

Pupil premium strategy statement – Carshalton Boys Sports College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (11-18)	1540 (11-16 = 1248)
Number of pupil premium eligible pupils	401 (32% of 11-16 cohort)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2027
Statement authorised by	Simon Barber, Principal
Pupil premium lead	Kristina Manuel, Associate Assistant Principal
Governor / Trustee lead	Katrina O'Brien

Funding overview

Detail	Amount 2(2024 25)
Pupil premium funding allocation this academic year	£409,575 (£373,800)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£409,575

Part A: Pupil premium strategy plan

	Disadvantaged students				Whole cohort			
	2022	2023	2024	2025	2022	2023	2024	2025
Progress 8	-0.58	-0.44	-0.71	n/a	-0.05	0	-0.14	n/a
Attainment 8	39.1	39.7	35.4	36.0	47.8	45.4	45.0	45.0
5+ in EM	29% (-19)	31% (-11)	18% (-21)	21.7% (-22)	48%	42.4%	39%	43.4%

Statement of intent

Our objective is to improve the life chances of all young people who attend Carshalton Boys Sports College. The focus of our pupil premium strategy has been to support this work through improving teaching and learning, providing universal access to technology outside of the classroom, reviewing and improving the quality of SEND provision and improving the attendance of our disadvantaged young people who fall below our attendance target of 96%.

By 2019, we had made significant progress in a number of these areas, and we were closing the gap between disadvantaged pupils and their peers, however in 2019-20 the gap widened significantly, and achievement and attendance of disadvantaged pupils has not recovered to pre-pandemic levels.

Post pandemic we have seen a significant increase year on year in the % of disadvantaged pupils in each cohort (28% of Year 7 cohort in 2019/20 compared with 36% in 2024/25 Y7)

It is our view that improving attendance is the first goal to improve outcomes. Alongside this we want to make sure that the quality of teaching across the school is consistent and that all teachers are coached in 'StepLab' quality first teaching techniques alongside relational approaches to behaviour management. These three strands should lead to improvements in behaviour and access to the curriculum.

In our plan for 2025-26 and beyond we are focusing on improving outcomes for disadvantaged pupils through:

- Improving attendance
- Improving teaching & learning, with a focus on ensuring that there is appropriate challenge/scaffolding in all classes
- Addressing gaps in literacy and numeracy which limit access to the curriculum
- Improving behaviour and reducing suspensions

- Ensuring that disadvantaged pupils access a wide range of enrichment opportunities: academic, non-academic and career related.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is 'close to average' when compared to disadvantaged students nationally and has improved slightly in comparison to non-disadvantaged peers in 2024/25. However, 'persistent absence' of disadvantaged students is above the national average (41.8% in 2024/25) and not decreasing quickly enough towards the national figure of 34.5%v in 2024/25.</p> <p>This lost learning has a significant impact on outcomes at the end of key stage 4.</p>
2	<p>Lack of consistency in approaches to teaching and learning across the which have a negative impact on the most vulnerable young people (disadvantaged and SEND)</p>
3	<p>Disadvantaged pupils arrive in year 7 with gaps in literacy and numeracy that mean that they find transition harder and are less able to access the national curriculum than their peers.</p>
4	<p>Disadvantaged students are 2x more likely to pick up a behaviour point than their non-disadvantaged peers and 3x more likely to be suspended from school.</p>
5	<p>Enrichment activities are not accessed by disadvantaged pupils at the same rate as non-disadvantaged peers</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
To reduce absence and persistent absence at a whole school level, and in particular our disadvantaged students	<p>Sustained reduction in absence and persistent absence by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • Overall absence rate for disadvantaged pupils reduced to 8% • The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.
Improved consistency in lessons: creating culture, securing attention, optimising communication, driving thought, gathering and giving feedback, ensuring consolidation	<p>Quality First Teaching (QFT) is consistent as demonstrated through coaching logs, learning walks, pupil voice activities and work scrutiny</p> <p>Gap in progress scores between PP and non-PP narrows by 2027/28.</p>
Gaps in literacy and numeracy are reduced through targeted intervention and support	Disadvantaged pupils reading ages improved at a faster rate than non-disadvantaged peers
Reduction in behaviour incidents and suspensions for disadvantaged pupils	<p>Behaviour points and suspensions are reduced.</p> <p>Suspension rates below national by 2027/28.</p> <p>Rates in school are comparable between disadvantaged students and their non-disadvantaged peers</p>
Improved engagement in enrichment activities	<p>All disadvantaged pupils in year 7 and 8 take part in at least one after school club/activity a week.</p> <p>All disadvantaged pupils take part in a range of targeted academic enrichment and career experiences from years 9-11.</p>
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4.	KS4 performance measures in 2027/28 demonstrate that disadvantaged pupils achieve an average Attainment 8 score of at least 42 and at least 35% pass GCSE maths at grade 5 or above.

