meetings is repeated every half term. The *Attend* platform shows how the cohort is performing in relation to whole school data and year group data in terms of both Pupil Premium & non-Pupil Premium attendance. An example of the impact of the year 11 Pupil Premium Persistent Absence intervention can be seen below.

Name	Year	Reg	01/09 - 22/10	03/11 - 19/03
Student 1	11	11U2 ABM	88.73%	92.59%
Student 2	11	11G2 RGM	85.92%	98.15%
Student 3	11	11U2 ABM	87.32%	85.19%
Student 4	11	11D2 BPS	84.51%	86.42%
Student 5	11	11L2 KWN	84.51%	88.27%
Student 6	11	11D1 ALL	88.73%	83.95%
Student 7	11	11D1 ALL	88.73%	83.95%
Student 8	11	11D2 BPS	85.92%	90.06%
Student 9	11	11L2 KWN	85.92%	89.51%

Financial Hardship Fund

The Pupil Premium Hardship fund is in place to support young people and their families financially so that they can access trips and resources that they otherwise would not be able to afford. 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 2025-26, Pupil Premium pupils were given the opportunity to attend the following trips in line with their peers:

Total No. Students Attending	Trip Name	Trip Date(s)	Pupil Premium Students Attending
33	Bouncers & Shakers	30 Sep 2025, 18:30 - 21:45	9
41	“Punch” at The Apollo Theatre	09 Oct 2025, 17:00 - 23:15	13
25	Mersea Island and gardens	17 Oct 2025, 08:20 - 16:30	42
19	Glassblowing Workshop - Monday 20 October	20 Oct 2025, 08:00 - 17:30	5
21	Glassblowing Workshop - Tuesday 21 October	21 Oct 2025, 08:00 - 17:30	2
38	History Residential Trip - 23rd - 25th October 2025	23 Oct 2025, 09:00 - 25 Oct 2025, 15:00	6
15	Hertford Regional College	20 Nov 2025, 18:15 - 20:50	5
335	Panto at Harlow Playhouse	02 Dec 2025, 14:15 - 17:00	96
218	Challenge Trip Wednesday 10th December 2025	10 Dec 2025, 08:45 - 15:00	41
25	Tate Modern - Monday 26 January 2026	26 Jan 2026, 08:00 - 15:30	5
74	Computing Live at Disneyland Paris - 31 January - 3 February 2026	31 Jan 2026, 22:00 - 03 Feb 2026, 20:00	18
31	Woman in Black	04 Feb 2026, 14:30 - 17:15	10
4	Woman in Black - Year 9	04 Feb 2026, 15:30 - 17:15	2
19	Photography trip – Camden Town and Regents Park	06 Mar 2026, 08:20 - 16:00	4
39	Barcelona 6-8 March 2026	06 Mar 2026, 08:45 - 08 Mar 2026, 18:00	6
229	Principal’s Challenge Reward Trip - 25th March 2026	25 Mar 2026, 08:45 - 15:15	43
12	Wembley 14 April 2026	14 Apr 2026, 17:00 - 22:30	7
29	Duke of Edinburgh Bronze Practice Expedition	25 Apr 2026, 10:00 - 26 Apr 2026, 14:00	5
7	Duke of Edinburgh Silver Practice Expedition	15 May 2026, 14:00 - 17 May 2026, 17:00	1
41	Belgium and Northern France 21 May - 22 May 2026	21 May 2026, 09:00 - 22 May 2026, 15:00	9
5	Duke of Edinburgh Silver Assessment Expedition	06 Jun 2026 - 09 Jun 2026	1
50	Walton-on-the-Naze - 9 June 2026	09 Jun 2026, 09:00 - 18:00	12

The financial Hardship Fund has also been used to purchase a range of items for Pupil Premium. In 2025-26 these items have included school uniform, school shoes, PE kit, stationary, bus passes, food technology ingredients, revision guides, shoes, textbooks, fiction books, dictionaries, calculators, bilingual dictionaries, calculators, art equipment and food items. For example,

£700 from the Pupil Premium budget to enable the Maths department to purchase a box of calculators for each Maths classroom, specifically for the use of disadvantaged pupils.

