

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	UCGS
Number of pupils in school	837
Proportion (%) of pupil premium eligible pupils	10.4% (87)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 to 2028/29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Oliver King Headteacher
Pupil premium lead	Nicola Rispoli-Hall Assistant Headteacher
Governor / Trustee lead	Alok Gupta member of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95700

Part A: Pupil premium strategy plan

Statement of intent

At UCGS high expectations for academic and personal development is expected of all students. Adaptations are made to enable all students to meet those high expectations. Disadvantaged pupils are capable of exceptionally high attainment, with final KS4 outcomes demonstrating performance in line with, and in some measures above, non-disadvantaged peers. Our analysis nevertheless identifies variation between cohorts, subjects and individuals, with attainment gaps emerging at particular points during KS3 and KS4. Our strategy therefore focuses on preventing disadvantage from becoming a barrier to fulfilling individual potential. We will identify emerging underperformance early, maintain high expectations for all prior-attainment groups, provide evidence-informed targeted intervention where required, and ensure equitable access to the wider opportunities, experiences and support that contribute to academic success, personal development and ambitious destinations.

Challenges

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

Challenge number	Detail of challenge
1	Preventing attainment gaps emerging through KS3 into KS4 Internal assessment analysis indicates that disadvantaged pupils consistently perform in line with their peers; however, attainment gaps emerge in some cohorts as curriculum demand increases. Current Year 7 outcomes are strong and Year 8 outcomes are comparable, while some smaller gaps have become evident in Years 9 and 10. This indicates a need for earlier identification and intervention to prevent gaps becoming established before examination years.
2	Mathematics and EBacc attainment Assessment analysis identifies mathematics and EBacc subjects as areas requiring further monitoring. Although outcomes vary by cohort, gaps become more pronounced in Years 9 and 10, including a Year 10 PP/non-PP attainment difference of -1.54 in Mathematics and -2.08 across the EBacc basket. Early identification of subject-specific gaps and targeted curriculum intervention to continue.
3	English: securing the highest levels of attainment Continue to identify individual underperformance early to ensure that high prior attaining disadvantaged pupils translate strong starting points into the highest outcomes. Very small English attainment gaps are evident in some cohorts, including Year 11 (-0.14), while other measures demonstrate PP pupils performing in line with or above peers.
4	Metacognition and Independence Internal observations and assessment evidence indicate that some disadvantaged pupils, including both lower attaining and high prior attaining pupils, require further development of metacognitive, self-regulation and independent learning strategies. This becomes particularly important as curriculum complexity increases and pupils are required to independently identify gaps, select appropriate strategies and evaluate the quality of their responses.

5	Participation, cultural capital and aspiration Participation analysis indicates that disadvantaged pupils are as likely to access the school's wider offer, including extracurricular activities and leadership opportunities. However, ensuring equitable access to enrichment, high-quality careers encounters, workplace experiences, super-curricular opportunities and leadership remains a priority to ensure that disadvantage does not restrict cultural capital, aspiration or future destinations.
6	Variation within PP cohorts The relatively small disadvantaged cohort masks significant variation between individuals and sub-groups. Analysis indicates differences by year group, gender, prior attainment and subject. Whole-cohort averages can therefore obscure individual under-achievement. Continued detailed tracking is required to identify pupils whose attainment, progress, attendance, engagement or wider participation falls below their individual potential.

