



Pupil Premium Strategy Statement – St Paul's Way School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1193 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Firdusi Uddin
Pupil Premium lead	Olivia Sanchez
Governor / Trustee lead	Jennifer Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£674,473
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£674,473

Part A: Pupil Premium Strategy Plan

Statement of intent

St Paul's Way is committed to providing effective resources and ensuring vital support is in place to raise the progress of disadvantaged pupils of all abilities and to diminish any differences between disadvantaged students and non-disadvantaged students.

Our belief is that our disadvantaged pupils should achieve in line with all our pupils and that disadvantage should not be a barrier to our pupils' success.

This document details the planned spend of the Pupil Premium Grant and Recovery Premium fund for 2025-6 and the challenges we seek to overcome in planning this spending.

Challenges

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

Challenge number	Detail of challenge
1	PP Pupils have lower literacy levels
2	PP Pupils have lower attendance than non-pp
3	PP Pupils have higher incidents of Fixed Term Suspensions
4	PP Pupils have lower progress at KS4
5	High levels of social and emotional needs, particularly for vulnerable pupils with complex family needs

Intended outcomes

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

Intended outcome	Success criteria
Improved literacy rates for PP Pupils	An improvement in literacy rates for PP students and a narrowed gap in literacy rates between PP and Non-PP students.



Improved attendance of PP Pupils	Maintain higher than national average attendance for PP students and narrow gap in attendance between PP and Non-PP students.
Reduced suspensions for PP Pupils	A reduction in suspensions for PP students and a narrowed gap in suspensions between PP and Non-PP students.
Improved progress at KS4 for PP Pupils	Rates of progress to remain above national average for PP students at KS4 and narrow the gap between PP and Non-PP students.
Improved framework for social emotional support for PP pupils with complex family needs	An established system of support via school for social and emotional needs for PP pupils in complex family structures.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £196,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching	<u>Action:</u> To improve teaching through Instructional Coaching Programme <u>Rationale:</u> - Teachers can only improve or attend to a few elements of their practice at a time: they need to be given manageable steps at a high frequency (weekly or fortnightly) - Teachers need to be shown the gap between their practice and improved practice - coaches are trained to model the action steps given to them in their coaching conversation	1 & 4



	Teachers need opportunities to rehearse before they go “live” in the classroom. This is achieved through deliberate practice with the coach where they practise their action steps and the coach gives feedback against set success criteria. This ensures the action step is correctly implemented and behaviour starts to become habituated scripts the coaching conversations. StepLab also tracks the conversations and feedback for analysis, quality assurance and scaffolding <u>Description of Intervention:</u> All teachers are coaching fortnightly by a trained coach they are given bitesize action steps that are high leverage and manageable and supported by the StepLab platform. Teachers are modelled their actions steps and engage in deliberate practice with their coach before entering the classroom.	
Whole class tutor time reading	<u>Action:</u> KS3 tutors read a range of challenging and diverse novels, following the school's Register Read Rally programme, to increase fluency and enjoyment of reading. <u>Rationale:</u> - Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all - Researchers from the National Literacy Trust found that only 3 young people in 10 were reading daily in their own time and this decreases with age - Developing a love of reading can be more important for a child's educational success than their family's socio-economic background. OECD, 2002 <u>Description of Intervention:</u> Form tutor reads to tutees x3 per week from class novel, students follow the text via guided reading. Students engage in guided Book Talk sessions for each book to promote a love of reading and their oracy skills.	1



<i>Smaller class sizes for core subjects</i>	<u>Action:</u> Create an additional two classes with reduced student numbers for lower attaining students in Year 8 for Maths and Science, and Year 9 for Maths, English and Science. <u>Rationale:</u> By deploying smaller class sizes, students with the most need will receive focused support and intervention. Education Endowment Fund (EEF) Teaching and Learning Toolkit: <u>Reducing class size EEF</u> (educationendowmentfoundation.org.uk) • Reducing class size has a small positive impact of +2 month, on average. • Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. • The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive <u>Description of Intervention:</u> Smaller class sizes, often combined with an LSA, to ensure that lower attaining students have more time with their teacher and higher quantity of feedback on their learning.	1 & 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Literacy Interventions	<u>Action:</u> Identify students with lower literacy levels and use Lexia programme during tutor time to improve literacy levels. Train teachers to deliver the intervention. <u>Rationale:</u> Education Endowment Fund (EEF) Teaching and Learning Toolkit: <u>Reading comprehension strategies EEF</u> (educationendowmentfoundation.org.uk) • Reading comprehension strategies are high impact on average (+6 months). • It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. • Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. • A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. <u>Description of Intervention:</u> Target students in Year 7-10 receive intervention using Lexia three times per week for 30 mins during tutor time. Data is analysed half-termly and group changes made accordingly.	1 & 4
Afterschool sessions	<u>Action:</u> Whole cohort additional support for core subjects- Year 11.	4



