The Vyne Community School Pupil Premium Strategy 2025 - 2028
Year 2 - 2026 - 27

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 2026
Date on which it will be reviewed	by 31st December 2027 (Full review end of 3-year cycle)
Statement authorised by	Governing Body
Pupil premium lead	N Pearce (HT)
Governor lead	David Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2026-27 Service family	£265,100 £2,499
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£267,599

Part A: Pupil Premium Strategy Plan

Statement of intent

At The Vyne Community School, our ambition is to inspire excellence and ensure that all pupils, irrespective of background or circumstance, achieve highly, develop the knowledge and confidence to make informed choices about their futures, and benefit fully from the opportunities available to them. Our DOVE values of Determination, Opportunity, Valour and Empathy underpin this commitment.

Our Pupil Premium Strategy is integral to the school's wider improvement strategy rather than a separate programme of intervention. We recognise that disadvantage can create different barriers for different pupils and that eligibility for pupil premium funding does not, in itself, identify an individual pupil's needs. Our approach therefore combines an understanding of common barriers affecting disadvantaged pupils with diagnostic assessment and knowledge of individual pupils.

High-quality teaching is at the heart of our strategy. We believe that consistently strong classroom practice has the greatest potential to improve outcomes for disadvantaged pupils. Through the Vyne Learning Way, professional development, instructional coaching and evidence-informed approaches to teaching, we aim to ensure disadvantaged pupils experience consistently high expectations, appropriate challenge, effective checking for understanding and teaching which responds to their needs.

Literacy remains an important component of the strategy because weaknesses in reading comprehension, vocabulary and disciplinary literacy can restrict pupils' access to the curriculum. We will continue to identify pupils requiring additional support and combine improvements in classroom practice with targeted reading and literacy intervention.

The significant improvement in outcomes for disadvantaged pupils in 2026 provides evidence of progress in addressing some of the barriers identified at the beginning of this three-year strategy. Average Attainment 8 grade increased from 3.15 in 2025 to 4.21 in 2026, alongside substantial improvements in English and mathematics. The disadvantage gap also narrowed considerably across a number of key measures. However, gaps remain between disadvantaged and non-disadvantaged pupils, particularly at grades 5+ and 7+, and sustaining the improvements achieved in 2026 is therefore a central priority for Year 2 of the strategy.

During 2026–27, we will place particular emphasis on sustaining improved attainment at grade 4+, increasing the proportion of disadvantaged pupils achieving grades 5+ and 7+, and ensuring that disadvantaged pupils with high prior attainment receive appropriate challenge. Mathematics will remain an important area of focus while improvements in English are sustained.

We will increasingly seek to prevent gaps from becoming established by identifying and responding to barriers earlier in pupils' secondary education. This will include systematic monitoring of disadvantaged pupils from Years 7–11, with particular attention to attainment and progress, attendance and persistent absence, literacy, engagement with learning and independent study.

We recognise that pupils need to be present, engaged and feel that they belong to the school community if improvements in teaching and academic support are to have maximum impact. Attendance, wellbeing, parental engagement, enrichment and participation therefore remain important elements of the strategy. These wider approaches will complement, rather than substitute for, high-quality teaching and targeted academic support.

Our strategy will continue to be evaluated throughout the three-year cycle. We will use academic outcomes, diagnostic assessment, attendance and participation information, pupil and parent voice, quality assurance and other relevant evidence to determine whether approaches are being implemented effectively and whether they are improving outcomes for disadvantaged pupils. Where evidence indicates that an approach is not having the intended impact, we will adapt our provision accordingly.

External validation from Ofsted (June 2026): Ofsted found that leaders "make effective use of pupil premium funding" and provide "well-matched support" for disadvantaged pupils. Inspectors also reported that disadvantaged pupils "benefit from bespoke experiences" which help to raise aspirations and build confidence. These findings support the strategy's continued emphasis on attendance, achievement, targeted support, enrichment and aspiration, while Ofsted's evaluation of achievement reinforces the need to sustain improvements in teaching and outcomes for disadvantaged pupils.

Challenges for Years 2 and 3 - These are the key challenges to achievement identified among our disadvantaged pupils. They have been reviewed at the start of Year 2 against the 2026 outcomes and wider school evidence. The Year 2 position indicates where there has been improvement and where the challenge remains a priority.