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
Disadvantaged pupils sustain strong attainment and progress across KS3 and KS4, with emerging gaps identified and addressed early.	Disadvantaged pupils' attainment and progress are in line with or above non-disadvantaged peers. Where cohort or subject gaps emerge, these reduce over successive assessment points. PP pupils remain on track against individual, appropriately ambitious targets , including high prior attainers.
Improved attainment in Mathematics and EBacc subjects for disadvantaged pupils.	PP/non-PP gaps in Maths and EBacc subjects are reduced, particularly where internal assessment identifies emerging gaps in Years 9 and 10. Subject-level tracking demonstrates that identified PP pupils respond positively to intervention. 100% of disadvantaged pupils continue to access an appropriately ambitious EBacc curriculum pathway.
Disadvantaged pupils develop stronger metacognitive, self-regulation and independent learning behaviours.	Lesson visits, student voice, work scrutiny and teacher assessment demonstrate that disadvantaged pupils increasingly plan, monitor and evaluate their learning independently. Homework completion and engagement with independent/super-curricular learning are in line with peers.
Disadvantaged pupils have equitable access to the school's wider Personal Development offer.	All disadvantaged pupils participate in meaningful enrichment each year. Participation in extracurricular activities, trips, leadership, careers encounters and super-curricular opportunities is tracked, with PP participation comparable with the wider cohort. Barriers to participation are identified and addressed.
Disadvantaged pupils experience strong wellbeing, attendance and engagement.	PP attendance is at least 96% and in line with non-PP attendance. Persistent absence among disadvantaged pupils is in line with or below the whole-school figure. Student/parent voice and pastoral indicators demonstrate strong wellbeing, belonging and engagement.
Disadvantaged pupils secure ambitious and sustained destinations.	100% of disadvantaged pupils progress to sustained education, employment or training destinations. Careers guidance, work-related learning and destination planning demonstrate that PP pupils, including high prior attainers, are supported towards appropriately ambitious pathways.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD to strengthen understanding of disadvantage and inclusive classroom practice – £8,000. Continue whole-school professional development to ensure teachers and teaching assistants understand how disadvantage can affect learning and pupils' wider experiences. CPD will focus on quality-first teaching, adaptive teaching, assessment, feedback, appropriate scaffolding and maintaining high expectations and challenge for disadvantaged pupils, including high prior attainers	The EEF identifies high-quality teaching as the most important element of an effective Pupil Premium strategy and recommends that schools invest in developing teaching quality. This is particularly appropriate at UCGS because internal data demonstrates that PP pupils can attain in line with or above their peers with some small variation between cohorts, subjects and individuals. EEF – Using Pupil Premium	3,4,5,6
Metacognition and self-regulation – £4,500. Develop teachers' explicit teaching of strategies that enable pupils to plan, monitor and evaluate their learning. Initial emphasis will remain on Mathematics and Science before being embedded more widely across the curriculum.	EEF evidence identifies metacognition and self-regulation as a high-impact, very-low-cost approach, with an average impact of approximately +8 months' additional progress. Effective implementation involves explicit strategy instruction, teacher modelling and gradually developing pupils' independence. EEF – Metacognition and Self-Regulation	1,3,4,5
Subject-level PP curriculum review and leadership – £5,000. Provide leadership/release time for subject leaders, Heads of Year and the PP Lead to review disadvantaged pupil performance, identify subject-specific barriers and develop appropriate teaching responses. Particular attention will be given to areas identified through assessment analysis.	EEF recommends that schools diagnose the specific challenges affecting disadvantaged pupils rather than assuming that all pupils experience disadvantage in the same way. This is particularly relevant to UCGS because the current gap analysis demonstrates variation between year groups and curriculum areas.	3,4,5,6