£535 from the Pupil Premium budget to enable the Science department to purchase GCSE Revision Guides calculators for all Pupil Premium pupils.

£360 from the Pupil Premium budget has enabled Students A & B in year 10 to attend the Computer Science Disneyland trip due to exceptional family circumstances.

£240 from the Pupil Premium budget has enabled Student C to attend the East Mersea residential trip due to exceptional family circumstances.

£235 from the Pupil Premium budget has enabled Student D to attend the History Battlefields trip due to exceptional family circumstances.

£216 from the Pupil Premium budget to enable several Pupil Premium pupils to attend the drama department's theatre trips to London.

£210 from the Pupil Premium budget enabled the Art department to purchase art packs for several GCSE art students.

£120 from the Pupil Premium budget enabled several Pupil Premium pupils to attend the year Glassblowing workshops.

£190 from the Pupil Premium budget has enabled Student E to attend the Berlin residential trip due to exceptional family circumstances.

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. At Passmores Academy, pupils who take part in the programme are all year 10 Pupil Premium pupils, selected from their data and specific individualised needs. From September 2025 to February 2026, 18 Pupil Premium year 10 pupils successfully participated in the programme.

The *Rising Futures* programme consists of a welcome session, four 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 a detailed *Impact Summary Report* which demonstrate the positive impact of the programme in terms of pupil confidence, resilience, self-awareness and communication skills. Here are the headlines for the 2025-26, further details of which can be found in the 'Rising Futures

Impact Report 2025-26' and 'Rising Futures Individual Student Impact Reports 2025', both of which are available on request.

Executive Summary



This year, 18 students from Passmores Academy took part in the Rising Futures programme. 17 reached the threshold for completion.

Of those:

- 100% of students improved in at least one talent score area
- 94% of students showed increased confidence
- 100% of students showed improved resilience
- 82% of students developed stronger communication skills
- 82% of students improved their self-awareness

Students engaged in coaching sessions and immersive experiences, including the Into the Wild outdoor adventure trip and a World of Work visit to Reed Smith in the City of London.

Coaches noted strong and consistent progress across the cohort. Students arrived at the programme at different starting points, but all showed meaningful movement – growing in their ability to reflect on their strengths, set goals, and engage with new challenges. The immersive trips were a particular highlight, giving students the chance to build connections and push themselves in environments they wouldn't normally encounter.

Overall, the programme has helped your students build the talents they need for the future: Confidence, Resilience, Communication, and Self-Awareness. This report provides a clear picture of the progress made and evidence of the positive impact Rising Futures has had on Passmores Academy. Looking ahead, we will be in touch to share further opportunities for your students to continue their development with Yes Futures.

94%



**INCREASED
CONFIDENCE**

Impact Data- Quantitative Outcomes



100% of students improved in at least one talent score area

71% of students improved in all 4 talent areas

Growth in the Rising Futures Talents:

Confidence: 94% INCREASE

Resilience: 100% INCREASE

Communication: 82% INCREASE

Self-awareness: 82% INCREASE

Wider Outcomes

- 94% of students feel more prepared for the future
- 56% of students feel more motivated to achieve at school
- 73% of students feel they have skills which are valuable to other people
- 69% of students now have a better idea about future opportunities
- 81% of students feel the Rising Futures programme has made a positive difference to them

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 shows that 61% of the 2025-26 Rising Futures cohort improved their attendance when post-programme:

