

The Vyne Community School Pupil premium strategy 2025 - 2028

Year 1 - 2025 -26

Current Plan

This statement details The Vyne Community School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to use the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail (at census)	Data
Number of pupils in school	763
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers	25-26 , 26-27,27-28
Date this statement was published	December 2025
Date on which it will be reviewed	by 31st December 2026 (Full review end of 3-year cycle)
Statement authorised by	Governing Body
Pupil premium lead	N Pearce (HT)
Governor lead	David Ross

Context - Outcomes for disadvantaged pupils

Data from the previous academic year's national assessments and qualifications (currently unvalidated)

- There were 49 students eligible for pupil premium (PPI) in Year 11 during 2024 - 25.
- The average A8 grade for PPI students was 3.15 which was 1.54 below those students not PPI. However the previous year the A8 grade was 2.79 so there has been an improvement, although it remains too low.
- Overall outcomes in English and Maths improved across the cohort, however the gap widened in most measures between PP and not PP students.

Measure	PPI (%)	Not PPI (%)	Gap (%)	Gap Year before
7+ E&M	0	7.9	-7.9	-9
7+ English	4.1	26.7	-22.6	-17
7+ Maths	0	10.9	-10.9	-11.9
5+ E&M	14.3	46.5	-32.2	-21.7
5+ English	30.6	66.3	-35.7	-29.6
5+ Maths	48.5	18.4	-30.1	-21.6
4+ E&M	34.7	67.3	-32.6	-19.2
4+ English	57.1	80.2	-23.1	-27
4+ Maths	36.7	69.3	-32.6	-18.1

- This was reflected in the number of 7+ grades achieved by this group, only 2 students achieved a 7+ in English, with none achieving a 7+ in maths. At 5+ 7 students (14.3%) achieved English and maths versus 46% non-PPI. The gap was bigger in English than maths.
- The attainment gap is reported to be widening between those eligible for PP and those not. National data is not available currently but Arbour reported from its data that the attainment gap in 2025 was 28.7% for students achieving at least five GCSEs at grades 9-4 including English and maths. The Vyne schools' gap was 26.4% in 2024 but increased to 39.8% in 2025, mostly accounted for by the increases in outcomes by non-pp students who gained an 11.3% on outcomes at this measure.

- Only 24% of the PP students had attendance at 95+% and their outcomes were better with the gap better too. Their average grade was 4.15, 42% achieved E&M at 5+, 78.9% achieved 4+E&M. Indeed, students achieved above the Not PPI when looking at achieving 5 grades at 4+ including English and Maths with 63.2% versus 62.1% a positive gap of +1.1%. The students were also close at the 5 Grades at 5+ including English and Maths achieving 42.1% versus Not PP 43.1%
- A strongly influencing factor for this cohort of disadvantaged students was attendance.

Three Year Pattern

- Over the last three years, overall Attainment 8 for disadvantaged pupils has recovered from a dip in 2023–24, with 2024–25 outcomes now slightly above our 2022–23 baseline. Open bucket performance shows a particularly strong upturn in 2024–25, suggesting PP-funded curriculum and option choices are having a positive impact. At the top end (grades 9–7), performance remains fragile. Very few PP pupils achieve 9–7 in both English and maths, and although English has seen some recovery in 2024–25, high-end outcomes in maths have declined.
- For strong passes (9–5), the proportion of PP pupils achieving 9–5 in both English and maths has fallen over three years. English 9–5 has begun to improve again, but maths 9–5 outcomes continue to decline. Standard passes tell a more positive story in English, where the percentage of PP pupils achieving 9–4 has improved each year. However, comparable maths outcomes are more volatile and fell in 2024–25, leading to a dip in the basics 9–4 EM measure. The proportion of PP pupils achieving 5 standard passes including English and maths has remained broadly stable, while combined science outcomes improved slightly before falling back in 2024–25.

Next steps will focus on:

- Strengthening maths provision and intervention for PP pupils at both 9–5 and 9–4 thresholds.
- Increasing the proportion of PP pupils achieving high grades (9–7), particularly in maths and in the combined basics measure.
- Consolidating the gains seen in Open Attainment 8 and English 9–4 through continued PP-funded curriculum and teaching strategies.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25 - 26 Current receipt of £264,405 at 10th November 2025 split is for Pupil Premium FSM £256,925, plus £7,480 for Service Families, Post LAC and LAC Summer Term 2025.	£270,405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£270,405

Part A: Pupil premium strategy plan

Statement of intent

At The Vyne Community School, we believe in inspiring excellence. Our goal is to ensure all pupils make good progress and achieve highly across the curriculum, irrespective of circumstance, enabling pupils to make informed choices about their futures. This Pupil Premium Strategy aims to tackle the controllable challenges that we believe are the most significant barriers to this goal.

The strategy is very much embedded into our whole school improvement plan and teaching and learning strategy, as we believe that what happens every day in the classroom is key to improving outcomes for our disadvantaged pupils. A key part of our strategy is supporting pupils' **literacy**, with a focus on reading comprehension, oracy skills and vocabulary knowledge. By focusing on literacy, we also hope to support **emotional well-being** and **behaviour**, helping pupils to understand reasons for behaviour and to self-regulate effectively. Emotional well-being is also fundamental to safeguarding strong **attendance**, an issue at the heart of our strategy; pupils need to be in school if other strategies are to have an impact. We hope to develop a **culture of belonging** for all pupils, enabling them to become increasingly **active learners and confident thinkers**, who are intrinsically motivated to achieve highly and build a successful future.

The strategy aims to both capture common areas of need, and the needs of individuals, arising from diagnostic assessment and as part of our plans for educational recovery after school lockdowns and during transition. High-quality CPD will empower staff to fulfil their role in tackling the key challenges and governors to challenge school leaders effectively.

