

# Pupil premium strategy statement – Testwood School

This statement details our 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 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	823
Proportion (%) of pupil premium eligible pupils	29.68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 - 2026
Date this statement was published	December, 2025
Date on which it will be reviewed	December, 2026
Statement authorised by	Mr T. Webber
Pupil premium lead	Mr N. Gilbert
Governor / Trustee lead	Miss T. Sillence

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£258,000

## Part A: Pupil premium strategy plan

### Statement of intent

At Testwood School we are committed to ensuring that every student regardless of background or circumstances they face, have the opportunity to achieve their full potential. Therefore, our strategy is rooted in our core values of caring, inclusive and ambitious.

Our Pupil Premium strategy is built on the belief that every member of staff plays a vital role in improving outcomes for disadvantaged students. We recognise that every interaction, whether in the classroom, around the school, or during wider activities, has the potential to make a meaningful impact. By ensuring that all colleagues understand the strategy, their responsibilities within it, and the difference their daily practice can make, we create a caring, coherent, whole-school approach that consistently supports our students to succeed.

High-quality teaching remains the most powerful lever for improving outcomes for disadvantaged pupils, so our Pupil Premium strategy prioritises sustained investment in staff development. We will provide targeted, evidence-informed CPD that strengthens teachers' subject knowledge and pedagogical practice, with a particular focus on embedding effective formative assessment in every classroom. Alongside this, we will support staff in developing strategies for creating inclusive learning environments—ensuring lessons are accessible, responsive to diverse needs, and built on high expectations for every learner. By enabling teachers to identify misconceptions accurately, adapt instruction, and use inclusive approaches that promote engagement and independence, we aim to secure consistently high-quality provision for all pupils, particularly those eligible for the Pupil Premium, so they can make strong and sustained progress.

At Testwood, our ambition is for every student to thrive in every aspect of their school experience. For this reason, we direct our Pupil Premium resources not only toward academic progress, but also toward strengthening students' wellbeing, sense of belonging, and full participation in school life. This includes supporting access to educational visits, enrichment opportunities, and wider experiences that help our students grow, feel valued, and engage confidently as part of our school community.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment:</b> The attainment of our disadvantaged students at GCSE is below that of our non-disadvantaged students. In summer 2025 there was an Attainment 8 gap of -15.55.
2	<b>Attendance:</b> Our attendance data over the last 3 years has indicated that our disadvantaged students attend school less than their non-disadvantaged peers. This continued in most year groups in 2024 - 2025. On average this is about 2% lower. Persistent absence was also significantly higher in 2025 - 2026 for students in receipt of the Pupil Premium.
3	<b>Sense of Belonging and connection to education through participation in super-curricular activities:</b> Student surveys, alongside BeWell research, indicate that a significant number of students report a lack of sense of belonging within the school community. This finding is further supported by national data shared at the RISE Conference. Evidence from student voice suggests that limited engagement in super-curricular activities may be contributing to weaker connections to education for some students.
4	<b>Reading:</b> Reading tests indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This causes challenges in accessing the curriculum, motivation and engagement in learning.
5	<b>Dysregulation - social and emotional needs:</b> Our internal behaviour data for lesson removals, internal exclusions, and suspensions shows a disproportionate representation of students in receipt of the Pupil Premium. This suggests that disadvantaged students are more frequently sanctioned and removed from lessons, resulting in them missing out on quality first teaching.

## 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
<b>Teaching:</b> All students benefit from high quality teaching	All students benefit from consistently high-quality teaching, evidenced through quality assurance weeks showing strong practice across classrooms and positive impact on student engagement and progress.
<b>Attendance:</b> To improve attendance, ensuring disadvantaged students are in school consistently and ready to learn.	Disadvantaged students attend school consistently, with overall attendance in line with or above the national average, and demonstrate readiness to learn as evidenced by engagement in lessons and reduced persistent absenteeism.

