



## Pupil premium strategy statement 2025

This statement details our school's use of pupil premium (and recovery 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	1470
Proportion (%) of pupil premium eligible pupils	30%
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> )	September 2025-August 2028
Date this statement was published	30 November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Phil Temple
Pupil Premium Lead	Claire Willis
Governor/Trustee lead	Shirley Craven

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333090
Pupil premium plus funding allocation this academic year	£145032
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£478122



## Part A: Pupil premium strategy plan 2025

### Statement of intent

At Titus Salt School (TSS) we live by our core values of Together, Resilient, Ambitious and Caring and we apply this to every area of school life as we want our pupils to be successful in every way and feel part of a community that enables them to do so. We aim to work out what each individual student needs and ensure that we provide this at the right time and to the right level.

Our pupil premium strategy is based around the three core areas identified by the EEF as fundamental to improving outcomes for disadvantaged pupils: high-quality teaching, targeted academic support and wider strategies.

In recent years, the school has made use of educational consultants to support in creating a concept-based curriculum to meet the needs of all learners. There is a strong focus on inclusion through the implementation of this curriculum and as a school we are working hard to ensure that teaching is adapted to meet the needs of all. We have invested in a tier of Associate Senior Leadership responsible for assessing and monitoring pupils eligible for pupil premium, analysing a range of data including attendance, behaviour, progress and participation. This allows for the construction of a systematic programme of intervention to support individual students to close the gaps. In recent years the academic intervention has been focused more at KS4 however we are now moving towards a more tiered approach to intervention with a significant amount planned at KS3.

We also recognise the need for a strong pastoral team to meet the needs of disadvantaged pupils, particularly those who are care-experienced, and pastoral care forms a significant amount of our work. We are developing a clearer transition package to support our disadvantaged pupils as we recognise that points of transition often have an impact on attainment. We also focus strongly on careers and next steps for our disadvantaged pupils, and our aim is to ensure that they leave TSS with a clear and ambitious pathway for progression.

A significant number of our pupil premium pupils in Years 7-11 have SEND needs. The range of need is broad, and several have multiple needs. We have invested in a range of provisions to meet the needs of pupils who are both PP and SEND including a 30-place Resourced Provision for pupils with SLD EHCPs and an internal Alternative Provision to support those who struggle to access a mainstream offer full time. These sit under the leadership of an Assistant Headteacher dedicated to inclusion. Our strong ethos of inclusion is reflected in the significant number of pupils with complex needs for whom TSS is the school of choice, with pupils travelling a wide geographical area to attend. This brings a significant number of challenges including an increase in the number of pupils with complex needs associated with SEMH. A range of measures are in place to work with external partners to support how we can best meet pupil needs, which creates significant cost pressures. A flowchart of "Pupil Need" has been developed to identify pathway routes for pupils that trigger interventions in school and with external agencies. Our intention, where possible, is that the needs of all pupils are met at TSS, but we recognise the necessity to draw on external support where this is appropriate for the individual pupil.



## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes at KS4</b> Disadvantaged students do not perform as well as all students nationally and their performance is significantly below their TSS non-disadvantaged peers.
2	<b>Complex additional needs</b> Of the 447 pupil premium pupils at TSS, 184 have additional special educational needs already diagnosed and our experience is that pupils often come to us at KS3 with undiagnosed needs
3	<b>Literacy, Oracy and Numeracy skills</b> A higher proportion of our disadvantaged pupils start at TSS with below age-appropriate literacy and numeracy levels which can be a significant barrier to accessing the curriculum.
4	<b>Attendance and punctuality</b> Attendance remains a constant area of focus and, while it is improving on a whole-school level, the gap between the attendance of disadvantaged and non-disadvantaged pupils was 6.8% in 2024-5 and the overall attendance figure of 81% is below our school ABIE target of 89.4% and aspirational target of 92%
5	<b>Behaviour and attitudes</b> On all of our behaviour measures including attitude to learning and Class Charts negatives, our disadvantaged cohort do not score as positively as their non-disadvantaged peers. Detentions and suspensions remain higher for our disadvantaged pupils and a small number of pupils are at risk of exclusion as they struggle in a mainstream setting
6	<b>Ambition and understanding of next steps</b> Many of our disadvantaged students have complex lives and do not always recognise the value of education in terms of their future. While our NEET figures are very low, we recognise that the pupils who often struggle in schools are those without a clear career ambition.