	Identify Pupil Premium students who are underachieving and provide structured additional after school sessions to close attainment gap. <u>Rationale:</u> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Selecting_interventions_tool.pdf?v=1744286880 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/selecting-interventions • Students who are underachieving often typically struggle to manage their time and to study effectively-structured additional sessions support students to make greater progress <u>Description of Intervention:</u> Target students in Year 11 attend additional sessions with subject specific teachers, planned to close gaps in learning and provide additional input to that received in lessons. Whole cohort sessions for core subjects after school, for additional input and to allow for targeted groups and topics above normal classroom provision.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £481,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Student Achievement Co-ordinators x5</i>	<u>Action:</u> Establish a team of Student Achievement Co-ordinators (SACs) who monitor the progress, attendance, behaviour and wellbeing of students in each year group, identifying students for small group-based interventions. <u>Rationale:</u> By deploying a team of Student Achievement Co-ordinators, students will receive focused support and intervention. Education Endowment Fund (EEF) Teaching and Learning Toolkit: <u>Social and emotional learning EEF</u> <u>(educationendowmentfoundation.org.uk)</u> • "Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months' additional progress" • "evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours" (+4 months) • "Overall absence rates are higher for pupils who are eligible for and claiming free school meals - 7.2 % compared to 4.0%. They are over twice as likely to be persistently absent (21.6 % compared with 8.1%)" • "Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve	2, 3 & 5



	5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 % of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20% of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years". <u>Description of Intervention:</u> One Student Achievement Co-ordinator in each year group to work closely with the Year Team Leader to ensure that PP students identified as being at risk of exclusion and/or making less than expected progress receive relevant and impactful pastoral support programmes to reduce the risk of exclusion and improve progress.	
Senior Pastoral Lead	<u>Action:</u> SLT lead for Intervention and Attendance <u>Rationale:</u> Department for Education: <u>Supporting the attainment of disadvantaged pupils</u> (publishing.service.gov.uk) • "A whole-school approach promoting learning which sets high aspirations for all pupils" • "Leaders can adopt specific behaviours to improve outcomes for disadvantaged pupils in their school." • "It's not just what you do; it's also the way that you do it. Schools can improve their effectiveness by focusing on the depth and quality of their support strategies." • "Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff."	2, 3 & 5



	<u>Description of Intervention:</u> • SLT lead appointed to drive Year Inclusion Meetings • Develop and improve existing policy for Persistent Absent students • Monitor and improve the quality of internal and external interventions • Audit and assess the impact of tiered interventions at SPWT • Lead on the whole school Attendance Policy and systems and processes for tracking, monitoring and intervening for key pupils at risk of low attendance	
Attendance Officer	<u>Action:</u> To ensure that there is a clear programme of intervention for students eligible for PP with low attendance. <u>Rationale:</u> In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PP. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students. DfE statistics March 2025: https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2023-24 DfE reports the following national figures: Overall absence rate: • FSM eligible: 11.0% • Not FSM eligible: 5.8% Persistent absence (missed 10%+ sessions): • FSM eligible: 34.8% • Not FSM eligible: 14.1% These show FSM pupils are substantially more likely to miss school. 2025 Government White Paper: https://www.gov.uk/government/publications/link-between-attendance-and-attainment?utm_source=chatgpt.com)	2



	• Higher attendance is strongly associated with higher GCSE attainment: DfE's latest research shows pupils with 95-100% attendance in Year 11 are around 1.9 times more likely to achieve Grade 5 or above in both English and maths than pupils attending 90-95% • There is a clear "step effect": Each drop in attendance band (e.g. from 95-100% to 90-95%, or 90-95% to 85-90%) is associated with a substantial reduction in the likelihood of achieving key KS4 benchmarks • Persistent absence is linked to very low attainment: In the latest non-pandemic KS4 exam data (2018/19), only around one-third of persistently absent pupils (missing 10%+ of sessions) achieved grades 9-4 in English and maths, compared with over 80% of pupils with no missed sessions • The relationship holds after controlling for other factors: DfE regression analysis shows attendance remains a strong independent predictor of KS4 outcomes even after accounting for prior attainment, FSM status, SEN, and school-level effects • Small amounts of absence matter: DfE highlights that missing around 10 days in Year 11 is associated with around a 50% reduction in the likelihood of achieving a strong pass in English and Maths <u>Description of Intervention:</u> Employ an additional member of staff within the attendance team whose remit will be to ensure that there is support available for students eligible for pupil premium to ensure that they attend school regularly and that their attendance is kept above 96%.	
Attendance Welfare Advisor	<u>Action:</u> To ensure that there is a clear programme of intervention for students eligible for PP who have attendance below 90%.	2