Number	Detail of challenge and Year 2 position
1	Attainment and progress Although disadvantaged pupils made substantial improvements in 2026, attainment remains below that of non-disadvantaged pupils. The average Attainment 8 grade for disadvantaged pupils was 4.21 compared with 4.93 for non-disadvantaged pupils. Gaps remain across English and mathematics, particularly at grades 5+ and 7+. Ensuring that the improvement achieved in 2026 is sustained, while increasing the proportion of disadvantaged pupils achieving strong and higher grades, remains a priority. Mathematics continues to require particular attention, alongside ensuring that disadvantaged pupils with high prior attainment experience consistently high expectations and appropriate challenge. Year 2 position: Substantially improved, but remains a priority.
2	Attendance and persistent absence Attendance remains a significant potential barrier to achievement because disadvantaged pupils cannot benefit fully from high-quality teaching, targeted academic support or wider opportunities when they are not in school. School analysis of attendance and persistent absence indicates the need to continue targeted work with disadvantaged pupils and their families, alongside the school's whole-school attendance strategy. Particular attention will be given to identifying the individual barriers underlying absence and intervening early where patterns of absence begin to emerge. Year 2 position: Remains a priority.

Number	Detail of challenge and Year 2 position
3	Literacy and reading Assessment, reading-age information and classroom evidence identify weaknesses in reading comprehension, vocabulary and disciplinary literacy for some disadvantaged pupils. These can restrict access to increasingly complex curriculum content across subjects and consequently affect attainment. The school will continue to identify pupils requiring additional literacy support while strengthening the teaching of reading, vocabulary and disciplinary literacy through the curriculum. Year 2 position: Improving, but remains a priority for identified pupils.
4	Metacognition, self-regulation and independent learning School observations, assessment information and pupil-level evidence indicate that some disadvantaged pupils, particularly lower-attaining pupils, require further support to develop effective metacognitive and self-regulation strategies. This includes planning approaches to challenging tasks, monitoring their understanding, evaluating and improving their responses, and selecting appropriate strategies when they encounter difficulty. This is particularly relevant in mathematics and science. Developing these skills is also important in enabling pupils to become increasingly independent learners and to use revision and independent study effectively. Year 2 position: Remains a priority, with increased emphasis on consistent classroom implementation.
5	Parental engagement Levels of parental engagement are not consistently as strong for disadvantaged pupils as we would wish. This includes attendance at parents' evenings and other school events and, for some families, effective two-way communication between home and school. We need to understand and reduce practical or communication barriers which may prevent parents and carers from engaging fully with school, while ensuring staff are confident in establishing constructive relationships with families. Communication methods should be accessible and responsive to parental preference wherever practicable. Year 2 position: Remains a priority, with improved measurement of participation and engagement required.

Number	Detail of challenge and Year 2 position
6	Wellbeing, self-esteem, belonging and participation School wellbeing information, pupil voice, observations and discussions with pupils and families indicate that social and emotional factors, including low self-esteem and difficulties with wellbeing, can create barriers to engagement and achievement for some disadvantaged pupils. While school evidence indicates positive developments in resilience and belonging, maintaining pupils' sense of belonging, confidence and participation remains important. Disadvantaged pupils should have equitable access to enrichment, educational visits, recognition and wider opportunities as part of their experience at The Vyne. Year 2 position: Evidence of improvement, but remains an important wider strategy priority.