## 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 attainment and progress for our disadvantaged students at Key Stage 4	<ul style="list-style-type: none"> <li>Progress of disadvantaged pupils to be the same as their non-disadvantaged TSS peers</li> <li>% of 4+ and 5+ in English and maths for disadvantaged pupils to be in line with non-disadvantaged pupils at TSS</li> </ul>
Early identification of and support for SEND pupils	<ul style="list-style-type: none"> <li>All students with existing SEND needs have a pupil passport which outlines their support needs</li> <li>Classroom adaptive practice enables all to access the curriculum</li> <li>Undiagnosed need is identified early, and support is put in place</li> </ul>
Improved attendance and punctuality for PP pupils	<ul style="list-style-type: none"> <li>Tracking data indicates improved overall attendance and reduced persistent absence for disadvantaged cohort. Attendance/PA figures to be no more than 1% below that of non-disadvantaged pupils</li> <li>Reduction in late marks for the disadvantaged cohort to be in line with non-disadvantaged cohort</li> </ul>



<p>Improved literacy, oracy and numeracy skills</p>	<ul style="list-style-type: none"> <li>• Weakest readers show sustained improvements in reading age and inference tests from KS2 starting point</li> <li>• Weakest mathematicians show sustained improvements in maths assessments indicating gaps from KS2 have been closed rapidly</li> <li>• Pupil Premium pupils will be more closely monitored to ensure that they are performing at least to the level of their peers during the newly developed Oracy Assessments being trialled in English – they will be monitored for the proficiency in: expression of their viewpoints and perspectives, delivery of in depth answers, peer communication, articulation of their learning, applying appropriate Tier 2 Vocabulary</li> </ul>
<p>Ambition and improved understanding of next steps</p>	<ul style="list-style-type: none"> <li>• CEIAG records indicate early and regular careers support with all of PP cohort</li> <li>• NEET figure remains low and in line with non-disadvantaged cohort</li> </ul>
<p>Effective, targeted support is in place for students at an academic, pastoral and behavioural level</p>	<ul style="list-style-type: none"> <li>• Pupils who access academic interventions are supported to close the progress and attainment gap.</li> <li>• Pupils who are supported with pastoral interventions improve attendance and progress</li> <li>• Behaviour interventions are effective so that negative sanctions and suspensions are in line with non-disadvantaged pupils</li> </ul>



**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**

Budgeted cost: £40,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Senior Leaders appointed to be responsible for pupil premium progress at KS3 and 4</b></p> <p>Each will track and monitor the progress of pupil premium pupils and raise the profile of the cohort so that they are seen as a priority by all stakeholders</p> <p>They will further embed support for pupil premium in the School Action Plan ensuring that support for disadvantaged pupils is identified across all of our TRAC values</p> <p>They will broker and facilitate appropriate intervention and QA the support given to pupil premium students to close the gaps at the relevant Key Stage</p> <p>They will work with faculty leaders to identify and disseminate best practice around QFT and effective use of LSA support</p>	<ul style="list-style-type: none"> <li>• Effective leadership of Pupil Premium is key to raising the attainment of disadvantaged pupils.</li> <li>• Raising the profile of disadvantaged pupils with all stakeholders is key to ensure that they gain the required attention to make good progress</li> <li>• Regular discussion of the needs of disadvantaged pupils enables all to understand the issues and share in the successes</li> <li>• EEF <a href="#">EEF Guide to the Pupil Premium:</a></li> <li>• SMC <a href="#">Against All Odds Report</a></li> </ul>	<p>1, 3, 6</p>