Name	Gender	Reg	01/09 - 19/12	06/01 to 19/03
Student 1	Male	L7 AFY	100.00%	100.00%
Student 2	Male	G2 SRS	98.55%	100.00%
Student 3	Male	G2 SRS	98.55%	97.80%
Student 4	Female	U1 MMY	95.65%	96.81%
Student 5	Male	U7 YME	94.93%	97.87%
Student 6	Female	L8 LFE	76.09%	81.91%
Student 7	Female	D3 DLM	96.38%	97.87%
Student 8	Female	D2 CLN	94.93%	97.87%
Student 9	Female	L4 EPE	85.51%	95.74%
Student 10	Female	G3 GCI	95.65%	97.87%
Student 11	Female	D4 MGD	97.83%	100.00%

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. We currently offer the following extra-curricular clubs and activities:

Club	Day	Time
Steel Pans - Student Group 1	Monday	3.30pm-4.30pm
Steel Pans - Student Group 2	Monday	4.30pm-5.30pm
Steel Pans - Adult Group	Monday	5.30pm-6.30pm
Soul Band	Thursday	3.20pm-4pm
Piano Club & Music Technology	Thursday	3.20pm-4pm
Passmores Music School Tuition	Tuesday	3.30pm-9.00pm
African Drumming	Wednesday	3.20pm-3.50pm
Glee Vocal Club	Wednesday	3.20pm-4.00pm
Geography Film Club	Thursday	3.20pm-4.15pm
Gardening Club	Tuesday	3.20pm - 4.15pm
SEN homework club	Tuesday-Thursday	3.15 - 4.00pm
Book Club	Thursday	3:15 - 4pm
Year 7 & 8 Drama club.	Thursday	3.30 - 4.30
Excellence Club - Years 9,10 & 11	Wednesday	3.30 - 4.30
KS4 Art and Design GCSE Club	Thursday	3:15 - 4.15
Creative Writing Club	Thursday	3.15pm - 4pm
French Homework Club	Wednesday	3.15 - 4pm
Year 11 Homework Support	Tuesday A	1:45pm -2:15pm
KS4 Drop-in support	Friday B	3:20pm-4:20pm
Youth Club	Monday	3.30pm-5.00pm
Study Club	Tues-Fri	3.15-4.15

PE EXTRACURRICULAR TIMETABLE 2026				
	BREAK	STAFF	AFTERSCHOOL 3:30PM – 4:15PM	STAFF
MONDAY	BASKETBALL/NETBALL SHOOTING (SPORTS HALL)	BREAK 1 –MGD BREAK 2 – AMN		
TUESDAY	BASKETBALL/NETBALL SHOOTING (SPORTS HALL)	BREAK 1 – GCI BREAK 2 – JWB	FITNESS (GYM) FUTSAL GIRLS NETBALL (ALL YEARS)	BBS MGD ARY GCI
WEDNESDAY	BASKETBALL/NETBALL SHOOTING (SPORTS HALL)	BREAK 1 – RTR BREAK 2 – JKG	FITNESS (GYM) BOYS FOOTBALL (ALL YEARS) DANCE	AMN JKG/JWB/MGD/RTR ARY
THURSDAY	BASKETBALL/NETBALL SHOOTING (SPORTS HALL)	BREAK 1 –ARY BREAK 2 – BBS	FITNESS (GYM) GIRLS FOOTBALL (ALL YEARS) RUGBY (ALL YEARS)	JWB GCI / RTR AMN/JKG/BBS
FRIDAY			BTEC COURSEWORK CATCH UP & PE DETENTIONS	

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. These are fully comprehensive and are available on request.

Student Leadership

In autumn 2025 there were 248 student leaders across the school in years 7-11 with 38% of those (95 pupils) being disadvantaged pupils. This is an increase of 11% on the previous year.