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment-led precision tutoring – £15,000 Continue and expand targeted tutoring for disadvantaged pupils, including high prior attainers. Provision will be informed by assessment data and directed towards the subject(s) in which individual pupils are furthest below their expected trajectory. Particular consideration will be given to English, Mathematics and EBacc subjects where assessment analysis identifies need.	EEF evidence indicates approximately +5 months' additional progress for one-to-one tuition and +4 months for small-group tuition, particularly where tuition is targeted at identified gaps and closely connected to classroom teaching. UCGS's own evidence is strong: previous tutoring resulted in average improvements of +2.0 grades in Spanish, +1.6 in Mathematics and +2.3 in both English Language and English Literature. EEF – Small Group Tuition	1, 4, 5,6
Early identification and responsive intervention in Years 9 and 10 – £6,000. Following each responsive teaching cycle, identify disadvantaged pupils who are below their individual target or demonstrating a declining trajectory. Implement short, subject-specific interventions and review impact at the subsequent assessment point.	This is particularly supported by UCGS's own diagnostic evidence. Current gap analysis indicates that differences are slightly more evident in Years 9 and 10 than in Years 7 and 11 which supports earlier intervention. The approach also follows EEF guidance to diagnose pupil need before selecting and implementing intervention.	1,3,4,5,6
Progress and attainment tracking – £4,200. Continue 4Matrix provision and further develop its use by teachers, subject leaders, Heads of Year and the PP Lead. Termly reviews will analyse disadvantaged pupil attainment at individual, subject and cohort level and identify pupils requiring intervention.	EEF and DfE guidance emphasise diagnostic assessment and systematic analysis of attainment and progress data to identify the specific needs of disadvantaged pupils, including high prior attainers. Assessment evidence should be used to identify learning gaps, inform responsive teaching and targeted intervention, and subsequently evaluate impact. 4Matrix enables UCGS to undertake this analysis at individual, subject and cohort level.	1,3,4,5,6
Targeted academic resources – £3,000. Provide revision resources, subject texts, printing, digital access and other learning resources where an identified financial barrier affects a disadvantaged pupil's ability to access learning or independent study.	This is a barrier-removal measure rather than an intervention that should be expected to improve attainment independently. Resources will therefore be allocated according to identified individual need and used alongside high-quality teaching and targeted academic support. Evidence suggests that removing identified barriers that prevent disadvantaged pupils support students in engaging fully in independent learning. EEF evidence indicates that individualised instruction targeted to identified learning gaps can	1,3,4,6

	produce approximately +4 months' additional progress, including approaches supported through digital technology, when used alongside rather than instead of high-quality teaching.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£50000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, pastoral and wellbeing support – £25,000. Continue attendance and welfare provision, including early contact with families, attendance monitoring, pastoral support and individual case management. Pupils whose attendance falls below school expectations will be identified early and appropriate support implemented.	The EEF's review of 72 attendance studies found promising evidence for approaches involving parental communication and engagement and responsive interventions tailored to individual pupil need. Successful approaches tend to identify the specific barriers affecting attendance and combine monitoring with appropriate family communication and targeted support. The EEF also notes that there is no single intervention that reliably improves attendance, supporting UCGS's individual case-management approach rather than a one-size-fits-all intervention. This aligns with current DfE statutory guidance, which expects schools to use attendance data to identify pupils requiring support and work with pupils, families and other services to remove barriers to attendance.	1,3,4,5,6
Enrichment, extracurricular participation and cultural capital – £10,000. Remove financial and practical barriers to disadvantaged pupils participating in educational visits, clubs, competitions, enrichment and super-curricular opportunities. Participation will be monitored so that pupils not accessing the wider offer can be identified and supported.	Evidence suggests that participation in structured extracurricular activity can produce academic, social and wellbeing benefits. EEF evidence on arts participation identifies an average impact of approximately +3 months' additional progress, alongside reported improvements in attitudes to learning and wellbeing. Importantly for PP strategy, the EEF explicitly recognises that disadvantaged pupils can face financial barriers to extracurricular activities and cultural trips. EEF evidence on physical activity reports approximately +2 months' additional progress, alongside wider health, wellbeing and potential attendance benefits, and recommends considering free or subsidised access for disadvantaged pupils. At UCGS this external evidence is reinforced by internal analysis identifying lower extracurricular and leadership participation amongst PP pupils.	1,3,4,5,6
Careers, aspiration and destinations – £6,000. Enhance disadvantaged pupils' access to employer encounters, workplace experiences, university engagement, mentoring and person-	The evidence-informed Gatsby Benchmarks identify employer encounters, workplace experiences, encounters with further/higher education and personal guidance as key components of effective careers provision. Greater Benchmark engagement is associated with increased career readiness, higher aspirations and reduced likelihood of becoming NEET. High-quality careers guidance	2,3,4