<p><b>Embed a Pupil Premium Commitment for all faculties to raise the accountability and responsibility of classroom teachers.</b></p> <p>All PP pupils are identified in Class Charts seating plans and learning is adapted according to need. Information about disadvantaged pupils is shared with teaching staff</p> <p>Disadvantaged pupils will receive regular, high-quality feedback including personalised targets and time to reflect and improve their work. QA will focus on the feedback given to disadvantaged pupils</p> <p>A clear catch-up strategy will be in place in each faculty to support students with lower attendance</p> <p>A clear timeline has been developed for the roll out of the faculty Pupil Premium Commitment which includes opportunities for information gathering, training, QA and review</p>	<ul style="list-style-type: none"> <li>• High quality, personalised learning and teaching is the most effective way to diminish the differences and accelerate progress.</li> <li>• Understanding individual barriers to learning is crucial for adapting teaching according to need</li> <li>• <a href="#">Sutton Trust Impact of Effective Teaching</a></li> <li>• <a href="#">EEF effective feedback</a></li> <li>• ‘Pupils who missed less than 1% of sessions across Year 10 and 11 had an P8 score of +0.73, while those who missed 50% of sessions or more had an average score of -2.83’ - <i>FFT datalab</i></li> <li>• Our hypothesis is that the behaviour and attendance of PP pupils is impacted if they struggle to access learning in the classroom and so a clear commitment to their learning is a key part of our strategy.</li> <li>• Evidence from established academies with similar approaches indicates this is effective</li> <li>• Internal QA and staff voice indicates that approaches to PP support and provision is currently inconsistent across faculty areas and commonality would benefit impact.</li> </ul>	<p>1, 3</p>
<p><b>Improve the use of assessment</b></p> <p>Faculties and class teachers will use a variety of assessment methods which will test knowledge, gauge progress in lessons, and support retention. The findings from various forms of assessment will be used to support disadvantaged students in closing the gaps and succeeding in linear examinations</p> <p>Whole school and faculty CPD will focus on this area, and this will be monitored and reviewed through QA processes</p>	<ul style="list-style-type: none"> <li>• Retention of knowledge and memory recall are essential for pupils progressing to linear examinations. These strategies benefit all pupils but should particularly support disadvantaged pupils who may not undertake such activities independently</li> <li>• <a href="#">EEF Metacognition and self-regulation toolkit</a></li> <li>• Assessments should be evidence-based and of high quality so that teachers have the best possible understanding of gaps in learning and can intervene to close these. Understanding the purpose of each assessment is key so that the correct method of assessment can be used to support disadvantaged pupils</li> <li>• <a href="#">EEF Four Pillars of Assessment</a></li> <li>• Assessment for learning in the classroom is essential to gauging whether all have understood the crucial elements of a lesson in order to progress. Recent QA activities indicate that this is not embedded in all lessons and so CPD should focus on this area</li> </ul>	<p>1, 2, 3</p>



**Whole school literacy**

Focus on the development of literacy in whole-school teaching beginning with vocabulary and moving on to academic reading, writing and oracy

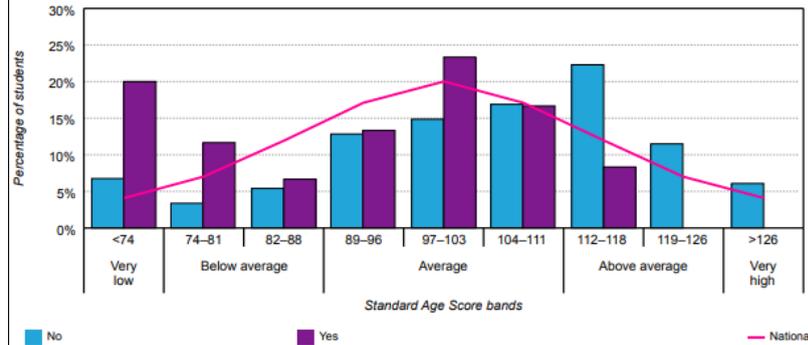
Continue to build on wider literacy strategies to support a love of reading and engagement with reading, writing and oracy outside the classroom

- Current NGRT testing of our 25/26 Year 7 intake as a whole demonstrates a slightly 'above national' representation however there is a gap of 12 SAS points between PP and non-PP pupils as seen below:

1, 2, 3

The table below shows mean (average) scores for all students compared with those for the national sample.

