

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Toynbee School
Number of pupils in school	1107
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 to 2026 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Matthew Longden Headteacher
Pupil premium lead	Paul Lawrence Deputy Headteacher
Governor / Trustee lead	Sonia Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,555
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	£205,555

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the core subjects of English and Maths.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will take into consideration the challenges faced by vulnerable pupils, such as those who have a social worker or have left care. 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 central to our approach, with a focus on areas in which disadvantaged and vulnerable pupils 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 pupils at Toynbee. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school improvement plans, notably in its targeted support for pupils in core subjects whose education has been worst affected, including non-disadvantaged pupils.

Further to our strategy will be the focus on improving attendance to school for disadvantaged pupils, specifically those pupils classed as severely persistently absent.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils 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 pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes for Disadvantaged pupils:</p> <p>The attainment of disadvantaged pupils is generally lower than that of their peers, demonstrated in the average Attainment 8 Score for disadvantaged pupils compared to their peers. Last year, the gap was 15.7 points which is similar to the national average. GCSE outcomes over the previous three years show a sustained gap between disadvantaged pupils and that of their peers.]</p>
2	<p>English (Reading):</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>This year's cohort continues the trend we have seen over the past years where disadvantaged pupils arrive with, on average, lower reading ages than their peers. The Key Stage 2 Scaled Score for reading for the 54 disadvantaged pupils shows an average score of 101.5 against their peers' average of 106.3, a gap of 4.8. Whilst the average scaled score is above 100, the full range of scores needs understanding as they range from pupils below scaled scores, and from 80 through to 120, with 20 pupils below the average of 100.</p> <p>Assessments (Scaled Scores) on entry to year 7 in the last 3 years indicate that our disadvantaged pupils arrive below age-related expectations compared to their peers for reading, with the exception of this year's cohort. The average scaled scores of disadvantaged pupils is usually below the national average of 100 at 96.8 with an average gap of just under 10 scaled points. This year the average is higher at 101.5 for Reading, with non-disadvantaged at 106.3, which is a smaller gap but a gap nonetheless.</p> <p>Equally, in-school reading tests show disadvantaged pupils entering the school with low reading ages.</p>
3	<p>Maths:</p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers, and national data and teacher diagnostic assessments</p>

	<p>suggest that many pupils particularly struggle with maths and problem solving.</p> <p>This year's cohort continues the trend we have seen over the past years where disadvantaged pupils arrive with, on average, lower maths scores than their peers. The Key Stage 2 Scaled Score for Maths for the 54 disadvantaged pupils shows an average score of 99.5 against their peers' average of 105.3, a gap of 5.8, wider than last year. The average scaled score is below 100, and the full range of scores varies considerably with pupils below scaled scores, 24 pupils below the average of 100, and 26 above it.</p> <p>Assessments (Scaled Scores) on entry to year 7 in the last 3 years indicate that our disadvantaged pupils arrive below age-related expectations compared to their peers for Maths. The average scaled scores of disadvantaged pupils are historically below the national average of 100 at 98.9; this year it is only slightly higher at 99.5. The gap is an average of just over 6 scaled points. Yet, within this a number of pupils have significantly low scores, with the average score of those below threshold being 92.</p>
4	<p>Social and emotional needs: increased referrals</p> <p>Our assessments, through observations and discussions with pupils and families have identified increased social and emotional issues for many pupils. These issues include anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by a lack of resilience, poor well-being and mental health concerns, emotional based school avoidance and concerns over exams and future prospects. These challenges particularly affect disadvantaged pupils, including their attendance and attainment.</p> <p>During the previous academic years, staff (internal) and external agency referrals (external) for support have markedly increased.</p>
5	<p>Social and emotional needs: engagement and enrichment</p> <p>Our assessments, through observations and discussions with pupils and staff have identified the need to maintain and further develop the engagement of pupils in school enrichment activities to benefit their wider education and attendance.</p>
6	<p>Reducing absence: Attendance and Suspensions</p> <p>Our attendance and suspension data over the last 3 years indicates that attendance in school for disadvantaged pupils has been between 6-8%</p>

	<p>lower than for non-disadvantaged pupils, this has been particularly prevalent with Key Stage 4 pupils</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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
<p>Improved attainment among disadvantaged pupils at the end of KS4 in English and Maths</p> <p>1,2,3</p>	<p>By the end of our current plan, KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score that shows good progress towards closing the gap between disadvantaged pupils and their non-disadvantaged peers. • an average Progress 8 score that shows good progress towards closing the gap between disadvantaged pupils and their non-disadvantaged peers.
<p>Improved reading ages among disadvantaged pupils across KS3.</p> <p>1,2</p>	<p>Reading tests demonstrate improved reading ages of disadvantaged pupils over the course of the plan and show good progress towards closing the gap between the average reading ages of disadvantaged pupils and their non-disadvantaged peers.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> <p>4,5</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a sustained level of high participation in enrichment activities, particularly among disadvantaged pupils. • Reduced referrals for social and emotional interventions and support,

	particularly among disadvantaged pupils.
<p>To achieve and sustain reduced absence from school, particularly for disadvantaged pupils.</p> <p>6</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils be within the 1st - 4th decile nationally. • The absence rate for disadvantaged pupils to be within 1st - 4th decile nationally. • Attendance shows a smaller disparity between disadvantaged pupils and their non-disadvantaged peers.

