



Hitches Lane, Fleet,
Hampshire, GU51 5JA

Headteacher: Mr K John

Chair of Governors: Mrs R Wilcox

Rev No.: 03

Date of next review: December 2026

CPS-ST-P-STA-068

Pupil Premium Strategy Statement

Revision	Comments	Date
01	Amended for year ending 2023	1/3/24
02	Amended for year ending 2024	19/12/24
03	Amended for year ending 2025	19/12/25

This document follows the Hampshire County Council template

It is produced by the Calthorpe Park School review team

Pupil premium strategy statement – Calthorpe Park School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1691
Proportion (%) of pupil premium eligible students	12.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kevan John
Pupil premium lead	Samantha Plunkett
Governor / Trustee lead	Sue Francis, Ruth Wilcox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 222,225
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£ 222,225

Part A: Pupil premium strategy plan

Statement of intent

Calthorpe Park School strives to ensure that all students, irrespective of their background or the challenges they face, make good progress, achieve high attainment across the curriculum and feel part of the Calthorpe Park Community. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for students whose education and wellbeing were impacted by the COVID-19 pandemic, notably through targeted intervention for students whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Students in receipt of Pupil Premium funding currently make less academic progress than those without. For the Summer 2025 exams progress was not measured due to the non-completion of KS2 SATs in 2020.</p> <p>The data demonstrates our Pupil Premium students have gained an attainment 8 score of 36.73 which is slightly above the national average of 34.9. However, when compared to our non-Pupil Premium students (56.28) the gap is 19.55 and still significant.</p>
2	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 10.97 – 9.89% lower than for non-disadvantaged students.</p> <p>Attendance for the current Autumn term is slightly higher than 2024 at 83.37%, however, compared to non-pupil premium students (92.60%) there is still a 9.23% gap.</p>
3	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
4	<p>Assessments, observations and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 33-19.4%% of our disadvantaged students have a significantly low reading standardised score.</p>
5	<p>On average, for the academic year 2024-25, 41.3% of suspensions were for students eligible for Pupil Premium, which is an increase from 2023-24. For the first half of the Autumn term 2025-26 the current percentage of suspensions is 63.5%.</p>
6	<p>Due to the expansion of housing within the Fleet area, the demographic is changing. This presents a challenge of students from less affluent backgrounds feeling a sense of belonging and subsequently experience difficulties in engaging into the high aspirations that the school has for its community. It is important that we foster a cohesive community where every student feels they belong and parents feel able to engage.</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
Improved outcomes among disadvantaged students across the curriculum at the end of KS4	<p>For the gap between students eligible for Pupil Premium funding, and those who are not, to not widen and to aspire to closing the gap by 50%.</p> <p>Aspirational, for students eligible for Pupil Premium funding to achieve an average Progress 8 score of 0 or above (this will be from academic year 26/27 due to no progress data for 25/26).</p>
Improved reading comprehension among students across KS3.	<p>Reading comprehension tests demonstrate a 50% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>All students to have the reading skills required to access the KS4 curriculum.</p>
To sustain a sense of belonging and improved well-being for all students, including those who are in receipt of Pupil Premium funding.	<p>Demonstrated by:</p> <ul style="list-style-type: none"> • Improved wellbeing survey results. • Student feedback in identifying trusted adults and students report feeling supported. • Improved attendance data. • Reduction in behaviour points and suspensions for students in receipt of Pupil Premium funding.
<p>To achieve and sustain improved attendance for all students, particularly those in receipt of Pupil Premium funding.</p> <p>To reduce the percentage of persistent and severe non-attendance.</p>	<p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 50%. • the percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 50% lower than their peers.

<p>Strengthen relationships with families and improve parental engagement from those families in receipt of Pupil Premium funding.</p>	<p>Demonstrated by:</p> <ul style="list-style-type: none"> • Increased attendance at parents' evenings. • Increased attendance at other opportunities to come into school. • Positive feedback from surveys.
<p>To sustain improvement in community cohesion</p>	<p>Sustained through:</p> <ul style="list-style-type: none"> • Increased participation in enrichment activities, including school events and extra-curricular activities. • Increase in uptake of trips options.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1, 4</p>
<p>Embedding Ordinarily Available Provision strategies alongside a culture of high expectation, through quality first teaching.</p>	<p>DfE guidance highlights the importance of Quality First Teaching to ensure stretch and challenge, and high expectations of all students in improving</p>	<p>1, 3, 5, 6</p>

	outcomes for disadvantaged students.	
Specific continued professional development opportunities for staff to close the vocabulary gap, develop oracy and explicitly teach metacognitive strategies.	Evidence base: EEF teaching and learning toolkit scores 6+ months progress gain for oral language intervention. EEF teaching and learning toolkit scores 8+ months progress gain for developing metacognition and self-regulation. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	1, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools. EEF teaching and learning toolkit: +7 months progress gain for reading comprehension strategies.	1, 4,
To continue to embed disruption free learning and build whole school self-regulation strategies through the Zones of Regulation Programme.	EEF teaching and learning toolkit: +3 months progress gain for behaviour interventions. EEF teaching and learning toolkit: +3 months progress gain for social and emotional learning.	5