Free and reduced lunch	No. of students	Mean SAS
National	-	100.0
All students	208	100.9
No	148	104.4
Yes	60	92.4



- Furthermore, PP students are over-represented in the <74 bracket and the 97-103 range.
- The EEF indicates that improving reading comprehension can deliver an additional six months' progress
- [EEF Improving Literacy in Secondary Schools](#)



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

Budgeted cost: £202000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Targeted support for KS4 pupils</b></p> <p>Pupils premium progress trackers are analysed by the AHT Ambitious Outcomes, and the Progress Manager and structured small group intervention is put in place. The Assistant Progress Manager develops specific support pathways for each student including a focus on English and Maths at the appropriate level</p> <p>Faculties track the progress of PP pupils in their subject areas and contribute to a tiered programme of intervention activities</p> <p>PP+ pupils are supported with 1:1 or small group tutoring to close gaps in English and Maths as required</p> <p>CiC pupils are also supported through the Virtual School partnership with Bradford University</p>	<ul style="list-style-type: none"> <li>Evidence in school indicates that small group tuition in English for PP boys had a significant impact on attainment in 2024-5 and so will be continued in this academic year</li> <li><a href="#">EEF One to one tuition</a></li> <li><a href="#">EEF Small group tuition</a></li> </ul>	<p>1, 2, 3</p>
<p><b>Use of Learning Support Hub to personalise the curriculum</b></p> <p>For students at risk of complete disengagement with school including some pupils new to the school in Y11, those who are on hybrid AP but require further English and Maths support and those who need more bespoke programmes of</p>	<ul style="list-style-type: none"> <li>Attendance data indicates that, where one subject is proving a barrier to learning, use of the LSH hub enables pupils to maintain a better level of attendance and therefore to succeed in other subject areas.</li> <li><a href="#">EEF Small Group tuition</a></li> <li><a href="#">NHS Every Mind Matters</a></li> </ul>	<p>1, 2, 3, 5</p>



<p>learning to address issues of pressure or disengagement, the Learning Support Hub offers an opportunity for additional support in a smaller environment. Small group tutoring is provided alongside HLTA support for coursework completion and additional subject reinforcement</p>		
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<p><b>Literacy and Numeracy intervention</b> Phonics and literacy screening for all students on entry to TSS and small group and one to one teaching to support these students to make rapid progress</p> <p>Numeracy baseline testing and similar numeracy catch up programme to be rolled out</p>	<ul style="list-style-type: none"> <li>• KS2 and NGRT data clearly indicates that a higher proportion of disadvantaged students start at TSS with literacy and numeracy levels below age-related expectations (see data above)</li> <li>• Our hypothesis is that this has an impact on behaviour in KS3 when students cannot readily access the curriculum and on attendance particularly at KS4 when low literacy levels prove a barrier to GCSE learning. We would expect to see KS3 interventions start to have an impact on the KS3 behaviour figures within 2 years and the KS4 attendance figures as this cohort moves through the school.</li> <li>• <a href="#">EEF Improving Literacy in Secondary Schools</a></li> <li>• <a href="#">DfE Literacy and Numeracy Catch-up Strategies</a></li> </ul>	<p>2, 3, 4, 5</p>
<p><b>SEND intervention</b> Further bespoke intervention for students with specific learning needs through smaller, flexible group teaching, extended transition support and an adapted curriculum in a very small number of cases</p>	<ul style="list-style-type: none"> <li>• KS2 data indicates that we have a small but significant number of disadvantaged pupils whose identified SEND and low levels of cognition mean that they will struggle to access the KS3 curriculum immediately.</li> <li>• For some pupils at the extreme end of this cohort, places are available in the Amelia Salt Resourced Provision where a personalized curriculum is followed with some hybrid provision in mainstream. Destinations for pupils leaving this provision are strong.</li> <li>• <a href="#">EEF SEN in Mainstream Schools</a></li> </ul>	<p>2, 3, 5</p>



