

# Pupil premium strategy statement – Henry Cort Community college

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	804
Proportion (%) of pupil premium eligible pupils	
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>	2023/2024 – 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Chris Rice, Principal
Pupil premium lead	Judith Evans, Assistant Principal
Governor / Trustee lead	Tina Woodcock, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 205,019
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b>	<b>£ 205,019</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>	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention for all students is that they feel they belong to the Henry Cort community, want to **attend** and **progress**, and then leave us having achieved their best. This is irrespective of their background and previous history. We acknowledge that this is more difficult for our disadvantaged students. The purpose of our Pupil Premium Strategy Plan is to overcome the barriers these students face which may prevent them from reaching the same attainment levels of their non-disadvantaged peers and making equivalent progress. They do not lack effort or ability; they lack opportunities, and we are committed to helping address the balance.

### **Belong**

Schools exist to serve their local communities and as such we strive to create an educational setting which enables all students to feel valued and have their contributions recognised. We are working to create a more welcoming, inclusive and collaborative community to improve communication and engagement between college and home and therefore create a genuine community ethos. This will ensure our Pupil Premium students feel as much a part of our college as their non-Pupil Premium counterparts. Additionally, it will solidify relationships, creating a strong triangulation between student-parent-college and a positive learning culture across the college. This will enable all learners to thrive, create lifelong learners and equip students with the skills to navigate the challenges of life after school and beyond, with confidence.

### **Attend**

All Henry Cort students should want to be in school. Our current data shows that the proportion of Pupil Premium Students that are absent, is higher than for our non-Pupil Premium Students and this must improve. For students who do struggle to attend, our robust attendance monitoring must ensure we identify patterns of attendance and the barriers that exist. We will then put strategies in place to mitigate them at the earliest opportunity; monitoring and evaluating their outcomes regularly.

### **Progress**

Our aspirational vision of quality first teaching for all in lessons and curriculum design will drive the closing of the attainment gap between our Pupil Premium and non-Pupil Premium students. Targeted, high quality CPD for staff will ensure a common language and a common understanding of the college's priorities to ensure effective teaching and learning for all, through lessons that are challenging, but supportive of individual needs. Whole school assessment systems will show that the academic profile of our disadvantaged students will be raised, including those who do not qualify for the Pupil Premium but are disadvantaged in otherways such as being a young carer or having a social worker. In addition, tutors will take more ownership of collecting and disseminating the needs of the individual, including the sharing of strategies to break down barriers to facilitate more effective learning for our Pupil Premium (PP) students.

## Challenges

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

Challenge number	Detail of challenge						
1	<p><b>Progress</b></p> <p>There will be no Progress 8 data for 2025 and 2026. Our attainment data suggests that there are differences in the predicted Attainment 8 (A8) scores for our students.</p> <table border="1"><thead><tr><th>Current Year Group (November 2025 data)</th><th>Progress 8 from internal data</th></tr></thead><tbody><tr><td>10</td><td>46.0 (non-PP) and 38.5 (PP)</td></tr><tr><td>11</td><td>45.8 (non-PP) and 36.1 (PP)</td></tr></tbody></table> <p>For current Year 8 (based on Year 7 summer data) the percentage of PP students who are “Building” in English and maths is more and for “Achieving” and “Exceeding” in English and maths it is less.</p> <p>For current Year 9 (based on Year 8 summer data) the percentage of PP students who are “Building” in English and maths and “Achieving” in maths. For all other categories, the percentage of PP students is less.</p>	Current Year Group (November 2025 data)	Progress 8 from internal data	10	46.0 (non-PP) and 38.5 (PP)	11	45.8 (non-PP) and 36.1 (PP)
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10	46.0 (non-PP) and 38.5 (PP)						
11	45.8 (non-PP) and 36.1 (PP)						
2	<p><b>Raise the profile of disadvantaged students</b></p> <p>We are developing a coherent approach for understanding the specific needs of our PP students and what can be done to support them to do their best both in and out of school.</p>						
3	<p><b>High Quality Teaching and Learning</b></p> <p>Inspection reports have highlighted that the quality of teaching and learning needs to improve for all students.</p> <p>PP students would benefit most from adaptive teaching, more scaffolding and modelling, explicit instructions and retrieval strategies that embed learning.</p>						
4	<p><b>Sense of community and belonging</b></p> <p>Rates of participation in extra-curricular activities by PP students at Henry Cort have historically been lower than non-PP.</p> <p>Using data from the Autumn 2025 data collection window, the Key Stage 3 attitude to learning score for Pupil Premium is lower than non-Pupil Premium students in Year 7, 8, 9 (Year 7: 3.11, 3.03; Year 8: 3.01, 2.77; Year 9 3.00, 2.81).</p> <p>The attendance of Pupil Premium parents at subject consultation evening is lower than non-Pupil Premium.</p>						