	Rationale: In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students. DfE statistics March 2025: Pupil absence in schools in England, Autumn and spring term 2022/23 - Explore education statistics - GOV.UK (explore-education-statistics.service.gov.uk) DfE reports the following national figures: Overall absence rate: • FSM eligible: 11.0% • Not FSM eligible: 5.8% Persistent absence (missed 10%+ sessions): • FSM eligible: 34.8% • Not FSM eligible: 14.1% These show FSM pupils are substantially more likely to miss school. 2025 Government White Paper: (https://www.gov.uk/government/publications/link-between-attendance-and-attainment?utm_source=chatgpt.com) • Higher attendance is strongly associated with higher GCSE attainment: DfE's latest research shows pupils with 95-100% attendance in Year 11 are around 1.9 times more likely to achieve Grade 5 or above in both English and maths than pupils attending 90-95% • There is a clear "step effect": Each drop in attendance band (e.g. from 95-100% to 90-95%, or 90-95% to 85-90%) is associated with a substantial reduction in the likelihood of achieving key KS4 benchmarks	
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Student Support Assistant	<u>Action:</u> Student Support Assistant to mentor PA students, identifying students for small group-based interventions. They also support site supervision model to ensure high expectations on-site of all students. <u>Rationale:</u> By deploying a team of Student Support Assistants, students will receive focused support and intervention. Education Endowment Fund (EEF) Teaching and Learning Toolkit: <u>Social and emotional learning EEF</u> (educationendowmentfoundation.org.uk)	2 & 3



	• "Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months' additional progress" • "Evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours" (+4 months) • "Overall absence rates are higher for pupils who are eligible for and claiming free school meals - 7.2% compared to 4.0%. They are over twice as likely to be persistently absent (21.6% compared with 8.1%)" • "Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons. The difference in achievement is also evident with the English Baccalaureate, where pupils with no absence are around 10.2 times more likely to achieve the English Baccalaureate than pupils missing 15-20% of KS4 lessons. The relationship between absence and KS4 attainment remained similar over the past five academic years". <u>Description of Intervention:</u> Student Support Assistant to work closely with the SLT lead for Site Supervision and Senior Pastoral Lead to ensure that PP students identified as being at risk of low attendance receive relevant and impactful pastoral support programmes	
<i>Mentoring Lead / Reset Room Manager</i>	<u>Action:</u> Mentoring Lead / Reset Room Manager to manage all aspects of the Reset Room including coordinating the curriculum offer, timetable, and behaviour routines. Also to design, implement and evaluate the mentoring provision at SPW. <u>Rationale:</u> The department for Children, Schools and Families published 'internal exclusion guidance'	2, 3 & 5



	https://dera.ioe.ac.uk/712/1/DCSF-00055-2010.pdf in 2010: "As part of a whole school approach to behaviour and attendance, internal exclusion offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. 'Remove rooms' should be used: • for pupils who have been internally excluded and referred through the correct channels • when a potentially explosive situation can be resolved by placing pupils in the remove room • in line with the school's behaviour policy Pupils should understand that they will be required to complete set work whilst excluded from class and this work should be provided by teachers. Pupils should also be encouraged to reflect on the reasons for their internal exclusion. The remove room may be located within a classroom in a quiet area of the school, be a separate room within the school or in a separate building with its own entrance. A limit should be set regarding the number of pupils that can be in the remove room at any one time as overcrowding will diminish the positive effect this sanction can have." <u>Description of Intervention:</u> • To design, implement and evaluate the timetable for the Reset Room provision • To ensure curriculum provision is robust and aligned with faculty provision to minimise lost learning for students. • To lead on accurate tracking and analysing of data in order to implement medium and long-term strategic development and reduce repeat referrals. • To ensure suitable adaptations to meet the needs of key student groups across all rooms e.g. EHCP and other vulnerable groups • To design, deliver and evaluate SPW Assertive Mentoring programme for Individual and groups of students	
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	To support the delivery of the whole school Personal Development programme	
Counselling Service	<u>Action:</u> Deployment of a targeted counselling service and small group interventions for the duration of the academic year. <u>Rationale:</u> There is a strong body of research to support the idea that emotional stress and anxiety are limiting factors on learning and attendance at school. The aim of the counselling service is to address and ultimately remove these barriers. - Education Endowment Fund (EEF) Teaching and Learning Toolkit: <u>Social and emotional learning EEF</u> (educationendowmentfoundation.org.uk) "Parental involvement is consistently associated with pupils' success at school. The impact of parents' aspirations is also important." (+3 months) "SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months' additional progress" "Evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours" (+4 months) <u>Description of Intervention:</u> The provision of Metanoia counselling services for 10 hours per week divided by two days for 36 weeks for an onsite qualified counsellor.	5

