

## Pupil premium strategy statement

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

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

### School overview

Detail	2023-24	2024-25	2025-26
School name	Theale Green School	Theale Green School	Theale Green School
Number of pupils in school (Yr 7- 11)	696 (787 Yr 7-13)	715	715
Proportion (%) of pupil premium eligible pupils	24%	28.5%	27%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024	2024-2027	2025-2027
Date this statement was published	Updated 30 <sup>th</sup> October '23	Updated 30 <sup>th</sup> October '24	Updated November '25
Date on which it will be reviewed	By 19 <sup>th</sup> July '24	By August 25	By August 26
Statement authorised by	C Badarello	C Badarello	C Badarello
Pupil premium lead	S Cartland	C Badarello	M Tottman
Governor / Trustee lead	Paul Emberlin	N Toon	N Toon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,502.50
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£206,502.50

### Part A: Pupil premium strategy plan

## Statement of intent

Our intention for all our students, whether they are in receipt of the pupil premium grant or not, is that they achieve strong outcomes and aspirational and meaningful next step destinations – a reflection of our Trust mission statement:

### Transforming Lives Through Learning

#### Pupil Premium- Academic Outcomes

Regardless of prior attainment of disadvantaged pupils, the quality of teaching and learning is central to our goals. We will use the most recent educational research to underpin all that we do. Our strategy includes targeted tutoring for those most affected to support best possible access to next step destinations at points of transition, especially regarding obtaining results of grade 4 or better in English and Maths which lead to better, wider opportunities for our students.

#### Pupil Premium- Connection to the Community and Culture

We are a school community where regardless of prior experience, every student should feel they are of equal value to the community; that they have skills and strengths to be tested, that sport, arts, broader participation within the life of the school should be present in every day and that the possibilities for their next steps destination are ambitious and motivational. We know that young people may not have high aspirations for themselves; it is our role to encourage these and ensure our students' knowledge and skills are developed to achieve their personal best.

#### Pupil Premium- Belonging and Understanding

Inherent within our strategy is to both rebuild the lost and build new connections with our families, to enable families to enter open, honest and challenging dialogue which helps us respond better to their needs. Understanding backstories, removing barriers and ensuring students and families are known and understood will be key to our success. Attendance to school will be seen as a key indicator of belonging.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have greater learning gaps and perform less well in their GCSE's, especially regarding obtaining 4+ grades in both English and Maths
2	Literacy and oracy are less well developed in disadvantaged students reducing access to the curriculum and so growing the learning gap over time.
3	Disadvantaged students tend to have less of a sense of belonging to the school community, which leads to poor attendance and behavioural challenges.
4	More students are unable to consistently recognise and articulate both their aspirations and their transferable strengths / skills, so reinforcing likelihood of fixed views of "self".
5	Typically, disadvantaged students attend less well and are more likely nationally to be excluded.
6	Typically, disadvantaged students need greater encouragement to engage with conversations around their personal wellbeing. We recognise the challenges they can face.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July '27)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved academic attainment for disadvantaged students both through KS3/4 and at the end of KS4, with a notable focus on English, Maths and Science.	<ul style="list-style-type: none"> <li>• 2025/26 KS4 outcomes result in disadvantaged students achieving 38% EM4+</li> <li>• 2025/26 KS4 outcomes result in disadvantaged students achieving A8 score of 34</li> <li>• By the end of 2025 an equivalent 20% of PP students vs non-disadvantaged students studying triple science based on FFT projections</li> <li>• 100% of disadvantaged students will have post-16 destinations, zero NEET.</li> </ul>
Improved attendance rates for all disadvantaged students.	<ul style="list-style-type: none"> <li>• Whole school attendance data for PP students up to 88%, above national average.</li> <li>• Targeted intervention in place for disadvantaged students with attendance below 90%</li> <li>• Focus on upper school attendance figures of 95%+ for all disadvantaged students, including rewards and catch-up support.</li> </ul>
Improved reading comprehension by end of KS3 for disadvantaged students	<ul style="list-style-type: none"> <li>• Reading age of disadvantaged students &lt;0.8yr difference by end of KS3</li> <li>• Whole school Reading Program embedded into all year groups Tutor Time schedule.</li> <li>• Reading ages are assessed through the STAR reader test. Those students who fall significantly below - reading age of less than 10 - are identified for reading interventions.</li> <li>• Interventions range from 1-1 reading, Buddy reading, EAL buddy reading, Lexia, Lexonics, speech and language or Hackney Lit.</li> <li>• Additional literacy support and intervention offered at KS4 for those who will struggle with exam questions etc. My Tutor, Century AI, access to Wellbeing Hub</li> </ul>
Metacognition and self-regulation are shown to have improved across the cohort of disadvantaged students	<ul style="list-style-type: none"> <li>• From Sept 25 focus on Teaching and Learning “Brilliant Basics” around punctuality, positive behaviours for learning and engagement to raise whole school standards in classrooms, with a specific focus on disadvantaged students</li> <li>• Quantifiable progress is seen in the quality of T&amp;L, through delivery of Rosenshine’s principles and whole school literacy. Evidenced through learning walks, book scrutiny, lesson observations, end evaluation of the impact of CPD. PP focus for all HOD’s.</li> <li>• AATI training provided to staff in Sept 2025 to further develop relational approaches to behaviour for learning which will benefit PP students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Behaviour and engagement data shows long term trajectory of improvement in the classroom setting, with evidence of proactive intervention to support disadvantaged students who are struggling in a</li> </ul>