5	<p><b>Literacy</b></p> <p>PP students are more likely to have poor literacy skills and have less access to high quality reading material and word rich conversation. As a result, they are more likely not to engage with their learning.</p> <p>For our current students, Pupil Premium students have a lower reading standardised score than Pupil Premium (KS2 Reading Scaled score: 105.45 (non-PP) and 100.73 (PP); Reading Standard score: 105.25 (non-PP) and 94.84 (PP).</p>
6	<p><b>Attendance for 2025 (compared to 2024, 2023)</b></p> <p>There is a gap between the persistent absence of PP students and non-PP students.</p> <p>At the time of writing (1/11/25) the percentage of PP students with persistent absence is 45.3% (40%, 54%) compared to 23% (18%, 17%) of non- Pupil Premium students.</p> <p>Average attendance of all Pupil Premium students is 85.9% (85.5%, 85%), whilst all student attendance is 92% (92.1%, 91.4%).</p>

## 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
The gap between the progress scores of PP and non-PP students will be smaller.	By the end of 2026/27, the data will demonstrate the gap between PP and non-PP students will have narrowed.
Staff have a greater awareness of who their PP students are and their specific needs.	When spoken to, Pupil Premium students feel they can achieve their best in their learning at Henry Cort. Learning walks, inspection reports, and lesson drop-ins will identify specific strategies and approaches used by staff for teaching the needs of PP. Alternative provisions are used where students are unable to access the mainstream curriculum.
Professional discussion and sharing of information about PP students are commonplace at Henry Cort.	PP is a regular focus on the scheduled meeting calendar so that quality information sharing and CPD is delivered. This in turn is recorded in learning walks, inspection reports and lesson drop-ins and is reflected in student attainment. Tutors are fully aware of their PP students and are central to the communication between the PP students and home.
Quality first teaching and learning for all	By the end of 2026/27 the available data will demonstrate that the gap between PP and non- PP will have narrowed. Staff CPD ensures that teachers are aware of and apply evidence-informed teaching approaches, to drive the standard of teaching and learning. All students, including PP, will have more engaging and challenging lessons.
Students have stronger literacy and oracy skills.	Narrowing reading age gap using NGRT. Strategies to develop the opportunities for reading and oracy are commonplace within lessons.
Attendance of PP students will be aligned with non-PP students	By the end of 2026/27 attendance data will demonstrate that the attendance gap between PP and non- PP will have narrowed. Persistent absence in PP students will have at least halved.
The college has an inclusive and community ethos where PP students feel they belong and contribute.	Increased attendance of PP students to extra-curricular clubs and activities. PP students represented in the college Student Leadership Team and student panels.

## 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: £ 120,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High Quality CPD for Staff</b>  All teaching staff will have a targeted calendar of CPD to provide training on a common approach to assessment, metacognition, scaffolding, modelling, explicit instruction, retrieval practice, literacy, Ordinarily Available Provision (OAP) and revision in response to the college improvement plan priorities, alongside SEND and behaviour training. This will empower teachers to develop further and meet the needs of all students and consequently students will enjoy lessons and attend. In addition to this, all staff will have a structured calendar of weekly sharing good practice. Specific CPD will directly address any current cohort PP issues.	<ul style="list-style-type: none"><li>External references from EEF</li><li>Staff Performance Management</li><li>LLP visit reports</li><li>QAR records</li><li>CPD calendar</li><li>SGP calendar</li></ul>	1, 3, 6
<b>Instructional Coaching</b>  The college continue to adopt the Walkthrus toolkit to support teachers. Using instructional coaching methods, bespoke training is received and implemented directly into the classroom to impact directly on students. College and faculty priorities will be addressed using the coaching.	<ul style="list-style-type: none"><li>Coaching Trackers</li><li>Faculty meetings</li><li>Instructional Coaching calendar</li><li>Staff Performance Management</li></ul>	1, 3
<b>Appointment of a Key Stage 3 and a Key Stage 4 PP Progress Lead</b>  We will continue to encourage staff to apply for these roles. The appointments would allow the current cohorts of PP students to be closely monitored, their specific learning needs identified, and in turn action points set to inform whole staff training. These roles can also closely monitor attainment, attendance, and attitude to learning data. This will allow for a healthy balance of strategic approaches and responding to current needs in our PP students.	<ul style="list-style-type: none"><li>Meeting Minutes</li><li>Scheduled meetings with Heads of Faculty and Heads of Year.</li><li>CPD</li></ul>	1, 2, 3