Total budgeted cost: £710,421



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative assessments.

The attainment of our disadvantaged pupils is extremely strong and reflects the impact of our targeted strategies. They achieved an Attainment 8 score of 49.4, which is very close to the national average score of 50.3 for non-disadvantaged pupils, a difference of 0.9.

The gap between disadvantaged and non-disadvantaged pupils within our school is only 5.7 points, 55.1 vs 49.4. This demonstrates that our approach is successfully reducing inequality and enabling disadvantaged pupils to thrive academically. The internal data demonstrated that students in receipt of Pupil Premium achieved outcomes only 0.17 below our non-disadvantaged pupils. Disadvantaged pupils' Progress 8 score at KS4 is 0.54, and non-disadvantaged pupils achieved 0.78. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that interventions in place have contributed to supporting disadvantaged pupils' progress and outcomes, bridging gaps which have been targeted from KS2 performance.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.



Further Information

Teaching Outcomes

Activity	Evidence of Impact	Challenge number addressed
<i>Coaching</i>	• Since coaching was introduced in 2021, there have been 6,540 coaching lesson observations which teachers have received an action step and coaching conversation from. • Of these, 3,754 coaching action steps were achieved . • Only four teachers have been put on a support plan since coaching began. Three of these have been ECTs. Coaching has allowed us to measure impact and the only dismissal has been for non-pedagogical concerns. • Since coaching was introduced in staff surveys that occur 1x an academic year, consistently >95% of staff agree or strongly agree on the following statement • <i>Coaching has improved my practice</i> • <i>Coaching is developmental and not judgmental</i>	1 & 4
<i>Whole class tutor time reading</i>	• Cohort mean standard age scores have increased to significantly higher than the national average since implementation • Rates of progress are maintained as higher than National average (100) across all KS3 cohorts Year 7: 104.3 Year 8: 105.0 Year 9: 104.1	1
<i>Smaller class sizes for core subjects</i>	Overall cohort's subject scaled score compared to KS2: Year 8 English: +0.44 Year 8 Maths: +0.42 Year 8 Science: +0.45 Year 9 English: +0.32 Year 9 Maths: +0.37 Year 9 Science: +0.40	1 & 4



Targeted Academic Support Outcomes

Activity	Evidence of Impact	Challenge number addressed																		
KS3 Literacy Interventions	Progress over time (2022-2025) <i>Group progress over time</i> The chart below shows the distribution across the five categories of progress. The data table shows the same information as the chart. Group progress over time <table><thead><tr><th>Points of progress</th><th>Much higher than expected progress</th><th>Higher than expected progress</th><th>Expected progress</th><th>Lower than expected progress</th><th>Much lower than expected progress</th></tr></thead><tbody><tr><td>Start point to mid-point progress</td><td>9% (16)</td><td>10% (18)</td><td>43% (75)</td><td>16% (28)</td><td>22% (39)</td></tr><tr><td>Mid-point to end point progress</td><td>15% (26)</td><td>13% (22)</td><td>55% (96)</td><td>9% (16)</td><td>9% (16)</td></tr></tbody></table> Progress from Reading Age data 8LX students made +11.9 mean SAS progress improvement compared with 0.3 mean SAS progress improvement for Non-LX students 9LX students made an average +6.5 mean SAS progress compared to the 0.1 mean SAS for non LX -7LX data pending Autumn 2025 3. Graduation progress 16 8LX students graduated from the programme 11 9LX students graduated from the programme 2 7LX students graduated from the programme 2 10LX students graduated from the programme	Points of progress	Much higher than expected progress	Higher than expected progress	Expected progress	Lower than expected progress	Much lower than expected progress	Start point to mid-point progress	9% (16)	10% (18)	43% (75)	16% (28)	22% (39)	Mid-point to end point progress	15% (26)	13% (22)	55% (96)	9% (16)	9% (16)	1 & 4
Points of progress	Much higher than expected progress	Higher than expected progress	Expected progress	Lower than expected progress	Much lower than expected progress															
Start point to mid-point progress	9% (16)	10% (18)	43% (75)	16% (28)	22% (39)															
Mid-point to end point progress	15% (26)	13% (22)	55% (96)	9% (16)	9% (16)															
Brilliant Club	14 students participated in the Scholars Programme (2024-25) 8 students achieved 100% tutorial attendance	4																		