alised careers guidance. Particular attention will be given to ensuring that high prior attaining disadvantaged pupils access appropriately ambitious post-16 and post-18 pathways.	can be particularly important for pupils without strong social/family connections to different careers, supporting social mobility.	
Parental engagement and practical support – £4,000. Strengthen targeted communication and engagement with families, particularly at assessment, intervention and transition points. Provide practical support where identified barriers affect pupils' engagement with learning or wider school opportunities.	EEF evidence identifies parental engagement as a moderate-impact approach, associated with approximately +4 months' additional progress. Evidence supports personalised communication linked to learning, understanding individual family circumstances, two-way communication and targeted practical support to overcome barriers to engagement.	1,2,3,4,5
Personal Development, leadership and belonging £5,000. Further increase PP participation in leadership, student voice, mentoring, DofE, celebration and wider Personal Development opportunities. Pupil voice will be used to identify barriers to participation and evaluate disadvantaged pupils' experience of school.	EEF evidence indicates that social and emotional learning can support academic progress (+3 months on average), attitudes to learning and positive social relationships. Evidence is particularly promising for approaches strengthening social interaction. Structured enrichment can also support engagement and wellbeing, while disadvantaged pupils may experience financial barriers to participation. UCGS will therefore monitor participation and use pupil voice to ensure equitable access to leadership and Personal Development opportunities.	2,3

Total budgeted cost: £82775

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Summary of spending:

£82775 of the 2025-2026 pupil premium funding was spent. There is no single intervention strategy that can completely solve the complex and challenging educational issues in any school environment and therefore a multi-faceted approach is used to ensure we offer the best possible opportunities for all our pupils to succeed.

The largest proportion of the grant was allocated to wider strategies and support to students such as student welfare, pastoral leadership and learning support assistants. The funding for the pastoral systems ensures that all students have access to high quality support and guidance, and student-specific intervention can be implemented to achieve this throughout the academic year. This section of the funding allocation totalled 60% of the pupil premium funding.

Strategies to support high-quality teaching and learning such as access to data analysis and tracking software such as 4Matrix, membership to PiXL resources, literacy support and as well as software to support with monitoring attendance received £12500 accounting for 15% of the pupil premium grant.

The remaining 35% of the grant was spent on ensuring targeted support is provided to students to support them in accessing learning opportunities both in and outside of the classroom

Outcomes:

	Pupil Premium students	Non-Pupil Premium students	Gap
Number of students	8	157	
Entries Achieving A* (9-8)	58.82% (62.63% in 2025)	53.15%	+2.79%
Entries achieving A-A* (9-7)	81.18% (87.5% in 2025)	82.09%	+2.79%
5+ A* - C (9-4) inc. English and Maths	100% (99.49% in 2023)	100%	0
P8 score*	N/A	N/A	N/A
A8 score	77.88 (79.58% in 2025)	77.6	+0.28

Attendance 2025-2026

	7	8	9	10	11	7-11
All	97.53%	97.42%	95.94%	96.80%	92.10%	96.11%
Pupil Premium	97.50%	97.43%	96.04%	96.91%	92.10%	96.05%
Non-Pupil Premium	97.67%	97.35%	95.38%	95.75%		96.62%

UCGS's inclusive culture and high expectations support disadvantaged students to attend school consistently. Pupil Premium attendance was 96.05%, compared with 96.11% overall, demonstrating that disadvantage is not a significant barrier to attendance. Pupil premium student attendance is in line or above their non-Pupil Premium peers in all year groups.

Disadvantaged students achieve at least in line with their peers: Outcomes demonstrate the effectiveness of UCGS's inclusive provision. 100% of Pupil Premium students achieved 5+ grades 9–4 including English and Maths, exactly in line with non-Pupil Premium students.

Disadvantaged students performed particularly well at grades 9–8, with 58.82% of PP entries achieving these grades compared with 53.15% for non-PP students. This provides strong evidence that disadvantaged students are supported not simply to meet expected standards but to achieve highly. The PP Attainment 8 score of 77.88 was slightly above the 77.6 achieved by non-PP students, while Progress 8 was the same for both groups. This indicates that the school's curriculum, pastoral support and high expectations provide equitable opportunities for achievement.

Overall attendance of 96.11%, alongside strong academic outcomes, reflects a culture in which students from different backgrounds are included, supported and expected to succeed. The very small differences between PP and non-PP measures demonstrate the impact of UCGS's inclusive approach.

Teaching and Learning impact

High-quality teaching remained central to the school's approach to improving outcomes for disadvantaged pupils. Teachers and teaching assistants continued to access induction, curriculum and examination-board CPD, Pioneering Pedagogy and leadership development to strengthen the consistency and quality of classroom practice.