Intended outcomes in next 2-year cycle

Intended outcome	Challenge Number	Year	Success criteria
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4, with further reduction of disadvantage gaps and particular focus on mathematics and strong/high attainment.	1	2	By the end of 2026/27: • Disadvantaged pupils sustain the significant improvement achieved in 2026, with Attainment 8 and key KS4 outcomes at least in line with national outcomes for disadvantaged pupils. • The gap between disadvantaged and non-disadvantaged pupils narrows further across key English and mathematics measures, with particular focus on grades 5+ and 7+. • The improvement at grade 4+ in English and mathematics is sustained. • Mathematics outcomes for disadvantaged pupils continue to improve, particularly at grades 5+ and 7+. • Departmental assessment and quality assurance demonstrate that disadvantaged pupils, including those with high prior attainment, experience high expectations, appropriate challenge and effective support across the curriculum.
Improved reading comprehension, vocabulary and disciplinary literacy among disadvantaged pupils who require additional support.	3	2	By the end of 2026/27: • Reading-age and diagnostic assessment data demonstrate measurable progress for disadvantaged pupils receiving literacy support, with the gap to age-related expectations reducing for identified pupils. • The proportion of disadvantaged pupils requiring intensive reading intervention reduces as pupils make secure progress. • Quality assurance demonstrates consistent use of the school's agreed approaches to reading, vocabulary and disciplinary literacy, including "3 Steps to Reading", across subject areas. • Pupil work, lesson evidence and pupil voice demonstrate improved access to subject-specific texts and vocabulary.
Improved metacognitive, self-regulatory and independent-learning skills	4	2	By the end of 2026/27: • Quality assurance and pupil voice demonstrate that disadvantaged pupils can increasingly explain and use strategies to plan, monitor and evaluate their learning.

among disadvantaged pupils across the curriculum.			• The Vyne revision and independent-learning strategies are used consistently across relevant subjects and year groups. • Independent Learning/homework completion for disadvantaged pupils improves from the 2025/26 baseline and the gap with non-disadvantaged pupils reduces. • Mathematics and science quality assurance demonstrates improved resilience and independence when disadvantaged pupils encounter challenging tasks.
To achieve and sustain strong wellbeing, self-esteem, belonging and participation for disadvantaged pupils.	6	2 & 3	By the end of 2026/27: • Performance Learning/Be Well data, pupil voice and pastoral information show that the positive position in resilience, self-esteem and belonging is sustained or improved for disadvantaged pupils. • The school maintains the improvement in belonging recorded over the previous three years. • Participation by disadvantaged pupils in co-curricular activities, educational visits and wider opportunities increases from the 2025/26 baseline and any identified participation gap reduces. • Pupil voice demonstrates that disadvantaged pupils feel safe, recognised, included and able to access support when needed.
To achieve and sustain improved attendance for disadvantaged pupils and reduce persistent absence.	2	2	By the end of 2026/27: • Attendance for disadvantaged pupils improves from the 2025/26 baseline and moves closer to that of non-disadvantaged pupils. • Persistent absence among disadvantaged pupils reduces from the 2025/26 baseline. • Attendance and persistent absence are broadly in line with appropriate comparator schools with similar levels of disadvantage. • The school meets or exceeds its DfE attendance improvement expectation, where applicable. • Pupil-level monitoring demonstrates timely identification of emerging absence and appropriate targeted support for disadvantaged pupils.
Improved parental engagement and effective two-way communication with	5	2 & 3	By the end of 2026/27: • Attendance by parents/carers of disadvantaged pupils at parents' evenings and key school events increases from the 2025/26 baseline, with the gap to whole-school

families of disadvantaged pupils.			participation reducing. • Year 11 parental/carer engagement improves from the current 78% baseline and moves closer to the overall school figure of 85%. • The school implements accessible communication channels, including the SIMS Parent App, and monitors their use and reach. • Parent feedback indicates that communication is accessible, timely and supports parents/carers to engage with their child's education. • Staff are supported to communicate confidently and constructively with families where additional engagement is required.

Activity in Years 2 and 3 of the three-year strategy

High-quality teaching (for example, CPD, curriculum development and staff expertise)

Activity	Challenge number	Year	Evidence that supports this approach
High-quality teaching through the Vyne Learning Way • Embed consistent use of retrieval practice, clear learning objectives, new knowledge in small steps, guided practice and checking for understanding. • Use instructional coaching, WalkThrus and quality assurance to strengthen classroom practice, with particular attention to the experience of disadvantaged pupils. • Evaluation: QA demonstrates consistent implementation; disadvantaged pupil work, assessment and student voice show that pupils understand, retain and apply learning.	1, 3, 4	2-3	EEF guidance identifies high-quality teaching as the most important lever schools have to improve outcomes, particularly for disadvantaged pupils. The approach is informed by Rosenshine's Principles of Instruction and evidence-informed professional development.