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

Budgeted cost: £235322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Leadership of safeguarding and attendance team strengthened</b></p> <p>Senior leader for attendance appointed to support AHT behaviour and attitudes in focusing on Pupil Premium attendance in particular.</p> <p>This will include coordinating the tiered attendance approach for PP students and brokering appropriate support both internally and externally to reduce barriers to attendance.</p>	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></li> <li>• Internal data tracking indicates that, in spite of the best efforts of the behaviour team and some improvements, attendance in this group remains stubbornly low and a different approach is required.</li> <li>• Student voice indicates that the reasons for low attendance are diverse and include poor mental health, low attainment, SEND needs amongst other things. A multi-layered approach is therefore necessary.</li> <li>• <i>'Students with a 90-94% attendance only have a 60% chance of five 9-5 grades. This rises to 75% for those with 95% attendance.'</i> DfE Campaign for Learning</li> </ul>	<p>4</p>
<p><b>Supporting access to the curriculum and wider curriculum</b></p> <p>Audit and reduction of 'hidden' costs in each subject area</p> <p>Fund used to support access to educational visits (50-100% of cost of curriculum visits funded), equipment such as calculators, uniform items etc</p> <p>Due consideration given to the timing of extra-curricular activities through the return to single lunch break which facilitates activities during the course of the school day</p>	<ul style="list-style-type: none"> <li>• Reports indicate that the 'hidden' costs of the curriculum can impact the choices and engagement of students in secondary school. We aim to overcome this additional barrier by reducing hidden costs as far as possible and providing targeted support for disadvantaged pupils to access the wider curriculum</li> <li>• <a href="#">Child Poverty Action Group report</a></li> </ul>	<p>1, 6</p>



<p><b>Specific support for wellbeing of CiC and PCiC students</b></p> <p>CiC and PCiC pupils have a safe space and key worker to offer support. Pupils have a 'pass' to access this support on an ad hoc basis if required</p> <p>The school's CP Wellbeing Officer provides a range of support systems including but not limited to 1:1 counselling focusing on anxiety, bereavement, family issues and so on and can refer to external agencies as and when required. This is available for all PP students but with a specific focus on CiC and PCiC pupils</p>	<ul style="list-style-type: none"> <li>• We have a relatively high number of CiC and PCiC pupils in school and their progress falls below that of the non-disadvantaged cohort which gives impetus to this focus.</li> <li>• <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#whole-school-or-college-approach-to-mental-health-and-wellbeing">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#whole-school-or-college-approach-to-mental-health-and-wellbeing</a></li> <li>• <a href="#">Supporting looked after children in mainstream schools</a></li> <li>• <a href="#">NSPCC Children in Care</a></li> </ul>	<p>1, 4, 5</p>
<p><b>CEIAG programme</b></p> <p>Senior Leader for KS4 with focus on careers development for PP pupils</p> <p>Independent Careers Advice with disadvantaged students targeted early</p> <p>Development of this programme to start lower down the school with support for ambition</p> <p>Use of the Ahead Partnership to support with a variety of work-based learning encounters from 7-11 including virtual interviews</p> <p>Pupil premium pupils given additional support when needed to gain work experience placements in Year 10</p>	<ul style="list-style-type: none"> <li>• Pupil voice data clearly indicates that disadvantaged pupils with a clear career goal or pathway in mind find it easier to focus on attainment in school</li> <li>• <a href="#">Ahead partnership</a></li> <li>• <a href="#">Sutton Trust: Paving the Way</a></li> </ul>	<p>1, 4, 5, 6</p>