Analysis of internal attainment data indicates a positive picture for disadvantaged pupils. In Year 7, disadvantaged pupils performed above their non-disadvantaged peers across a number of measures, including Attainment 8 (+1.10), English (+0.19), Mathematics (+0.54) and Other Attainment 8 (+0.36). Year 8 outcomes were broadly in line, with positive differences in Mathematics (+0.19) and Other Attainment 8 (+0.23).

At the end of KS4, disadvantaged pupils also achieved strongly. Year 11 disadvantaged pupils achieved an Attainment 8 score of 77.88 compared with 77.60 for non-disadvantaged pupils, alongside positive differences in EBacc (+0.33) and Other Attainment 8 (+0.09). This demonstrates that disadvantaged pupils at UCGS can attain in line with, and in some measures above, their peers. The school's existing review similarly records 100% of the Year 11 disadvantaged cohort achieving 5+ including English and Mathematics.

Gaps are slightly more evident in Years 9 and 10, particularly across Mathematics and EBacc subjects. This suggests that the next phase of the strategy should focus not only on maintaining high-quality teaching, but on identifying emerging gaps early as curriculum demand increases through KS3 and into KS4.

The evidence therefore supports the continued prioritisation of quality-first teaching while strengthening teachers' use of disadvantaged-pupil information, adaptive teaching, metacognition and subject-level assessment to ensure that high prior attainment or strong whole-school outcomes do not mask individual underachievement.

Targeted academic support

The school's use of attainment and progress tracking has strengthened the identification of disadvantaged pupils requiring additional academic support. Teachers and Heads of Year have been trained to use 4Matrix to analyse performance at individual, subject, subgroup and year-group level, with findings used to inform data-on-a-page analysis and intervention planning.

The latest gap analysis demonstrates the importance of this approach. There is no consistent whole-school disadvantaged attainment gap: disadvantaged pupils perform strongly in the vast majority of cohorts, while differences emerge in others. Year 9 disadvantaged pupils recorded Attainment 8 gaps in Mathematics (-1.24) and EBacc (-1.36). Year 10 disadvantaged students recorded Attainment 8 gaps in Mathematics (-1.54) and EBacc (-2.08). Conversely, Year 11 disadvantaged pupils achieved an Attainment 8 score slightly above their peers.

This evidence supports a continued focus on precision intervention based on individual need and trajectory rather than Pupil Premium status alone. Tracking and monitoring will continue to identify disadvantaged pupils who are below their individual targets, demonstrate a declining assessment trajectory, or are performing significantly below their potential within particular subjects, including high prior attaining pupils.

Targeted tutoring had a particularly positive impact during the previous strategy period. All Year 11 Pupil Premium pupils were offered tutoring targeted towards their lowest-performing subject following PPE analysis. In Mathematics, 5 out of participating pupils improved, averaging +0.7 grades, while 8 of 11 participants improved in both English Language and English Literature, with an average increase of +1.8 grades in each subject.

This provides strong internal evidence for continuing assessment-led, targeted tutoring, while extending the model to continue to intervene early where Year 9 and Year 10 data identifies emerging gaps.

Wider strategies

The school's wider strategies continued to support disadvantaged pupils' attendance, wellbeing, engagement and access to school life. The implementation of the school's culture policy has contributed to a positive learning environment, with positive culture points significantly outweighing behaviour points. Teacher feedback indicates that disadvantaged pupils demonstrate positive attitudes towards learning.

The review has reinforced the need to look beyond attendance and behaviour when evaluating equity. The school's analysis indicates that disadvantaged pupils are slightly less likely to participate in some extracurricular and leadership opportunities. Consequently, the next phase of the strategy will continue to place greater emphasis on equitable participation in the wider life of the school, including enrichment, trips, leadership, super-curricular activity, careers encounters and workplace experiences.

Participation will be monitored at pupil level so that barriers can continue to be identified and addressed proactively. This will support the school's wider objective of ensuring that socioeconomic disadvantage does not restrict pupils' cultural capital, personal development, aspiration or access to ambitious post-16 and post-18 destinations.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