Activity	Challenge number	Year	Evidence that supports this approach
Responsive teaching and appropriate challenge • Teachers identify disadvantaged pupils through seating plans and class information and use assessment/checking for understanding to adapt teaching responsively. • Explicit focus on disadvantaged pupils with high prior attainment so that expectations, curriculum access and challenge support achievement at grades 5+ and 7+. • Evaluation: departmental QA and assessment reviews examine PP/non-PP gaps, including strong and higher grades, and identify pupils requiring additional response.	1, 4	2-3	EEF guidance on high-quality teaching supports responsive teaching based on assessment of pupil understanding. The 2026 school outcomes show substantial improvement but remaining disadvantage gaps at grades 5+ and 7+, providing a clear school-level rationale.

Activity	Challenge number	Year	Evidence that supports this approach
Mathematics teaching and curriculum development • Continue enhancement of mathematics teaching and curriculum planning, including Maths Hub/subject development work and teacher release for CPD. • Strengthen modelling, checking for understanding, guided practice, metacognition and appropriate challenge, particularly for disadvantaged pupils. • Evaluation: termly assessment and QA track PP attainment and the PP/non-PP gap at 4+, 5+ and 7+, with intervention where pupils fall behind.	1, 4	2-3	EEF 'Improving Mathematics in Key Stages 2 and 3' and metacognition guidance support explicit teaching, mathematical thinking and structured development of pupil independence. Mathematics remains a Year 2 priority following review of 2026 outcomes.

Activity	Challenge number	Year	Evidence that supports this approach
Literacy and disciplinary reading across the curriculum • Continue implementation of the whole-school literacy strategy, including 3 Steps to Reading, explicit vocabulary instruction and disciplinary literacy. • Use Bedrock and reading/diagnostic information to identify and respond to individual need. • Evaluation: reading-age/diagnostic progress, curriculum QA and pupil work demonstrate improved access to subject texts and vocabulary for identified disadvantaged pupils.	1, 3	2-3	EEF 'Improving Literacy in Secondary Schools' recommends prioritising disciplinary literacy, vocabulary and reading comprehension across the curriculum. School diagnostic evidence identifies literacy as a barrier for some disadvantaged pupils.

Activity	Challenge number	Year	Evidence that supports this approach
Metacognition, self-regulation and independent learning • Explicitly teach and model planning, monitoring and evaluation strategies through lessons and the Vyne revision strategies. • Use Performance Learning diagnostic information to identify pupils requiring additional coaching/support with resilience, self-regulation and learning behaviours. • Evaluation: QA, pupil voice, independent-learning completion and assessment evidence show increasing independence and effective strategy use.	1, 4, 6	2-3	EEF evidence on metacognition and self-regulation indicates strong potential impact when strategies are explicitly taught within normal curriculum content. Diagnostic assessment is used to identify need rather than as an intervention in itself.

Activity	Challenge number	Year	Evidence that supports this approach
Staff expertise, development and retention • Provide professional development, coaching and appropriate release time so teachers and LSAs can implement the agreed approaches consistently. • Develop in-house expertise and make use of appropriate external subject and school-improvement support. • Evaluation: CPD participation, implementation checks and QA demonstrate that professional development translates into improved classroom practice for disadvantaged pupils.	1, 3, 4, 6	2-3	Evidence-informed professional development is most effective when it is sustained, focused on classroom practice and supported through implementation. Maintaining strong staff expertise supports consistent high-quality teaching for disadvantaged pupils.

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

Activity	Challenge number	Year	Evidence that supports this approach
Diagnostic, one-to-one and small-group academic support • Use assessment and teacher evidence to identify disadvantaged pupils who require support additional to normal lessons. • Provide time-limited one-to-one/small-group tuition closely linked to classroom teaching, including Year 11 English and mathematics support where identified. • Evaluation: entry and exit data, curriculum assessments and attendance at intervention demonstrate whether pupils are closing identified gaps.	1, 3, 4	2-3	EEF evidence indicates that small-group and one-to-one tuition can have positive impact when it is targeted to specific needs and explicitly linked to classroom learning.

Activity	Challenge number	Year	Evidence that supports this approach
Targeted reading, literacy and numeracy intervention • Provide Years 7-10 reading interventions and targeted literacy/numeracy support for pupils identified through diagnostic assessment. • Use structured programmes, including appropriate TA-delivered interventions, for disadvantaged pupils including those with SEND where additional need is identified. • Evaluation: reading-age, literacy/numeracy diagnostic and curriculum assessment data are reviewed at agreed points; provision is adapted or ceased according to impact.	1, 3	2-3	DfE guidance on supporting struggling readers and EEF evidence on teaching-assistant interventions support structured, time-limited interventions that are targeted through assessment and connected to classroom teaching.