	classroom setting; use of new Wellbeing Hub (Sept 25) and multi-agency approach (My Family Plan etc).
Disadvantaged students are ambitious for their future	<ul style="list-style-type: none"> <li>• Continued growth in entry of disadvantaged students into Sixth Form as well as zero NEETs.</li> <li>• Disadvantaged students are supported to gain work shadowing/experience to drive ambitions.</li> <li>• Students can articulate how they reflect key attributes for employment / training</li> <li>• Student surveys demonstrate that all students have an equally strong connection with their future ambitions.</li> <li>• Regular PP teacher/student/parent connections regarding student voice on in school experience.</li> </ul>
Reduced Suspension rates	<ul style="list-style-type: none"> <li>• Continued trajectory towards reducing suspension rates for disadvantaged as well as all students.</li> <li>• Act as a Listening School to build trust with families.</li> <li>• Student and parent voice demonstrates recognition of high level of pastoral / social support for students (and families).</li> <li>• Culture of understanding and information sharing around PP students part of weekly staff briefing and bulletin use; including further training throughout the academic year on relational approaches by the Assistant Headteacher.</li> </ul>
Ensure that disadvantaged students feel that they belong, are proactively involved in the life of the school and “give back” to our community.	<ul style="list-style-type: none"> <li>• Development of robust information sharing around PP students and strategy using in school platforms such as PAGS and Class Charts.</li> <li>• Development of “pupil premium profiles” with a focus on information sharing and target setting both academically and regarding connection to the life of the school.</li> <li>• Attendance of PP students at clubs and events monitored by HOD’s and HOYS</li> <li>• PP students celebrated through termly events such as attendance breakfasts, Headteacher awards and celebration assemblies.</li> </ul>

