

Disadvantaged Strategy – Progress Update 2025 (Year 2 of the 3-year Strategy)

Identified Area of Challenge	Detail	Impact so far through 2024/5	Required Impact in 2025/6
Improve outcomes for disadvantaged learners	Outcomes for our disadvantaged cohort remain too low and need to be improved. Too many disadvantaged students are at risk of under-achieving in their examinations without support and intervention	Improvement in 2024 was not continued into 2025. Significant improvement required in the final year of this plan.	45% of disadvantaged students to attain Grade 4+ in both English and Maths 25% of disadvantaged students to attain Grade 5+ in both English and Maths
Develop a learning foundation for reluctant disadvantaged learners in Key Stage 3	Some pupils in Key Stage 3 demonstrate “skills gaps” or incomplete foundation knowledge. This means that a Key Stage 4 they are at risk of not being able to access our ambitious Key Stage 4 curriculum.	Significant numbers of Key Stage 3 disadvantaged learners continue to be unable to overcome barriers to learning that present continuously for them, despite considerable resource and support being provided to them. That said, the introduction of the Pareto Project has had clear impact on the attendance, conduct and parental engagement of our most disaffected KS3 cohort, and this work carries much promise.	Grouping methodology for disadvantaged students in KS4 to be extended to KS3 New Disadvantaged Lead to extend ‘Pareto Programme’ scope within KS3 Initial assessment of need in new Y7 underway
Improve attendance and reduce persistent absence for disadvantaged learners	Attendance is a crucial area of focus. It is essential that we reduce absence – especially persistent absenteeism – and narrow the attendance gap	Overall improvements to disadvantaged attendance (from 83% to 85%) but still 3 percentage points to find to meet target	88% FSM attendance 2026 is the goal – current FSM national average is 86.4%

	between disadvantaged pupils and their peers.	KLA attendance gap between disadvantaged and their peers was 8 percentage points (84% v 92%) and for Persistent Absence 27 percentage points (47% v 20%)	Disadvantaged Persistent Absence remains the most important key driver to address Needs to reduce to below 30% in 2026
Improve access to learning beyond the classroom for disadvantaged learners	We are working to establish a better culture of learning beyond the classroom with a stronger focus on homework and after- school provision, as well as access to experiences and extra-curricular activities that they would otherwise miss out on.	Culture of home learning improving, greater take up of HW club offer, tracking of HW completion on Arbor / Sparx evidences this	Year 11 study skills and parental engagement from least aspirational being targeted through senior staff 'engagement ' group' work. Every disadvantaged family contacted by a senior staff link at least every 2 weeks.
Ensure KLA's enhanced specialist provisions for SEMH and SEND achieve impactful and lasting outcomes for those disadvantaged students they support	A larger proportion of our disadvantaged pupils than their peers receive specialist support in our Forward Step (behaviour unit) and CUB (nurture/DSEN) areas. Proportionally, 47% of CUB pupils and 58% of Forward Step pupils receive Pupil Premium funding and are	FS, MAC and CUB continue to provide bespoke support for all learners who access their services – the majority of whom are disadvantaged. SEND outcomes remain strong, and FS met each of its targets in 2025. 'The Pareto Project, launched in 2024 to ensure better, more targeted support for vulnerable students and their families is provided, has proved impactful, with the work undertaken by	11 students in Year 11 have EHCPs and will be supported intensively by CUB to ensure that they leave with the qualifications they are capable of. 9 students in Year 11 are FS students 5 students in Year 11 are MAC students

	some of our most vulnerable pupils at KLA	the Pareto team leading to improved parental engagement, better attendance, fewer suspensions for those supported pupils.	The outcomes for these 25 students (15% of the Year 11 population) need to be as strong as possible.
Implement reading recovery programme for the high proportion of disadvantaged learners who are weak readers	On average, disadvantaged pupils at KLA are more than a year behind their non-disadvantaged peers and their chronological reading age. It is imperative that these pupils receive additional support to narrow this gap. Our literacy interventions aim to not only develop literacy skills, but to also cultivate a love of reading amongst our most disadvantaged pupils	Reading age tracking, training for staff in use of vocabulary teaching and literacy interventions (both in CUB and in mainstream) are becoming embedded facets of KLA practice – especially for those supported by the Pareto Project.	<p>Pareto strategy continues to foreground reading and literacy as its key determinant</p> <p>Corrective Reading – a new reading recovery programme for students with the lowest reading ages – introduced for 2025/6.</p> <p>Ongoing work to deepen reading culture, improve vocabulary to lessen the gap between the ‘word-rich’ and the ‘word-poor’, using NGRT to monitor.</p>