Activity	Challenge number	Year	Evidence that supports this approach
Structured peer support where diagnostic evidence identifies a need • Use carefully structured peer tutoring/paired reading where this addresses an identified literacy, confidence or engagement need. • Ensure pupils and staff are clear about the learning purpose and provide appropriate training/structure. • Evaluation: participation and pre/post measures are used to determine whether the approach improves the identified outcome.	3, 6	2-3	EEF evidence on peer tutoring suggests positive impact where activities are structured, pupils are supported to take their roles effectively and the approach is used to supplement rather than replace high-quality teaching.

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

Activity	Challenge number	Year	Evidence that supports this approach
Attendance and persistent absence • Embed DfE attendance guidance and use pupil-level attendance analysis to identify barriers early. • Use Attendance Personal Support Plans and year-team attendance projects for disadvantaged pupils requiring additional support, working with families and external services as appropriate. • Evaluation: PP attendance and persistent-absence rates are reviewed against the 2025-26 baseline, whole-school figures and appropriate comparator data; individual plans are evaluated for impact.	2	2-3	DfE 'Working together to improve school attendance' emphasises early identification, strong relationships with families, targeted support and effective use of attendance data.

Activity	Challenge number	Year	Evidence that supports this approach
Wellbeing, self-esteem, regulation and belonging • Use a tiered approach to identify and support disadvantaged pupils whose emotional wellbeing, self-esteem or regulation is creating a barrier to learning or attendance. • Use Performance Learning and other school/external support according to identified need rather than universal eligibility. • Evaluation: wellbeing/belonging measures, pupil voice, attendance, behaviour and engagement data are triangulated to assess impact.	6	2-3	Evidence supports targeted social and emotional approaches where need is identified and implementation is monitored. School wellbeing data show positive developments that Year 2 aims to sustain while responding to individual barriers.

Activity	Challenge number	Year	Evidence that supports this approach
Parental engagement and accessible communication • Implement and promote accessible communication channels, including the SIMS Parent App and appropriate school communication/social-media channels. • Identify disadvantaged families with lower engagement and use preferred methods to strengthen two-way communication and participation in parents' evenings and school events. • Evaluation: attendance at parents' evenings/events and engagement with communication are monitored against the 2025-26 baseline, including the Year 11 baseline of 78% compared with 85% overall.	5	2-3	EEF parental-engagement evidence indicates that communication is more effective when it is personalised, linked to learning and designed around barriers to engagement. School data identify a participation gap requiring continued attention.

Activity	Challenge number	Year	Evidence that supports this approach
Enrichment, educational visits and wider opportunity • Monitor disadvantaged pupils' participation in co-curricular clubs, arts, sport, educational visits and wider opportunities. • Address financial, practical or confidence-related barriers where these prevent participation. • Evaluation: participation rates and pupil voice are reviewed by pupil group, with action taken where disadvantaged pupils are under-represented.	2, 6	2-3	Wider participation can support engagement, wellbeing and belonging. The school will use participation data to ensure funding responds to evidenced barriers rather than assuming the same provision is required by all disadvantaged pupils.
Recognition, aspiration and engagement • Continue the school-wide rewards and recognition approach introduced in September 2025, ensuring disadvantaged pupils have equitable access to recognition for effort, achievement, attendance and contribution. • Evaluation: rewards data are reviewed by pupil group alongside pupil voice to identify any participation or recognition gap and inform adjustments.	1, 2, 6	2-3	This approach supports the school's wider culture of belonging, high expectations and positive engagement. Its continuation in Year 2 will be determined through school-level implementation and outcome evidence.

Activity	Challenge number	Year	Evidence that supports this approach
Contingency for acute and emerging barriers • Retain a small contingency so that leaders can respond promptly to significant individual barriers or emerging needs not anticipated when the strategy was written. • Any expenditure will require an identified barrier, rationale, intended outcome and subsequent review of impact.	1-6	2-3	A limited contingency allows the strategy to respond to changing individual and cohort needs while retaining clear accountability. Decisions will follow the same evidence-informed principles as planned expenditure.