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

Budgeted cost: £ 61,112.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium specific academic mentor and study space to facilitate one-to-one	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 3

and group targeted interventions.	EEF teaching and learning toolkit: +4 months progress for small group tuition and +5 months for one-to-one tuition.	
Delivery of in-house reading intervention to ensure that students eligible for Pupil Premium funding have chronological reading ages commensurate with non-disadvantaged peers.	EEF teaching and learning toolkit: +7 months progress gain for reading comprehension strategies. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils +5 months progress.	1, 4
Use of EdClass as an online provider to support students with poor attendance as part of re-engagement packages to ensure learning deficits do not become a major obstacle to progress.	EEF teaching and learning toolkit: +4 months progress for small group tuition and +5 months for one-to-one tuition.	1, 2,
Employment of a Learning Support Assistant specific for Pupil Premium students	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF teaching and learning toolkit: +4 months progress for small group tuition and +5 months for one-to-one tuition. EEF research identifies targeted academic support as a high-impact strategy for disadvantaged learners. A dedicated LSA ensures consistent, personalised intervention, enabling students to access the curriculum and develop metacognitive skills.	1, 2, 4, 5, 6

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

Budgeted cost: £ 61,112.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE’s guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance/support officer will be appointed to improve attendance.</p> <p>Implementation of an EBSA and reengagement package for severe and persistent attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EEF evidence: Parental engagement - +4 months impact.</p> <p>DfE guidance and EEF research highlight that improving attendance and parental engagement are critical to closing attainment gaps. A dedicated officer ensures timely intervention, consistent communication, and targeted support for families facing challenges.</p>	<p>1, 2, 6</p>
<p>All students will be offered well-being intervention through Canine Assisted Learning</p>	<p>EEF teaching and learning toolkit: +3 months for social and emotional learning.</p>	
<p>Funding of the purchase of books through the book fair scheme to promote independent reading opportunities at home.</p>	<p>EEF teaching and learning toolkit: +7 months progress gain for reading comprehension strategies.</p>	<p>1, 3, 4</p>
<p>Funding of purchase of school photographs, prom tickets and prom photos</p>	<p>Evidence Basis: - EEF toolkit shows +2-4months impact where students eligible for Pupil Premium funding engage with enrichment activities</p>	<p>6</p>

Support towards schools resources and trip opportunities	Evidence Basis: - EEF toolkit shows +2-4months impact where students eligible for Pupil Premium funding engage with enrichment activities	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 222,225

Part B: Review of the previous academic year

Outcomes for disadvantaged students

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year, drawing on national assessment data and our own internal summative and formative assessments.

For the 2024–25 academic year, **Progress 8 scores were not published nationally** due to the absence of reliable KS2 baseline data following pandemic-related disruptions. This means that schools and the Department for Education relied on **Attainment 8 scores and subject-level outcomes** as the primary accountability measures. While this limits direct comparison of progress across cohorts, Attainment 8 provides a useful indicator of overall attainment and the disadvantage gap.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that students included in the performance data will have experienced disruption due to Covid-19 earlier in their schooling, which will have affected individual students and schools differently).

The data demonstrates our Pupil Premium students have gained an attainment 8 score of 36.73 which is slightly above the national average of 34.9.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section in the 2022-23 – 24/25 strategy. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Gaps within our KS3 students for reading comprehension have closed during the three-year strategy with the number Pupil Premium students gaining below average standardised reading scores reducing from 29% to 19.4%.

Attendance data indicates small improvements with the gap closing between Pupil Premium and non-pupil premium students from 10.97 in 2022/23 to 10.84 in 2024/25, the year of 2023/24 saw the smallest gap of 9.89. This is an area that will continue to be a focus in the next year strategy.

Student feedback from 2024-25 indicates that 68% of students eligible for Pupil Premium funding have a sense of belonging all or most of the time. 62% of students

feel confident in asking for help and 79% of students feel they have access to the learning tools they need.

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
Reading FC Alternative Provision	Reading Football Club
Canine Assisted Learning	CAL

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

That will include:

Utilising support from our local Mental Health Support Team and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Continued CPD sessions to build inclusive strategies for all students through our Inclusive School programme.

Fleet School partnership liaison between Junior and Secondary Schools in the area to develop consistency of inclusive support strategies.

Planning, implementation, and evaluation

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.