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: £76,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
To refine and monitor the whole-school strategy to teaching and learning with a focus on high-quality inclusive teaching for all pupils, but particularly Disadvantaged and SEND pupils.	<p>There is clear evidence that the most effective means to improve the outcomes for disadvantaged pupils is to continually raise standards of teaching by investing in improving teachers' understanding and practice of pedagogy. This is highlighted in a number of sources of evidence:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>An evidence-informed approach to... Durrington Research School</p>	1,2,3
To refine teachers' understanding of pedagogical approaches, so they are applied consistently and effectively in all areas.	<p>There is clear evidence that the most effective means to improve the outcomes for disadvantaged pupils is to continually raise standards of teaching by investing in improving teachers' understanding and practice of pedagogy. This is highlighted in a number of sources of evidence:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>An evidence-informed approach to... Durrington Research School</p>	1,2,3

To further embed the whole-school strategy to reading at Toynbee across departments.	<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	2
<p>To embed changes identified in English curriculum review that includes:</p> <ul style="list-style-type: none"> Curriculum content review Assessment approach Preparation for GCSE 	<p>The continual development of the Toynbee Curriculum is a priority of the school, and for the English department, and this is rooted in a number of sources of evidence:</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>An evidence-informed approach to... Durrington Research School</p>	1

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

Budgeted cost: £74,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the capacity of the school to deliver interventions designed to improve the reading ages of our weakest readers through high-quality provision delivered by well-trained staff.	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
Deliver targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. This will be delivered by Learning Support	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	1,2,3

Assistants and Teachers through One to one sessions, small group tuition and targeted lessons.		
To support the delivery of the Peer tutoring programme in reading and Maths.	Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support: Peer tutoring EEF	1,2,3

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

Budgeted cost: £46,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to maintain high levels of pupil attendance and punctuality, particularly for disadvantaged pupils and SEND pupils.	Embedding principles of good practice set out in DfE's Working together to improve school attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
To support EBSA pupils with low attendance to re-engage with their education	Embedding the principles of DfE Whole School Approach to promoting pupils' mental health and wellbeing. Promoting children and young people's mental health and wellbeing	4,5,6
To support pupils who exhibit challenging behaviours to re-engage with their education	Develop the use of internal alternative provision. Understanding the use of internal alternative provision for... EEF Behaviour interventions EEF	6
Continue to commission a counselling service to provide counselling in-school. Therefore	Concern over the length of CAMHS waiting lists and capacity in school to support pupils	4

increasing capacity for referrals related to social and emotional wellbeing	occ-the-state-of-childrens-mental-health-services-2019-20.pdf	
Develop a range of interventions and increasing staffing capacity that can be tailored to support all pupils (including disadvantaged pupils) to improve their social and emotional engagement, learning and well-being.	EEF 'Improving behaviour in schools' Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net) EEF T&L Toolkit: Social and emotional learning Social and emotional learning EEF (educationendowmentfoundation.org.uk) Nurture Groups in Practice: Children; Classes; Schools NG-Lancaster-report.pdf (nurtureuk.org) HCC: ELSA Hampshire and Isle of Wight – ELSA Network	4
To focus on increasing the participation levels of disadvantaged pupils in extra curricular activities, developing all pupils' sense of 'belonging'	EEF T&L Toolkit: Physical Activity Physical activity EEF (educationendowmentfoundation.org.uk) EEF Art Participation Strategy: Arts participation EEF (educationendowmentfoundation.org.uk)	5
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 hardship funding aside to respond quickly to needs that have not yet been identified.	4,5

Total budgeted cost: £ 205,555

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.

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

The data demonstrated that there remains a gap between the performance of disadvantaged and other pupils. The 2025 results show an improvement on the 2024 results, if only slightly, especially when you take into consideration key outliers that radically affect the data. This also continues a trend as 2024 saw improvements on 2023 results.

In 2025, there were 41 disadvantaged pupils (a considerable increase on 2024). The 41 disadvantaged pupils achieved an average Attainment 8 score of 32.4, compared to 48.1 achieved by other pupils; a gap of 15.7 points, which is a slight closing of the gap from 2024. However, this is profoundly affected by six outliers and when taking this into account the adjusted Attainment 8 score would be 35.1, making the gap 13 points which is similar to 2024 and below the national average of 15. This year it is impossible to judge the progress of disadvantaged pupils to non-disadvantaged as no progress figures are produced as this cohort did not take Key Stage 2 SAT tests.