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, History). Support Inclusion development around lesson attendance for the most vulnerable.	Hampshire Improvement and Advisory Service (HIAS)	9 Days

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils 2025-26

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

- There were 45 students eligible for pupil premium (PPI)in Year 11 during 2025-26.
- The average A8 grade for PPI students was 4.21 which was 0.75 below those students not PPI (4.96). However the previous year the A8 grade was 3.15 and the year before that was 2.79 so there has been an improvement.
  Bold = 2026 figures brackets =(2025 figures).

Measure	PPI (%)	Not PPI (%)	Gap 2026 (%)	Gap 2025 (%)	Gap 2024 (%)
7+ E&M	**11.1** (0)	**12.7** (7.9)	-1.6	-7.9	-9
7+ English	**17.8** (4.1)	**26.5** (26.7)	-8.7	-22.6	-17
7+ Maths	**11.1** (0)	**18.6** (10.9)	-7.5	-10.9	-11.9
5+ E&M	**35.6** (14.3)	**51.9** (46.5)	-16.3	-32.2	-21.7
5+ English	**48.9** (30.6)	**72.5** (66.3)	-23.6	-35.7	-29.6
5+ Maths	**42.2** (18.4)	**52.0** (48.5)	-9.8	-30.1	-21.6
4+ E&M	**55.6** (34.7)	**67.6** (67.3)	-12	-32.6	-19.2
4+ English	**66.7** (57.1)	**80.4** (80.2)	-13.7	-23.1	-27
4+ Maths	**62.2** (36.7)	**71.6** (69.3)	-9.4	-32.6	–18.1

The 2026 Pupil Premium outcomes show a substantial improvement across the key attainment measures. Average Attainment 8 grade increased to 4.21, compared with 3.15 in 2025. Outcomes improved at every English and mathematics threshold: 11.1% achieved grades 9–7 in both English and maths, 35.6% achieved 9–5 in both, and 55.6% achieved 9–4 in both. English outcomes were particularly strong, with 66.7% achieving 9–4, 48.9% achieving 9–5 and 17.8% achieving 9–7. There was also a marked improvement in mathematics, where 62.2% achieved 9–4, 42.2% achieved 9–5 and 11.1% achieved 9–7. Wider attainment improved alongside the core subjects: 53.3% achieved five

standard passes including English and maths, 52.8% of those entered for Combined Science achieved 99–44, and the average Open Attainment 8 grade rose to 4.18. Taken together, the 2026 results represent a significant strengthening of outcomes for disadvantaged pupils across both threshold measures and overall attainment.

Three Year Pattern

The three-year trend from 2024 to 2026 provides evidence of a substantial improvement in outcomes for disadvantaged pupils, particularly in 2026. Average Attainment 8 grade has risen from 2.79 → 3.15 → 4.21, while Open Attainment 8 grade has increased from 2.65 → 3.34 → 4.18. The improvement is also evident in the core measures. English 9–4 has risen consistently from 51.0% → 57.1% → 66.7%, while the previous decline in mathematics has been reversed, with maths 9–4 moving from 44.9% → 36.7% → 62.2% and maths 9–5 from 22.4% → 18.4% → 42.2%. The combined English and maths measures show a similar shift: 9–5 fell from 16.3% to 14.3% before rising to 35.6%, while 9–4 moved from 40.8% to 34.7% before increasing to 55.6%. High grades have also strengthened, with 11.1% achieving 9–7 in both English and maths in 2026 compared with 0% in both 2024 and 2025. Five standard passes including English and maths increased from 28.6% → 26.5% → 53.3%, and Combined Science 99–44 from 37.8% → 31.8% → 52.8%. The pattern therefore shows that the improvement in 2026 is broad rather than confined to a single subject or threshold, with gains evident across English, mathematics, science, high grades and wider curriculum attainment.

Next steps will focus on:

2026–27 Pupil Premium Priority: Building on the significant improvement in 2026 outcomes, the priority is to secure consistently strong outcomes for disadvantaged pupils by sustaining improvements at the 9–4 threshold, increasing achievement at grades 5+ and 7+, particularly in mathematics, and identifying and addressing barriers to achievement earlier in pupils' secondary education. The school will place increased emphasis on the quality of teaching experienced by disadvantaged pupils, attendance and engagement, appropriate curriculum pathways, and systematic tracking of PP pupils from Years 7–11.