<p><b>Alternative timetables arranged to support issues of disengagement</b></p> <p>Development of the internal Alternative Provision to reduce numbers of suspensions and OSDs and support pathways to achievement and employment.</p> <p>Some off-site provision used to maximise progress of those either disengaged with school or experiencing other barriers to learning such as poor mental health</p>	<ul style="list-style-type: none"> <li>• In recent years this has been an area of high spend for the school but with limited return in terms of attainment and progression to next steps. As a result, we are developing a more bespoke internal Alternative Provision which can offer a hybrid approach with the aim, where possible, of integrating pupils back into mainstream learning</li> <li>• <a href="https://nasen.org.uk/news/alternative-provision-research-be-undertaken-ofsted">https://nasen.org.uk/news/alternative-provision-research-be-undertaken-ofsted</a></li> <li>• <a href="#">DfE Arranging Alternative Provision</a></li> <li>• A higher proportion of pupils accessing alternative timetables, internal and external AP are pupil premium but this has reduced in recent years. Our hypothesis is that the academic and attendance interventions already listed should further reduce the necessity for AP and our spend in this area will reduce accordingly.</li> </ul>	<p>1, 4, 5</p>
<p><b>Transition support KS2-3</b></p> <p>Transition support officer works with disadvantaged pupils in the summer term to identify barriers to learning and develop effective strategy to share these with TSS staff</p> <p>TRAC transition day used to foster a sense of belonging for PP students in their respective houses</p> <p>Additional visits for PP/SEND pupils to support their transition</p> <p>Work on collaborative curriculum design and the use of nurture groups to support extended transition</p> <p>Screening for early identification of undiagnosed SEND need</p>	<ul style="list-style-type: none"> <li>• Since Covid, the number of pupils entering TSS with no diagnosed SEND needs but presenting as having significant need has increased. The number of pupils with EHCP at entry has historically been significantly below the number who leave with an EHCP. This indicates that transition support and screening is crucial for success</li> <li>• <a href="#">EEF: Supporting pupils through transitions</a></li> <li>• <a href="#">Strategic Planning for Effective Literacy Transition from KS2-3</a></li> </ul>	<p>2, 3, 4, 5</p>



**Teaching Budgeted cost: £40800**

**Targeted academic support Budgeted cost: £202000**

**Wider strategies Budgeted cost: £235322**

**Total budgeted cost: £478122**

**Part B: Review of the previous academic year**

**Outcomes for disadvantaged pupils**

End of Year 11 data for children eligible for PP:

	2022	2023	2024	2025
<b>Number of pupils</b>	<b>65</b>	<b>68</b>	<b>89</b>	<b>102</b>
<b>P8</b>	<b>-0.38</b>	<b>-0.64</b>	<b>-0.97</b>	<b>(-1.01) * Internal unvalidated</b>
<b>4+ Eng and Maths</b>				<b>39%</b>
<b>5+ Eng and Maths</b>				<b>20%</b>
<b>NEET</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>
<b>English Language</b>	-0.95	-0.69	-1.01	(-1.26)
<b>English Literature</b>	-1.14	-0.87	-1.24	(-1.39)
<b>Maths</b>	-0.40	-0.34	-0.53	(-0.42)

On average children eligible for Pupil Premium have attained 8 GCSEs of grade 3+ for the last five years; Almost all pupils go on to further education, employment, or training; the November report on NEET shows for a number of previous consecutive years the outcome for **Year 11 PP is 0% NEET**; the national challenges and impact on education resulted with 1.2% (5 pupils) NEET for 2022 but none were Pupil Premium. 2025 we have one PP pupil who is currently NEET but has been offered careers support.

The greatest challenge remains reengagement in the curriculum and school routines; for several Year 11 pupils and their families, the challenge was too great for six pupils who did not sit any exams and a further eighteen who had reduced timetables to support them through Key Stage 4 and only sat core subjects. This includes a number who were supported by MNHES.

There were some good success stories including twenty-one pupils gaining at least 8 GCSEs at grades 9-4 and fifteen gaining at least 2 GCSEs at grades 9-7 with one gaining grade 8 and 9 in every subject.