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: **£72,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Steplab professional development programme</i>	Total cost: £2,500 EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net) https://steplab.co/resources/research	2
<i>TLR's to support projects in English</i>	Total cost: £15,000 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 3
<i>Maths mastery development</i>	Total cost: £15,000 Ark Mathematics Mastery: Secondary EEF (educationendowmentfoundation.org.uk)	2, 3
<i>Teaching and learning projects (across all subject areas)</i>	Total cost: £40,000 EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	2

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

Budgeted cost: **£175,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading groups for students with RA below chronological age</i>	Total cost: £65,000 Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	3
<i>Free access to compulsory enrichment clubs in Y7 and Y8</i>	Total cost: £30,000 Extending school time EEF (educationendowmentfoundation.org.uk)	5
<i>Period 6 for year 9/10/11 interventions (PP portion)</i>	Total cost: £75,000 National Tutoring Programme EEF (educationendowmentfoundation.org.uk)	3, 5
<i>Revision skills programme (PP funding)</i>	Total cost: £5,000	3, 5

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

Budgeted cost: **£178,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of an AAP for Attendance, an AAP for Pupil Premium and 2 attendance officers to reduce attendance gap</i>	Total cost: £64,000 EEF tier 3: targeted academic support EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4, 5
<i>Appointment of 2 additional pastoral support staff to work with pupils with SEND/EBSA/SEMH needs</i>	Total cost: £67,000 Behaviour interventions EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)	1, 4
<i>Peripatetic music lessons funding</i>	Total cost: £5,000 Arts participation EEF (educationendowmentfoundation.org.uk)	5
<i>Subsidising all paid trips</i>	Total cost: £5,000 Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	5
<i>Parenting groups for ASD, EBSA, exam anxiety</i>	Total cost: £5,000 Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 3, 4
<i>ParentKind support programme (Y10/11)</i>	Total cost: £4,500 https://www.parentkind.org.uk/	1, 3, 4, 5
<i>Sixth form lunchtime support mentors</i>	Total cost: £10,000 Mentoring EEF (educationendowmentfoundation.org.uk)	3, 5
<i>Year 6/7 summer school programme</i>	Total cost: £16,000 Summer schools EEF (educationendowmentfoundation.org.uk)	1, 3, 4, 5
<i>Jack Petchey Speak Out challenge</i>	Total cost: £1,000 Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3, 5

<i>Directions and Destinations Day</i>	Total cost: £1,000 SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)	4, 5
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Total budgeted cost: £426,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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 although disadvantaged pupils at Carshalton Boys Sports College generally achieve grades in line with their peers, the in-school gap remains stubbornly high and despite interventions is not reducing.

We have seen a gradual increase in the proportion of pupils eligible for PP funding over the last 5 years (from around 26% to 34%).

PP students are more likely to enter the school with middle/low prior attainment, and lower attendance at primary school.

Attendance is one of the key drivers of academic success. As a result we have decided to refocus our efforts on improving attendance of all pupils, but particularly that of disadvantaged pupils in our new three year strategy.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations in the last 3 year cycle.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Steplab	Steplab
Building Stronger Foundations	Cognus (Sutton Virtual School)
Jack Petchey Speak Out	Jack Petchey

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable

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:

Building Stronger Foundations ([Building Stronger Foundations – Cognus](#))

- Building Stronger Foundations is a programme designed by Sutton Virtual School to support schools and settings to develop consistent, relational approaches across their setting. The BSF programme provides schools a package of support to develop relational approaches, and they work with the Attachment and Research Community (ARC) to provide nationally recognised award pathways within the programme.