INTERIM IMPACT REPORT – KLA DISADVANTAGED STRATEGY 2023-2026		
Intended Outcome (by 2026)	Success Criteria (by 2026)	Current Expected 2026 Outcome
To improve disadvantaged outcomes at GCSE; to narrow the gap with their non-disadvantaged peers.	<ul style="list-style-type: none"> • 45% 4+ EM (2023 20%, 2024 33%, 2025 18%) • 25% 5+ EM (2023 6%, 2024 17%, 2025 11%) • Progress 8 target: -0.5 (2023 -1.6, 2024 -1,2), 2025 NA, 2026 NA) • Attainment 8 target: 35 (2023 20, 2024 31, 2025 28) 	<p>There are 50 disadvantaged pupils in Year 11 2026</p> <p>13 of those are on track to attain Grade 5+ in English & maths (26% from 11% in 2025)</p> <p>19 of those are on track to attain Grade 4+ in English & maths (38% from 18% in 2025)</p> <p>Expected A8 range for this group currently is between 30-33</p>
To improve disadvantaged attendance; to narrow the gap with their non-disadvantaged peers.	<ul style="list-style-type: none"> • Disadvantaged attendance 88% or above. (2024 83%, 2025 85%) • Disadvantaged Persistent Absenteeism 40% or less. (2024 55%, 2025 46%) 	<p>YTD (September 2025) 90%</p> <p>YTD (September 2025) 24%</p>
To narrow knowledge gaps for pupils who have low attendance or have missed lessons due to poor behaviour.	<ul style="list-style-type: none"> • Disadvantaged student attainment at CAG 1, 2 and 3 show deepening improvement in disadvantaged rates of learning 	
To enable all Pupil Premium pupils the opportunity to ‘learn beyond the classroom’: this includes support and provision for homework completion and	<ul style="list-style-type: none"> • All Pupil Premium pupils to have the opportunity to stay after school for homework, clubs and revision. • For targeted pupils (established through CAG data and homework completion), they 	<p>Period 5 underway – attendance currently significantly higher than in 2024/5 – too early though to provide meaningful data for this</p>

<p>access to Lesson 5 and extra-curricular activities.</p>	<p>will receive additional support from teaching staff in planned interventions during a designated lesson 6 sessions.</p> <ul style="list-style-type: none"> • Homework completion to be in line with non-Pupil Premium peers. 	
<p>To support our most vulnerable pupils to academic success</p>	<ul style="list-style-type: none"> • All Pupil Premium pupils in Forward Step to achieve core subject GCSEs (English, Maths, Science) as a minimum. • Ensure all CUB pupils have access to a broad and balanced curriculum, which includes both core subjects and alternative qualifications (Achieve). • Ensure all those supported by the MAC team attend and attain GCSE passes appropriate to their ability 	<p>FS – all pupils currently expected to attain passes in GCSE Maths and English</p> <p>CUB – 22 FSM pupils also have SEND – 6 have EHCP. Three of these pupils are currently not attending school at all (medical EHCPs) All of the others are likely to achieve GCSE English and Maths passes – 1 currently expected to attain Grade 5+ in both, 3 to attain Grade 4+ in both.</p> <p>MAC – all 5 supported students expected to achieve GCSE passes in English & Maths</p>
<p>To improve literacy skills amongst our weakest readers</p>	<ul style="list-style-type: none"> • The reading age gap between disadvantaged and non- disadvantaged peers needs to narrow. • All pupils are able to access Key Stage 4 reading materials as part of an ambitious curriculum 	<p>NGRT tests in October for whole school cohort will provide information about disadvantaged students’ progress in reading compared to the wider cohort. The baseline last year shoed that there was over a year’s gap between the two</p> <p>Introduction of Corrective Reader and a linked library strategy needs to be put int</p>

		train (currently blocked owing to absence of librarian)
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Part B: Review of outcomes in the previous academic year	
<p>As part of our literacy programme, 44 Key Stage 3 pupils were involved in our bespoke literacy programme.</p> <p>On exit, the average percentage scored was 85% (assessment was based on thirty of the new Tier 2 words they had learned over the programme), and felt they were ‘more confident’ using 22 of the words in everyday work (average score. We will continue to use this programme in a modified manner in MAC, to improve reading ages and vocabulary confidence amongst our most vulnerable pupils, particularly as it has been identified that reading skills amongst disadvantaged pupils had been identified as a key concern post-pandemic (NFER 2022).</p> <p>At Key Stage 4, 44% of our Pupil Premium pupils attended our Period 5 programme, and while this is a good start, we are aiming to increase this number significantly this year. Our strategy for this will include mentors for all Year 11 pupils, close monitoring amongst the leadership team and regular parental contact to ensure more pupils access this valuable resource. This was supplemented with in class tuition/withdrawals, led by key teachers from each department.</p>	<p>We continued to deliver academic support, designed to develop Key Stage 3 skills in literacy, numeracy and science as well as Year 11 GCSE support to improve outcomes for our disadvantaged cohort.</p> <p>Unfortunately, our numeracy support was limited this year due to turbulence in Maths staffing throughout the year (now rectified) Instead, the PP teaching team consisted of one English teacher and one Science HLTA, with further intervention facilitated within other departments.</p> <p>From the Pupil Premium team, a total of 4067 hours of academic intervention were undertaken by the team, supporting a total of 293 pupils (39% of the year groups supported, with 55% being Pupil Premium eligible).</p> <p>This did not include other waves of support, such as CUB, Forward Step, homework club, LAC mentoring, MHFA and other individualised support offered by the team.</p> <p>Alongside the PP team’s interventions, a comprehensive Lesson 6 and small group intervention programme for our Year 11 pupils was facilitated by individual departments, supporting both disadvantaged and non-disadvantaged pupils.</p>

We are instigating a new reading recovery programme ('Corrective Reader') for 2025-26 to try to drive further improvements in this area.

Programmes for enrichment – including clubs and after-school interventions – were supported with free transport in the form of the after-school bus.

Furthermore, we also funded uniform, a variety of trips and specialist college protective clothing (totalling £4110.89) to ensure that none of our disadvantaged cohort missed out on either necessities or vital enrichment activities. This has been further bolstered by the introduction of a uniform swap shop, which has helped to support our disadvantaged families even more