<p><b>Whole School Literacy Lead</b></p> <p>Through this appointment, the specialist leadership of literacy will ensure common approaches to reading, writing and Oracy, improving rates of progress for PP students and upskilling all teaching staff.</p> <p>The Literacy Strategy this year is a focus on disciplinary literacy, so departments embed, initially tier 2 and 3 vocab, before moving to decoding complex texts and supporting academic reading.</p> <p>Through specific interventions and utilising resources in the library, a clear whole college approach to literacy will ensure all students are more literate. We will also continue to utilise the librarian to support this.</p>	<ul style="list-style-type: none"> <li>• External references from EEF</li> <li>• LLP visit report</li> <li>• Whole school literacy</li> <li>• Monitoring</li> <li>• QAR records</li> <li>• CPD</li> </ul>	1, 2, 3, 5
<p><b>Literacy Performance Lessons</b></p> <p>Specific lessons for Year 7 and 8 students to address literacy needs will have a direct impact on student outcomes.</p> <p>Year 7 will have a library lesson with a literacy focus each week and at the start of the week, they will be explicitly taught a literacy idea (Spelling/Punctuation/Grammar).</p> <p>Year 8 will have an Oracy lesson; the aim is to utilise the Voice 21 project materials to support vocab and speaking skills.</p>	<ul style="list-style-type: none"> <li>• External references from EEF</li> </ul>	1, 2, 3, 5
<p><b>Regular slots at Sharing Good Practice (SGP)</b></p> <p>A minimum of one PP focused session per half term is to be calendared to highlight key PP student groups, share information, the latest research and the best practices for all staff.</p>	<ul style="list-style-type: none"> <li>• External references from EEF</li> </ul>	1, 2, 3
<p><b>Gateway Provision</b></p> <p>A member of staff will be employed to work directly with those students most at risk of persistent absence and struggling to get into school. They will be working directly with young people to re-engage them with education.</p>	<ul style="list-style-type: none"> <li>• Effective KS3 Gateway programme written</li> <li>• Line Management meetings</li> <li>• Monitoring</li> </ul>	1, 4, 6

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Year 11 Mentoring Focus Groups</b> Using whole school data systems, key PP students in Year 11 will be identified to support through one-to-one mentoring and consequently improve their progress across the curriculum.	<ul style="list-style-type: none"> <li>• Mentoring Tracker</li> <li>• External References from EEF</li> </ul>	1, 2, 4
<b>Tutor Spreadsheet</b> Tutor led meetings to complete information about PP students to inform all teachers and build positive relationships.	<ul style="list-style-type: none"> <li>• Responses from Tutors</li> <li>• External References from EEF</li> </ul>	1, 2, 4
<b>Literacy and Numeracy Intervention</b> Targeted intervention programmes in school for students needing additional support to access the curriculum in line with age related expectations. We want to focus more on reading and getting students using the library, so our librarian is integral to this. Every year 7 will now be expected to have a reading book from the library and we will use time at the start of lessons to do silent reading alongside their bespoke library lesson. The librarian is also going to be working on supporting these lessons by taking guided reading groups and leading 1-1 reading.	<ul style="list-style-type: none"> <li>• External References from EEF</li> </ul>	1, 3, 5
<b>Homework Club</b> The library is available after school, supported by two members of the support staff.	<ul style="list-style-type: none"> <li>• Attendance registers</li> <li>• Academic progress data</li> </ul>	1, 3, 5
<b>Alternative Provisions</b> Working with external providers, including tutors, to offer a provision for those PP students who need an alternative to full time mainstream education to increase their engagement with learning.	<ul style="list-style-type: none"> <li>• External references from EEF</li> </ul>	1, 6
<b>Supporting learning</b> Provision of resources and additional lessons to ensure engagement in lessons, academic progress and a sense of community and belonging.	<ul style="list-style-type: none"> <li>• External references from EEF</li> </ul>	1, 4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Breakfast Club</b> Breakfast club for PP and disorganised students. Breakfast is provided along with positive staff support at the start of the day to ensure uniform and equipment are correct.	<ul style="list-style-type: none"> <li>Attendance data</li> </ul>	1, 4
<b>Whole School Attendance Tracking</b> To further embed the robust system of monitoring attendance that has been developed. This continues to be facilitated through the year system and the key role of the Attendance officer. To create clearer communication around the strategies to be used to support and improve attendance.	<ul style="list-style-type: none"> <li>Attendance data</li> </ul>	1, 2, 4, 6
<b>Attendance Clinics</b> To run short, targeted 6-week programme of bespoke support and mentoring for those students identified as at risk of Persistent Absence (PA).	<ul style="list-style-type: none"> <li>External references from EEF</li> </ul>	1, 2, 4, 6
<b>Community Engagement</b> Running events onsite and in the community to engage with PP parents, support families and increase access to school support.	<ul style="list-style-type: none"> <li>Parent survey data</li> <li>Attendance at events</li> </ul>	4
<b>School Event/ Subject Consultation Evening Priority Booking</b> A proactive approach to contacting parents and carers prior to booking windows opening to secure appointments for school events to increase engagement. Providing transport for those parents/carers struggling to get to the site.	<ul style="list-style-type: none"> <li>Parent/carer attendance at subject consultation evening and school events.</li> </ul>	1, 3, 4
<b>School Production</b> Increasing opportunities and cultural opportunities. Pupil Premium students will be highlighted and specifically spoken to by performing arts teachers to improve confidence in auditioning. Some targeted rehearsals increase the sense of belonging and offer support.	<ul style="list-style-type: none"> <li>External references from EEF</li> </ul>	4