<b>Attainment:</b> To improve attainment for disadvantaged students, ensuring they achieve in line with their potential.	Disadvantaged students' attainment meets or exceeds FFT20 targets, demonstrating sustained improvement.
<b>Reading:</b> To raise reading levels for disadvantaged students, ensuring they develop the literacy skills needed for success across the curriculum	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers
<b>Dysregulation:</b> To reduce dysregulation by supporting students to develop the emotional and self-regulation skills they need to learn effectively	Students demonstrate improved emotional and self-regulation, with rates of removals from lessons, internal exclusions and suspensions reducing to be in line with their non-Pupil Premium peers, alongside increased engagement with learning.
<b>Sense of belonging and connection to education through participation in super curricular activities:</b> To increase participation in the wider curriculum, including super curricular activities and educational visits, so that disadvantaged students can benefit from rich, memorable learning experiences. This will therefore, strengthen students' sense of belonging, ensuring every pupil feels valued, included, and part of the Testwood community	Disadvantaged students show increased participation in super curricular activities and educational visits, with evidence of improved engagement and a stronger sense of belonging, building towards all disadvantaged students participating by the end of the Pupil Premium strategy.

## Activity in this academic year

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

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

Budgeted cost: £131,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff are enrolled in the SSAT Embedding Formative Assessment programme to increase the quality of formative assessment in lessons	Research suggests students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores	1, 2, 3, 5

	<a href="#">Education Endowment Foundation - Embedding Formative Assessment</a>	
All staff training - Curious not Furious. Empowerment approach training	<p>Evidence from these similar approaches shows reduced suspensions and fewer behaviour incidents when implemented whole-school</p> <p><a href="#">Changing Chances - Empowerment Approach</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 5
Whole school policy of Focus 3 in each class	<p>Education Endowment Foundation evidence suggests a high impact for very low cost based on extensive evidence.</p> <p><a href="#">Education Endowment Foundation - Feedback</a></p>	1, 3
Regular coaching of teaching staff by Teacher Learning Community Leads to develop quality of teaching	<p>Effective CPD can have a large positive effect on student outcomes,</p> <p><a href="#">Effective Professional Development</a></p>	1, 3

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

Budgeted cost: £37,531.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and/ or small group tuition in English, phonics and maths	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><a href="#">Education Endowment Foundation - One to One Tuition</a></p>	1

Literacy intervention Tutor	<a href="#">Education Endowment Foundation - Improving Literacy in Secondary Schools</a>	1
Run weekly after school support for pupils who have consistently not completed their homework and require the time, space and/or additional support of an adult or subject expert to complete their work.	<p>Evidence shows homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning. Therefore, it is important we offer a space for students to complete their home learning.</p> <p><a href="#">Education Endowment Foundation - Homework</a></p>	1

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

Budgeted cost: £88,888.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining the Tutor time reading programme	<p>Evidence suggests reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</p> <p><a href="#">Education Endowment Foundation - Reading comprehension strategies</a></p> <p><a href="#">The Oxford Language Report 2023-2024</a></p>	1, 4
Maintaining the Attendance Officer appointment. This is a continued focus with staff dedicated to improving the attendance of our disadvantaged students	<p>Extensive evidence from various studies and educational bodies, including the UK's Department for Education (DfE) and the Education Endowment Foundation (EEF), confirms a strong and consistent link between high attendance and improved academic progress and long-term outcomes.</p> <p>DfE research indicates that Year 11 pupils with near-perfect attendance have almost double the odds of achieving a</p>	1, 2

	<p>grade 5 in English and Maths GCSE compared to those attending 90-95% of the time.</p> <p><a href="#">DfE - Working together to improve school attendance</a></p>	
Attendance awards	<p><a href="#">Education Endowment Foundation - Supporting school attendance-</a></p>	1, 2, 3, 4
Maintaining the Safeguarding Manager role to increase the effectiveness of removing barriers for disadvantaged pupils	<p>Having a dedicated safeguarding officer ensures that a supportive, safe, and stable environment is maintained, which removes barriers to learning and enables students to make academic progress.</p> <p><a href="#">DfE - Working together to improve school attendance</a></p>	1, 2
Increasing the capacity of the Pastoral Support team. This is a continued focus with staff dedicated to improving the emotional wellbeing of our disadvantaged students	<p>Evidence suggests social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="#">Education Endowment Foundation - Social and emotional learning</a></p>	1, 5
Maintaining specialist pastoral support through ELSA intervention.	<p><a href="#">Education Endowment Foundation - Social and emotional learning</a></p>	1, 5
Run a daily 'breakfast club', to support students to be ready to learn.	<p><a href="#">Education Endowment Foundation - Magic Breakfast - Trial</a></p> <p>Research is based on KS1 and KS2 but evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1</p> <p>DfE Guidance: <a href="#">Free breakfast clubs: guidance for schools and trusts</a></p>	1, 3, 5
Uniform and hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life	<p>There is a belief in some countries that a school uniform supports the development of a sense of belonging. Uniform costs can create stress for low-income families which could hinder well-being and learning.</p>	3, 5
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extracurricular activities.	<p>Evidence links access to extra-curricular activities with better progress, showing improved academics (grades, attendance), key life skills (time management, leadership, teamwork), higher self-esteem, better mental health,</p>	1, 2, 3

