

Pupil premium strategy statement

Desborough College

This statement details our school's use of pupil premium funding for the academic year 2025-26 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 | Desborough College |
| Number of pupils in school | 527 |
| Proportion (%) of pupil premium eligible pupils | 16.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2026 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Andy Murdoch |
| Pupil premium lead | David Cubbon |
| Governor / Trustee lead | Claire Murray |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £93,525 |
| Recovery premium funding allocation this academic year | N/A |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £93,525 |

Part A: Pupil premium strategy plan

Pioneer Educational Trust Values

We will prepare children and young people to thrive at interpersonal, interpersonal, societal and global levels.

Through an exceptional curriculum, strong pastoral systems and meaningful personal development, our learners' experience will be inclusive, relational and empowering

Statement of intent

At Desborough College we ensure all students have unrestricted access to the broad and ambitious curriculum to which they are entitled. This will be partnered with quality first teaching to ensure the highest outcome for every student.

All students regardless of background or disadvantage will have fair and equitable opportunity to participate in activities and to develop wider skills outside of the classroom.

We will ensure that no pupil is excluded from any aspect of school life and through the Desborough Way will be taught the values of Courage, Kindness, Respect and Leadership.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | To bring the progress 8 score up to at least the whole school average. |
| 2 | Attainment 8 score lower than the school average. |
| 3 | Percentage of pupils with 5+ in English and Maths to be brought in line with the rest of the school |
| 4 | Increase the attendance levels of PP students |
| 5 | Limited life experiences and opportunities to join in enrichment opportunities due to their financial circumstances. |

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 |
|--|--|
| 1. Bringing the progress 8 score up to at least the whole school average. | To improve our PP progress 8 score compared to the rest of the school. |
| 2. Increase attainment 8 score among pupil premium students | Gap will close in progress made between PP and non PP |
| 3. Increase % of pp students achieving 5+ in English and maths | Gap will close in progress made between PP and non PP |
| 4. PP attendance increases. | Attendance of identified PP pupils increases and the gap between PP and non PP narrows. |
| 5. Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in school and improved attitudes to learning. Attendance in trips and extra-curricular clubs/events is tracked. Attendance of PP students is in line with non-PP students. |

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: £65467

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Membership of the National College - hundreds of high quality courses on pastoral and academic topics that can be undertaken independently by staff as part of 18 hours of annual CPD as well as directed to statutory courses on topics like | The EEF recommends that at least half of the Pupil Premium budget be spent on improving the quality of all teaching in the school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention | 1, 2,3,4 |

| | | |
|---|--|----------|
| KCSIE and Prevent duty. Subscription to the PIXL national network. Access to training and resources. | | 1, 2,3,4 |
| Refresher training for all staff in September 2024 on our three rules of Ready, Respectful and Safe as well as the best practice for restorative conversations. | Behaviour and Discipline in Schools. Gov.UK identify good behaviour as key to learning and safeguards. | 1, 2,3,4 |
| Continued use of evidenced informed Principles of Instruction for departments and accompanying resources made available to all staff through the teaching walkthrus subscription. | The Great Teaching Toolkit - Evidence Based Education Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) | 1, 2,3,4 |

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

Budgeted cost: £22,446

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Accelerated Reading programme to continue to be utilised | Link to the EEF study reviewing the programme https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_search&search_term=accel | 1,2,3 |
| Continue and increase use of web based | Various studies have shown the benefit of computer based programs on improving literacy | 1,2,3 |

| | | |
|--|--|-------|
| <p>programs to be used in school at home.</p> <ul style="list-style-type: none"> Lexia | <p>https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa</p> <p>The EEF have also conducted their own study.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexia</p> | |
| <p>Work more closely with department heads to identify students at KS4 with P8 score below 0 and organise small group extra tuition utilising teachers and Learning Support Assistants</p> | <p>An EEF study into the effective use of teaching assistants shows they can be most effective in small intervention groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention</p> | 1,2,3 |

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

Budgeted cost: £5612

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>PP lead to monitor behaviour and liaise with SLT and other members of the Inclusion group and stage early interventions.</p> <p>PP lead to liaise with pastoral team and HOYs to monitor student's wellbeing and act accordingly if necessary</p> | <p>Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)</p> | 1,2,3 |
| <p>PP lead liaises inclusion team to identify students with below 95% attendance.</p> <p>Meetings arranged with students to discuss and identify any factors that can be resolved.</p> <p>Phone calls to parents to discuss further strategies.</p> | <p>It is widely understood and accepted that the lower attendance a pupil has the lower their overall attainment.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> | 1,2,3,4 |

| | | |
|---|--|-------------|
| <p>Reduction in cost of trips for PP</p> <p>Residential trip costs are reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Outdoor learning encouraged</p> | <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>Sports participation increases educational engagement and attainment.</p> <p>Outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> | <p>4, 5</p> |
| <p>PP lead to contribute to the Desborough Inclusion Core group agenda to ensure barriers to an outstanding education for PP students are identified and addressed.</p> | <p>Pupil Premium needs to be a school wide initiative where all individual assessed need are supported.</p> | |

Total budgeted cost: £ 93,525

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 2024 to 2025 academic year.

Despite there being no Pupil Premium catch up funding small intervention groups in core subject were staged for year 11.

Pupil Premium Attainment 8 score for 2024 was 30.82 compared to 49.62 for non-Pupil Premium students.

Pupil Premium EBacc APS for 2024 was 2.5 compared to 4.44 for non Pupil Premium students.

The subject with the highest overall P8 score among PP students was Religious Studies at 2.933.

Increased communication with parents and help with funding saw 80% of PP students attend at least one school trip

Continued use of the Lexia program and small focused groups were invited to attend morning sessions as well as encouraged to use at home.