<b>Summer School</b> The running of a summer transition school to support the Key Stage 2 to 3 process. Building relationships with PP students, their families, and key members of staff before the start of Year 7.	<ul style="list-style-type: none"> <li>External references from EEF</li> </ul>	4
<b>Wellbeing</b> Students at Henry Cort now have a wide range of opportunities to support their mental health and wellbeing. This is provided through activities during the school day, support from school staff via the ELSA programme, and work with external agencies.	<ul style="list-style-type: none"> <li>External references from EEF</li> <li>Motiv8 students</li> <li>Moving on Project students</li> <li>ELSA students</li> <li>Forest School students</li> <li>Anna Freud students</li> </ul>	

**Total budgeted cost: £ 205,019**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Intended Outcomes:**

We are on target to achieve the intended outcomes of our strategy (as outlined above).

The data from the GCSE Summer examination of 2025 did not show Progress 8 results due to the absence of KS2 data. The data measure this year was Attainment 8; for all students this was 44.1 and for the 36 PP students it was only 30.1, a gap of 14. (Prior data for comparison 2024: for 22 PP students the gap was 8.82; 2023: for 35 PP students the gap was 9.27). Other comparisons for 2025 include Grade 5 or above in English and Maths – 43.0% all students and 19.4% PP. This shows that the gap between our PP students and all students remains.

The scheduled CPD calendar has continued this year and as a result there has been staff CPD sessions focusing on information sharing, high quality teaching and attendance.

In addition, our QAR this term has focused on Ordinarily Available Provision.

#### **Activities in this Academic Year:**

##### **Teaching:**

All staff received high quality CPD last year to ensure that the students received the quality first teaching that they deserve. The Instructional coaching continued to form a major part of this CPD.

Unfortunately, there is currently no one in school who has the additional responsibility of a PP Progress Lead. However, even though our Whole School Literacy Lead left the college at Easter, another appointment was made and so we continued to make an impact on literacy at Henry Cort. CPD sessions have been delivered and the literacy program continued to be delivered to all year groups through tutor-time, supported by our librarian.

Regular PP sessions were calendared and delivered.

##### **Targeted Academic Support:**

PP students in Year 11 were identified and supported where appropriate.

The live tutor information spreadsheet was used to ensure that tutors updated this information at regular intervals through the year. Any students transferring between tutor groups would then have their information tracked. With the reduction in tutor groups, this movement happens less frequently.

Literacy and numeracy interventions have continued.

Last year we used Oarsome Chance and NXT to support some PP students. We also engaged with Andrew Simpson Sailing and explored other options such as Second Chance and the Tunnel project.

##### **Wider strategies:**

10-12 students attended the Breakfast Club every day. Some monitoring was carried out to ensure that this was an effective use of our PP money.

The Gateway room was used on a regular basis by several students and as a result the attendance of some very vulnerable students increased. Moving forwards, however, the core purpose of the room was felt to be in jeopardy because some students were becoming too comfortable in the room and were not progressing back into lessons, so we have reviewed our procedures to provide a more structured programme of support for students to access mainstream lessons.

The analysis of data and monitoring of attendance has continued despite the change of Attendance Officer mid-year. One attendance clinic was run which focused on girls in Year 10.

We ran a Pizza and Pop evening for Year 7 students in October and were pleased to establish positive relationships with 7 families.

Unfortunately, the Duke of Edinburgh scheme has not continued at Henry Cort.

The school production of the School of Rock was incredibly successful, and several of the key roles were filled with our PP students.

We only invited the PP and vulnerable students to the Summer School of 2025, which meant the groups were much smaller and it was easier to get to know the students; 26 students attended, 9 were PP. There was no formal feedback but anecdotally, it always receives many positive comments. The main one this year was from a student who hated every minute of day 1 but loved day 2 and couldn't wait to start in September despite being a school refuser previously. (Current attendance for this student is 92%). There were 3 sessions a day which included Team Games, Forest School, literacy, a library task, a reflection on the importance of school, a treasure hunt and Just Dance. All sessions were thoroughly enjoyed. Information about the students was shared with staff which meant that the sessions were tailored to suit all the students better.

## 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
Trade skills and self-regulation	NXT
Practical and physical learning, alongside individual support	Oarsome Chance
Sailing Course	Andrew Simpson
Mentoring	Motiv8