	<p>increased school attachment, and greater social mobility</p> <p>DfE - RISE Achieving and Thriving Conference. Raising Attainment: Success for Every Child</p>	
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**Total budgeted cost: £258,000**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of the school's disadvantaged pupils over the previous academic year, drawing on both national assessment data (GCSE results summer 2025) and internal assessments. The data demonstrates that the attainment gap between disadvantaged and non-disadvantaged pupils remains persistent.

	Measure	PP	Non-PP	Difference
<b>Year 7</b>	% at or above target pathway at end of the year (Progress)	63%	67%	-4%
<b>Year 8</b>	% at or above target pathway at end of the year (Progress)	52%	65%	-13%
<b>Year 9</b>	P8 scores at the end of the Year	-0.39	-0.05	-0.34
	A8 scores at the end of the year	34.86	45.05	-10.19
<b>Year 10</b>	P8 scores at the end of the Year	-0.81	-0.42	-0.38
	A8 scores at the end of the year	31.17	39.18	-8.01
<b>Year 11</b>	A8 scores at the end of the year	32.06	47.61	-15.55



Whilst there is still work to do in terms of attainment for our Pupil Premium students, there are areas of success. Attainment 8 (A8) scores for Pupil Premium students increased in 2025 compared to previous years. This suggests some success in the implementation of strategies to improve the quality of teaching, including the Focus 3 initiative and the embedding of formative assessment into lessons. There were some subjects including Art & Design: BTEC and Religious Studies where Pupil Premium students achieved higher than national Attainment 8 scores.

	2025	2024	2023	2022
<b>A8 PP</b>	32.06	24	34.16	31.83
<b>A8 Non-PP</b>	47.61	39.57	44.16	48.2
<b>A8 gap</b>	-15.55	-15.57	-10	-16.36

Our students in receipt of the pupil premium continue to be disproportionately represented in the number of students being removed from lessons, in internal exclusion and suspended from school.

<b>Suspensions</b>	<b>PP</b>	<b>Non PP</b>
Year 7	35	0
Year 8	24	36
Year 9	44	31
Year 10	75	42
Year 11	42	4
Whole School	220	113

<b>Internal Exclusions</b>	<b>PP</b>	<b>Non PP</b>
Year 7	67	15
Year 8	82	98
Year 9	42	57
Year 10	76	89
Year 11	53	3
Whole School	320	262

<b>Removals</b>	<b>PP</b>	<b>Non PP</b>
Year 7	133	21
Year 8	348	294
Year 9	149	232
Year 10	219	184
Year 11	108	31
Whole School	957	762

Attendance continues to be a concern.

<b>Attendance 2024/2025</b>	<b>PP</b>	<b>Non PP</b>
Year 7	88.90%	95.40%
Year 8	83.10%	92.20%
Year 9	82.30%	91.40%
Year 10	80.30%	90.00%
Year 11	75.10%	86.80%
Whole School	89.10%	91.10%

In 2024 - 2025 the attendance of disadvantaged students remains lower than that of their non-Pupil Premium peers and below the national average. Although there has been some improvement since 2023 - 24, with a slight increase in attendance, levels are still not where they need to be and require sustained, focused action to narrow the gap. Ongoing challenges continue to impact consistent attendance; however, school leaders are implementing targeted support to address these barriers. Ensuring that disadvantaged students achieve attendance levels comparable to their peers is essential to improving their overall educational outcomes.

## 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
Embedding Formative Assessment programme <a href="https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/">https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/</a>	Schools, Students and Teachers Network (SSAT)
<a href="https://www.changingchances.co.uk/the-empowerment-approach-core-programme">https://www.changingchances.co.uk/the-empowerment-approach-core-programme</a>	Changing Chances
Online education packages <a href="https://academy21.co.uk/">https://academy21.co.uk/</a>	Academy 21
Lexonik Leap <a href="https://lexonic.org/solutions/targeted-phonics">https://lexonic.org/solutions/targeted-phonics</a>	Lexonik
FFT Reading Quest <a href="https://fft.org.uk/literacy/">https://fft.org.uk/literacy/</a>	FFT