Student Leadership Opportunities 2025-26

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

Pupil Premium Student Leaders 2025-26

Primary Mentor		
Pride Group		
MH Ambassador		
Primary Mentor		
Pride Group		
House Captain		
House Captain		
Pride Group	MH Ambassador	
Inclusion Mentor		
Vice House Captain		
Yr 10 Prefect	School Council	House Captain
Pride Group	Inclusion Mentor	
Pride Group		
House Panel		
MH Ambassador		
Pride Group	Cass-Barnard	
House Panel	Pride Group	
Pride Group		
House Hero		
House Panel		
Yr 10 Prefect	DH Student	House Captain
Pride Group	MH Ambassador	
Primary Mentor		
Inclusion Mentor		
Yr 11 Prefect		
Pride Group	House Panel	
House Captain		
Pride Group		
House Panel		
House Captain		
House Panel		
House Panel		
Yr 11 Prefect		
Yr 10 Prefect	MH Ambassador	House Panel
MH Ambassador		
Pride Group		
Primary Mentor		
Pride Group		
Pride Group		
House Panel		

Pride Group	MH Ambassador	
House Captain		
Yr 11 Prefect		
House Captain	Primary Mentor	
Inclusion Mentor		
House Panel		
MH Ambassador		
House Panel	House Captain	
School Council		
MH Ambassador		
House Captain		
MH Ambassador		
Inclusion Mentor		
Vice House Captain		
Yr 11 Prefect		
Primary Mentor		
House Captain		
House Captain		
School Council	Pride Group	
Pride Group	MH Ambassador	
Pride Group		
Vice House Captain		
Vice House Captain		
Yr 11 Prefect		
FOPS Crew		
Yr 10 Prefect	MH Ambassador	House Panel
Vice House Captain		
Sports Leader		
Pride Group	House Hero	
Primary Mentor		
MH Ambassador		
Primary Mentor		
Yr 11 Prefect		
Vice House Captain		
Inclusion Mentor		
House Panel		
House Captain		
House Panel		
Pride Group		
House Panel		
Vice House Captain		
Primary Mentor		

House Captain	Charity Rep	
House Captain		
Primary Mentor		
House Panel	Primary Mentor	
Vice House Captain		
Primary Mentor		
Primary Mentor		
House Hero		
Pride Group	MH Ambassador	
House Captain		
Yr 11 Prefect		
Yr 11 Prefect		
Yr 10 Prefect	Inclusion Mentor	

Post-16 Destinations

The following table shows the post-16 destinations of year 11 Pupil Premium pupils and their peers for after they sat their GCSE exams in summer 2025.

Summer 2025			
Destination	Non-PP Pupils	PP Pupils	Total no. of Pupils
Avant Garde Apprenticeship	0	1	1
Banana Moon Nursery	1	0	1
Bishop's Stortford FA	2	2	4
Braintree Sixth Form	1	0	1
Capel Manor	1	0	1
Crane Soane Building Ltd	0	1	1
CRE8	2	0	2
Davenant Sixth Form	1	0	1
DP College of Performing Arts	1	0	1
Epping St. John's 6th Form	5	2	7
F2 Academy	2	0	2
Fashion Retail Academy	1	0	1
GG Construction	1	0	1
Hall Build Limited	1	0	1
Harlow College	84	43	127
Herts Regional College	18	3	21
Herts & Essex 6th Form	13	1	14
Hobs Salon Epping	1	0	1
Hockerill	1	0	1
Home From Home	1	0	1
Homeworking	0	1	1
Leventhorpe	5	4	9
London College of Beauty	1	0	1
London Employer	0	2	2
London School of Perf Arts	1	0	1
Moved to London	1	0	1
NEET	1	2	3
New City College	0	2	2
Online Course	1	0	1
Platinum Perf Arts College	1	0	1
RAF	1	0	1
Sir Frederick Gibberd	1	1	2
South View College	1	0	1
St. Marks 6th Form	3	0	3
Stamford College	1	0	1
Stansted Airport College	9	1	10
Bishop's Stortford High Sch	1	0	1
Family Business	1	0	1
Writtle College	3	0	3
Total	169	66	235