## Activity in this academic year- Sept 25- July 26

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 74,502.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD on metacognition and Rosenshine's Principles	<p><u>EEF Metacognition and Self-Regulation</u></p> <p>Use of SSAT as foundation for robust staff CPD (staff led and through coaching groups) Sep'24 - Jul'26 supporting improvement in high quality assessment for learning. This further strengthens more consistent high-quality teaching &amp; learning across the school.</p>	1,4
Improvement of whole school literacy through implementation of strategy	<ul style="list-style-type: none"> <li>• Comprehensive strategy in place to address all aspects of literacy.</li> <li>• Includes a triage system for reading ability with subsequent allocation to the relevant support pathway based on need.</li> <li>• Reading support pathways include Lexonics (Phonics programme), Lexia, Hackney Lit and Peer Mentor reading.</li> <li>• Whole school CPD on teaching vocabulary and delivery of reading.</li> <li>• Whole school CPD on use of reading age data to inform lesson planning.</li> <li>• Whole school Oracy strategy</li> </ul>	1,2,4
Effective use of data	<ul style="list-style-type: none"> <li>• Provide quantitative evidence to support gap analysis and the impact of interventions for groups of students to improve diagnostic techniques for more precise intervention EEF Gathering and Interpreting Data</li> <li>• In terms of interventions we are delivering we are looking to have quantitative evidence post and pre so that an effective cycle of plan, do review takes place.</li> <li>• The Salford Reading test is being used with some students alongside the STAR reader test</li> </ul>	1,2,5

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

Budgeted cost: £ 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring to support students most affected	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Using a combination of external tutoring partners and a local tutor, to provide tutoring in English, mathematics and Science across KS3 and KS4.</p> <p>Additionally peer tutoring in English and mathematics with Sixth Form students and KS4 students. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	1,2,4
Reading Comprehension	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Students learn a range of techniques, which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>To support this we will deliver the following package with students' experience drawn from these elements dependant on their need:</p> <ol style="list-style-type: none"> <li>1. Accelerated Reader - all KS3 students undertake the AR programme to boost confidence and enjoyment of reading</li> <li>2. Lexia – computer-based software with 1:1 support that assesses the fundamentals of grammar, vocabulary and comprehension skills</li> <li>3. Hackney Lit – supports progression from reading, responding to questioning to written responses. Supports students' reading comprehension, thinking and learning skills, strengthening their confidence so that they can work with greater independence.</li> <li>4. Lexonic phonics program</li> </ol>	1,2,4

In school mentoring	<p>Small group / 1:1 work. To provide greater access to mathematics for the most affected KS3/4 students through organised study sessions with Sixth Form students</p> <p>Mentoring through Berkshire Youth / AQA unlocking potential qualification and our new Support for Learning Room.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Deploy Student Support Managers to support students and families with high expectations, standards and aspirations of school life and proactive use of Century AI and Study Café.</p>	1,4
CEIAG programme which focuses on richness, diversity and social mobility	<p>Drive a rich and broad programme to provide the foundation for social mobility amongst disadvantaged students</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves <u>EEF</u> <u>Metacognition and Self-Regulation</u></p>	4,6

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

Budgeted cost: £61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement approaches including: <ul style="list-style-type: none"> <li>• Engagement with</li> <li>• Literacy</li> <li>• IT qualifications</li> <li>• Parent voice</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Creating tailored opportunities for 1:1 and group meetings / discussions with parents to support activities leading to social mobility and targeted support for families to address challenges; literacy and IT being foci.</p>	All
Continued Development of whole school attendance	<p>Purchase of SOL Attendance System to enable the school to utilise data effectively to provide weekly intervention regarding school attendance.</p> <p>PP attendance can be closely monitored and analysed against national averages.</p> <p>On-going development of attendance officer and Heads of Year to support a whole school attendance strategy</p> <p><a href="#">Working together to improve school attendance</a></p> <p>Using the evidence and guidance to focus on increasing attendance of disadvantaged (and all students)</p>	3, 5