Challenges for next 3 years - This details the key challenges to achievement that we have identified among our disadvantaged pupils, these were the key challenges as at the start of the three-year cycle, there have been improvements but these areas remain the correct focuses for the work of the school.

Number	Detail of challenge
	YEAR ONE
1	Outcomes – students knowing how they are doing and “what I’m good at”. Focus on the attainment of disadvantaged pupils in maths and English language GCSE and growing attainment across subjects to increase the A8 score.
2	Attendance – students knowing the value in attending school and the link to outcomes including explicitly developing the “Positive school experience” – how do we show we care? classroom environment, rewards, recognition for what I am good at.
3	Literacy – what are the needs? Decide a particular area of focus e.g. Assessments, observations and discussion with KS3 (Year 7 for example) pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers
4 (Year 1)	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science. In Year one maths will begin training on how to address this in maths and begin to apply this in the subject to share with wider school in year 2 and 3
	YEAR TWO AND THREE
4 (Year 2)	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
5	Parental engagement – what do parents want, quality of communication, communication via a preferred method, staff confident and empowered in parental communication. Increase attendance of eligible students parents at parent evenings and school events.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. The initial focus is on raising self esteem.

Intended outcomes in next 3-year cycle

Intended outcome	Challenge Number	Year	Success criteria
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in maths.	1	1	KS4 performance measures in 2025 / 26 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least in line with national PP outcomes across subjects but particularly reducing the gap in maths and English language at 4+.
Improved reading comprehension among disadvantaged pupils across KS3.	3	1	Reading comprehension tests demonstrate a significant improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. "3 Steps to Reading" is planned into all subjects to support literacy and is seen to have impact in lessons to support reading comprehension.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	4	1 & 2	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved Independent Learning (homework) completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	6	2 & 3	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Increased self esteem as evidenced in Performance Learning data and student voice
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	2	1 & 2	Sustained high attendance by 2026/27 demonstrated by: • attendance for disadvantaged pupils to be broadly in line with comparable schools with similar percentage of disadvantaged pupils. • persistent Absence figures to be broadly in line with comparable schools with similar percentage of disadvantaged pupils. • as a school, to at least meet the DfE ABIE improvement yearly target
Enhanced communication with parents via media that ease access to sharing information	5	1 (trial app)	Explore and implement effective communication channels as preferred by parents, for example introducing the SIMS Parent App. Increasing the number of parents of eligible students to parents evenings and other events.

Possible activity in next three-year cycle

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

Activity	Challenge number	Year	Evidence that supports this approach
Purchase of Performance Learning diagnostic test and intervention programme and training. Support students resilience, metacognition and self esteem	1, 4 & 6	1, 2, 3	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. Start with maths and then share across school (Maths Hub project) The Vyne Revision strategies used across subjects and year groups	1 & 4	1, 2, 3	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Subject Hub resources and CPD offers.	1, 4 & 6	1 - 3	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance, within an identified year group to continue the schools literacy strategy We will fund professional development and instructional coaching focussed on reading comprehension	1 & 3	1 - 3	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press) We have invested in Bedrock, a literacy programme which has grammar and vocabulary elements which will be used both in lessons and as independent learning.
High Quality Teaching	1, 3, 4	1 - 3	Rosenshine's principles inform this approach. Mentoring and coaching for teachers

Focus on The Vyne Way - using the "Walk Thrus" resource Focus on retrieval practice, sharing lesson objectives, introducing new knowledge in small steps, guided practice and checking for understanding			
High Quality Teaching Staff development - lesson planning to check understanding and adapt to meet the needs of the disadvantaged students in the lesson. Developing experts in-house to lead CPD for colleagues both teachers and LSAs. Students identified on seating plans, teachers know who the students are and plan to meet their needs, adapting as required.	1,3,4,6	1 - 3	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)

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

Activity	Challenge number	Year	Evidence that supports this approach
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Year 11 morning interventions in English and Maths Years 7 - 10 Reading interventions	1, 3	1 - 3	"Now the whole school is reading': supporting struggling readers in secondary school" 2022 DfE
Delivering well-evidenced teaching assistant interventions for pupils that require additional support. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Targeted interventions to support language development, literacy and numeracy	1, 3	1 - 3	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF

Peer tutoring	3	1- 3	Sessions to read together or discuss social / peer issues
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Challenge number	Year	Evidence that supports this approach
Adoption of a whole school and tiered intervention approach for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	6	2 - 3	Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions for example support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Completing attendance projects for disadvantaged students with year teams to foster the sense of belonging of students in our school community Embed strong accountability for attendance with Attendance Personal Support Plans for all stakeholders of a child.	2	1 - 3	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.
A range of activities including arts and sports delivered through co-curricular clubs and cultural trips	2, 4, 6	1-3	As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF
Contingency fund for acute issues.	1 - 6	1-3	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.
Effective communication with parents	5	1 - 3	Introduction of the SIMS app to allow easier communication, relaunch of the social media channels.
Raising the profile of recognition of effort and achievement through a school wide rewards system	2, 6	1 - 3	Reward system launched September 2025

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider	Cost
My Performance Learning – student wellbeing and coaching platform and in person sessions	Performance Learning	£8,795
Bedrock Learning – online platform to support reading, writing and grammar development	Bedrock Learning	£4,945
Teaching Walkthrus – teaching staff CPD package to support teacher pedagogy around whole school drive to raise outcomes	Teaching WalkThrus International Ltd	£2,240
School Improvement – working with the local authority to support curriculum and leadership development (English, PSHE, Humanities)	Hampshire Improvement and Advisory Service (HIAS)	9 Days