In 2025, 9.8% of disadvantaged pupils achieved the EBacc at Grade 4+, and 7.3% at Grade 5+, an improvement on 2024. This compares to 30.3% of other pupils achieving the EBacc at Grade 4+, and 22.7% at Grade 5+. 31.7% of disadvantaged pupils achieved English and Maths at Grade 4+, less than in 2024, and 22% achieved it at Grade 5+, an improvement on 2024. This compares to 67.8% and 46.4% of other pupils in the same measure. This all suggests that there is continued work to be done to reduce this gap further.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils.

The national picture overall suggests that the gap in achievement between disadvantaged pupils and others is '...at its highest level since 2011.' (DfE KS4 Performance Report). The data demonstrates that Toynbee is in line with this national picture, but in some cases doing better; this is currently based on 2024 national averages. The national Attainment 8 score gap between disadvantaged pupils and

other pupils is 15.3 points, with Toynbee's being 15.7, but taking into account the six outliers, it would be 13. Other key measures includes the basics measure, with the national gap between disadvantaged and other pupils for English and Maths at Grade 5+ being 27.2%, but at Toynbee it is 24.4%.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

While the Ofsted Inspection (October 2024) found that "attendance is positive, including for disadvantaged pupils", the attendance of disadvantaged pupils remains a key focus area for the school. Attendance for disadvantaged pupils was 86.5% for 2024-5 (+0.4% vs 2023-24), +1.9% against our DFE recognised 'Similar Schools', and 18th out of 69 schools within the County. Further analysis suggests that KS4 disadvantaged attendance and this will continue to be a priority. In line with the increased local and national trend for rising suspensions, the number of disadvantaged pupils that have been suspended has increased from 15 (2022) to 29 (2023) to 35 (2024) and reduced to 32 pupils in 2025. We have seen a rise in the number of referrals to support pupil wellbeing to internal and external providers. 210 (+13 from 2024) referrals were made to Childrens' Services, of which 154 from 2025 were for disadvantaged pupils, a significant increase from the previous year.

Based on all the information above, while there were positives in terms of the performance of our disadvantaged pupils, they did not meet our expectations in terms of attainment. However, the national picture suggests the situation is a wider issue than just Toynbee. Also, the national context in terms of pupil attendance and behaviour has led to us revising our plan in these areas. We have set ourselves challenging targets and will continue to strive to achieve these within the timeframe of the plan.

We have reviewed our approach to teaching and learning and how best to develop high quality teacher, and much of this approach is supported by the research undertaken by the EEF. This has seen the implementation of a whole-school CPD programme called the 'Department Development Programme (DDP)' which is focused on developing teachers' pedagogy, strategies and techniques to deliver Toynbee's high-quality inclusive teaching approach called 'The Golden Thread'. By investing considerable time into developing teachers' pedagogy, we are seeing more consistency in teaching practice across the school and delivery of learning, as evidenced in local authority inspections.

As English outcomes were not as expected a curriculum review has been completed, with the new leadership team in English, supplemented by external support from HIAS. This review has seen changes in content and approaches to assessment which now need time to embed.

Whilst the whole school approach to literacy has deepened staffs' understanding, the next stage is to give greater focus to improving the literacy skills of targeted pupils,

specifically those that are disadvantaged. The appointment of a Reading Coordinator has created capacity to deliver intervention for the weakest readers, and this coupled with the peer reading programme and whole-school teaching, has had an impact on narrowing the reading age gap that exists in the school. Year 7 disadvantaged pupils have an average reading age of 11.33, compared to their peers' average of 11.99; Year 8 disadvantaged pupils have an average reading age of 13.1, compared to their peers' average of 13.27; Year 9 disadvantaged pupils have an average reading age of 13.12, compared to their peers' average of 14.00. Whilst work is needed to continue to reduce the gap further, especially Year 9, the reducing gap is evidence of success.

The planned 'Wider Strategies' had a clear impact in a range of areas. It became apparent that the challenges, particularly in the area of attendance were significantly greater than anticipated. This has led to us reviewing our approach in this area and implementing further plans to support those pupils that are most disengaged with their learning. A range of interventions were implemented to support pupils who were/are experiencing social and emotional issues, we are continuing to develop our provision in this area. The introduction of our 'Lodge' provision for Emotional Based School Avoidance (EBSA) pupils has resulted in a number of pupils sitting their GCSE exams that had previously not attended school. We are continuing to develop this provision to incorporate a more therapeutic approach, alongside a focus on core subjects. Across the year, there were 14 pupils accessing the Lodge, their attendance averaged 33%, whilst this is low, it should be considered in the context of pupils that were previously refusing to attend school at all. The Lodge curriculum and wellbeing offer is further evolving and further plans are in place to support all pupils.

We have also launched our 'Hub' provision to support pupils who exhibit challenging behaviours to re-engage with their education. There have been many successes, for example, building positive relationships and learning habits in a small group context, whilst identifying challenges that exist for pupils. The next step is to undertake further work to refine the pupils' reintegration to the mainstream curriculum following the intervention. The Designated Mental Health Lead is continuing to develop our wellbeing offer through a range of provisions. The next steps are focusing on Continued Professional Development to improve all staff awareness and understanding of mental health issues.

Further information