<p>Wellbeing Hub</p>	<p>Wellbeing Hub to sit alongside RFL- Key staff work with students to support their sense of worth and build comprehensive package of support for the school day.</p> <p>Students with time-out cards attend Wellbeing Hub to reduce disruption in corridors</p> <p>School offers own in-house alternative provision for students in KS3 who are repeatedly removed from lessons (Ready Brek Glow Group) and RAG rated timetables, Century AI boost and mentoring for KS4 students.</p> <p>RFL will continue as whole school strategy on reducing low level classroom disruption and improving engagement in class is supported by the RFL room.</p> <p>On-call available hourly to support staff with pastoral agenda. Whole school contribution to RFL/OCS rota to raise expectations.</p>	<p>1, 2, 3, 4, 5</p>
<p>Contingency fund for community engagement (trips, crew etc. )</p>	<p><u>Arts</u></p> <p><u>PHE Links Sport to Well Being and Attainment</u></p> <p>Creating opportunities for students to participate and engage in school activities, whilst promoting physical and mental well being</p>	<p>3, 4, 6</p>
<p>Development of mental health support offer</p>	<p>Proactive utilisation and development of Time to Talk offer</p> <p><a href="#">Time to talk   Counselling for young people in West Berkshire</a></p> <p>Review and systematise triage system around students of concern, especially those who are disadvantaged.</p> <p>Implement ELSA training for key staff- Research published by the EEF <u>Social and Emotional Learning</u> provides evidence to indicate the positive impact of Social and Emotional Learning on learning. In addition, research by the Journal <u>Educational Psychology in Practice</u> on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a trusted relationship with the staff member</p>	<p>3</p>

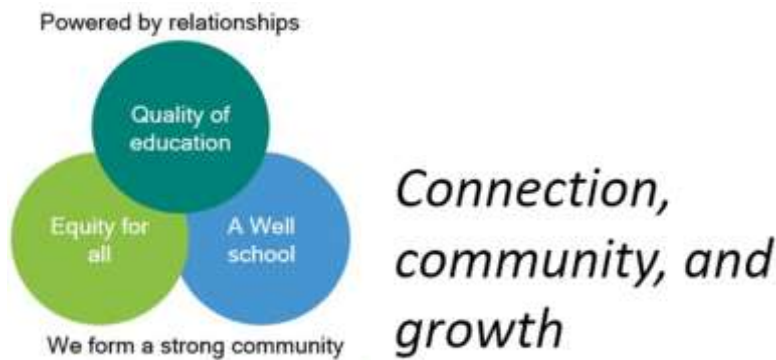
Total budgeted cost: £206,502.50

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

In 2024-25 the strategic focus on improving outcomes and wellbeing for pupil premium students was aligned to the main Theale Green School strategic plan:



The pupil premium strategy was embodied through the **Equity for All** pillar but had two main strands within the **Quality of Education & Well School** pillars.

#### Quality of Education

Cohort:

All Students	108
Pupil Premium	31
Non Pupil Premium	77

#### Headline Figures - 3 year trend- Pupil Premium

	2025	2024	2023
	PP	PP	PP
EM4+	22.6	32.1	23.8
EM5+	9.7	10.7	9.5
5 @ 4+	16.1	39.3	14.3
5 @ 4+ inc EM	16.1	28.6	14.3
5 @ 5+	9.7	25.0	9.5
5 @ 5+ inc EM	9.7	10.7	9.5
Ebacc APS	2.04	2.52	2.12
Ebacc Entry	0.0	7.1	4.8
Triple Sci. Entry	3.2	32.1	19.1
Ebacc Lang. Entry	3.2	10.7	9.5
Progress 8		-0.56	-1.33
Attainment 8	25.58	31.55	26.86

- Decline in PP students achieving English and Maths at 4+ over the last three years.
- Although drop in PP students achieving English and Maths at 5+ in comparison to last year, figure is above that achieved in 2023.
- PP 2025 cohort also outperformed PP 2023 in all 5@ KPI's
- No PP students entered for the Ebacc offer 2025, including a reduction in those taking triple science and a language.
- The above and PP students failing to secure 4+ **in both English and Maths** have resulted in a decline in the Attainment 8 score for PP students 2025.

## Pupil Premium Cohort Breakdown- Summer 25 GCSE results

- Data reflects that most students who achieved 4+ grades did so in either English or Maths and weren't able to secure in both subjects.
- For both English and Maths only 4 students achieved grades at 5+ and above.
- Maths secured more students at grade 4 or better than English
- Only two students within the PP cohort had attendance of 95% or better. The pupils with strong attendance achieved significantly better results than their PP peers. This further highlights the importance of good school attendance for students.
- My Tutor- Successful impact with Maths leading to students improving their grades; mixed impact for English.