	• Average tutorial attendance: 90% across the cohort • Brilliant club • 93% of students submitted a final assignment (13 out of 14) • 5 students achieved a First or 2:1 standard in their final university-style assignment Academic Progress (Baseline → Final Assignments) • Written communication: 57 → 60 (+5% progress) • Subject knowledge: 56 → 62 (+10% progress) • Critical thinking: 42 → 54 (+30% progress) (above national average of 27% progress) Former Brilliant Club cohort (2022) GCSE outcomes: +0.06 +0.32 +0.44 +1.18 +1.34 +0.84 +1.84 +1.94 +1.94 +2.01 +2.64 Avg P8 = +1.21	
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Wider Strategies Outcomes

Activity	Evidence of Impact	Challenge number addressed
<i>Student Achievement Co-ordinators x5</i> Establish a team of Student Achievement Co-ordinators (SACs) who monitor the progress, attendance, behaviour and wellbeing of students in each year group, identifying students for small group-based interventions.	- Overall attendance was 94.8%. This was 3.7% higher than the national average and 1.4% higher than the Tower Hamlets average - Persistent Absenteeism rate was 9.7%. This was 14.6% lower than the national average and 9.1% lower than the Tower Hamlets average - The gap between PP and non-PP was 1.2%, which was significantly lower than the national gap - Third consecutive year of reduction in suspensions	2, 3 & 5
<i>Senior Pastoral Leader</i> Establish a Senior Leader responsible for intervention and attendance.	- Overall attendance was 94.8%. This was 3.7% higher than the national average and 1.4% higher than the Tower Hamlets average - Persistent Absenteeism rate was 9.7%. This was 14.6% lower than the national average and 9.1% lower than the Tower Hamlets average - The gap between PP and non-PP was 1.2%, which was significantly lower than the national gap - Third consecutive year of reduction in suspensions	2, 3 & 5
<i>Attendance Officer</i> To ensure that there is a clear programme of intervention for students eligible for PP with low attendance.	- Overall attendance was 94.8%. This was 3.7% higher than the national average and 1.4% higher than the Tower Hamlets average - Persistent Absenteeism rate was 9.7%. This was 14.6% lower than	2



	the national average and 9.1% lower than the Tower Hamlets average The gap between PP and non-PP was 1.2%, which was significantly lower than the national gap	
<i>Attendance Welfare Advisor</i> To ensure that there is a clear programme of intervention for students eligible for PP who have attendance below 90%.	Persistent Absenteeism rate was 9.7%. This was 14.6% lower than the national average and 9.1% lower than the Tower Hamlets average	2
<i>Student Support Assistant</i>	- Overall attendance was 94.8%. This was 3.7% higher than the national average and 1.4% higher than the Tower Hamlets average - Persistent Absenteeism rate was 9.7%. This was 14.6% lower than the national average and 9.1% lower than the Tower Hamlets average - The gap between PP and non-PP was 1.2%, which was significantly lower than the national gap - Third consecutive year of reduction in suspensions	2 & 3
<i>Mentoring Lead / Reset Room Manager</i>	- Third consecutive year of reduction in suspensions - Decrease in the number of students receiving repeat suspensions in 2024-25	2, 3 & 5
<i>Counselling Service</i>	29 students received individual counselling support in 2023-24 - The average number of sessions provided was 6 - On entry to counselling the average YP core score was	5



St Paul's Way

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	19.46 which dropped to 16.06 after the intervention. This means that, on average, young people reported a significant decrease in their levels of distress from the beginning of counselling to the end • Case studies available upon request	
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