## Equity for All

- ❖ Through **connection**, improve whole school attendance to above national to overcome barriers to learning.
  - An ongoing campaign of extensive parental and student engagement in the value of good school attendance commenced during 24-25. This included regular communications around the impact of attendance on examination courses and student futures, monitoring of attendance patterns and trends across the school to identify students approaching lower thresholds, working with students and families to offer support and guidance and a range of incentive competitions
  - Development of whole school attendance procedures and collective responsibility for in school attendance saw improvements in whole school attendance figures for 2024-2025
  - Attendance figures increased in five-year groups, with steps having been implemented to support the current year 11 (25-26) attendance and sixth form attendance.
  - Whole school attendance for pp students was 81.1% (2024/25) which reflects a growing gap between those students in receipt of the pupil premium grant and those without.

Cohort	2022-2023	2023-2024	2024-2025
Year 7	91.1	91.2	92.4
Year 8	90.6	89.6	90
Year 9	89.4	88.4	88.8
Year 10	87.4	89.7	86
Year 11	77.8	78.7	78.8
Year 12	81.5	86.0	89.4
Year 13	59.0	76.5	67.4

- ❖ Ensuring our curriculum is appropriate for our **community**, with specific focus on improving levels of literacy all to increase engagement and success.
  - For students to achieve strong academic outcomes, they need to have an appropriate reading age to be able to access their curriculum. In turn this improves student engagement in lessons as they can actively engage in their learning.
    - Continued success of Lexia to support students with low levels of literacy. This is run by two Higher Level Learning Mentors, who have been able to reach more than 90 students using this software Lexia has become an embedded part of the daily life of students; students & families value the impact it has on literacy and wellbeing.
    - Appointment of Nurture teacher in September 2024 has been incredibly successful with many vulnerable students making excellent progress throughout the academic year and successfully transitioning into mainstream lessons in July 25
    - Participation in the SSAT and AATI programs to support staff in developing both their pedagogical practice in the classroom (SSAT) and their understanding and awareness of students who have ACES (Adverse Childhood Experiences).
    - New TGS Manual developed to provide staff with a clear set of expectations around behaviour for learning to promote consistency in the classroom.

## **A Well School**

With our community, support the emotional and physical wellbeing of all students to promote motivation and aspiration.

### **❖ Emotional wellbeing - Sense of connection.**

There is a clear link between the quality of staff relationships and students' ability to make good progress in the classroom. There has been a specific focus on staff and students understanding the sense of connection in order to trust the school.

- Strengthened pastoral support through appointment of highly experienced Assistant Headteacher with clear focus on whole school routines.
- Further development of the pastoral offer, with clearly defined roles that support via a mixture of proactive & reactive approaches. Pastoral Leadership Team has been developed around Heads of Year and Pastoral Support Staff, supported by the Deputy Headteacher and Assistant Headteacher
- Increasing leadership opportunities across the school, and proactively appoint pupil premium students into these roles
  - Student Ambassadors – lead on transition events, run school tours, support in quality assurance pieces for the school. Years 7 – 9
  - Student Prefects – act as the leaders of the main school. Shape the experiences of KS4 students, mentoring students, supporting HOY. Years 10 & 11
  - Head Team – represent the student body. Lead on charity events
- Parent workshops on a wide range of topics to support families including; mental health, staying safe online.

### **❖ Physical wellbeing**

- Pupil Premium students specifically targeted to use Fitness Zone after school to promote engagement in sport and school
- Duke of Edinburgh scheme is now in its third year of running, with pupil premium students specifically targeted for participation, and financially supported to take part. 17% of Bronze students and eligible for the pupil premium grant; 8% Silver students.
- Free breakfast service in the canteen continues allowing all students to access porridge every day. This was funded by external funding from Dr Ellerton's Charity.
- Improved quality of fresh produce available in the canteen with increased uptake in meal deals for FSM students.