

Pupil premium strategy statement – Lyndon School

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	1161
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Mr A Butt
Pupil premium lead	Mr T Nguyen
Governor / Trustee lead	Ms Jennifer Mills

Year	2021-2022	2022-2023	2023-24	2024-25	2025-26
Year 7	36%	32%	31%	27%	30%

Year 8	33%	36%	31%	31%	28%
Year 9	40%	29%	36%	31%	31%
Year 10	36%	40%	30%	35%	32%
Year 11	38%	36%	38%	28%	36%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400,975
Total budget for this academic year	£400,975

Part A: Pupil premium strategy plan with review

Statement of intent

At Lyndon School, every child has access to an ambitious, inclusive and knowledge-rich curriculum so that all learners - regardless of their background – achieve their potential. This ambition permeates all colleagues in the school and is visible through colleagues knowing every child and taking proactive steps to ensure that learners identified as eligible for the pupil premium achieve as well as their non-disadvantaged peers nationally. This is achieved through expert teaching and intentionally planned cultural capital activities so that all learners are able to leave Lyndon equipped to live happy, successful lives as local, national and global citizens.

At the core of our curriculum is a desire that all learners, regardless of their starting point, demographic, or socio-economic status, are able to access the curriculum and reach their full potential. Nothing should preclude a child from having ambition or having the ability to know more and remember more.

The pupil premium strategy supports learners to access and achieve the curriculum aims through the provision of enriching and purposeful cultural capital opportunities, which are imperative in tackling social inequality. Moreover, we endeavour to address challenges in our community, such as ensuring access to the correct equipment and uniform where this may not otherwise be accessible, and by providing contributions towards otherwise unaffordable activities. Early assessment means that intervention is focused on the needs of individuals.

Our curriculum is adapted for learners through:

- The sequencing of explicit cultural capital opportunities across subjects, providing learners with the cultural literacy to build upon prior knowledge;
- Teachers utilising a wide variety of information (such as attendance data, formative and summative assessment, and praise and behaviour logs) to adapt their planning, teach from the top, and support all learners;
- Providing aspirational targets and pathways that are accessible to all. All learners are expected to achieve within the top 20% of all learners nationally;
- Offering a clear pedagogy based on research, which ensures that all learners have the same access to curriculum knowledge.

Challenges

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

Challenge number	Detail of challenge
1. Quality of Education/Outcomes	The attainment of pupil premium learners at Lyndon in 2025 was slightly lower compared to collaboration data provided by SISRA (4.32 vs 4.61). There remains some in-school variation; Learners' in English and Maths at grade 5+ (38.8%) and at grade 4+ (59.7%) remain below the national average against their non-disadvantaged peers (44.5% and 65.2% respectively). EBacc entries for disadvantaged pupils were higher (57.1% compared to 38.5%) for non-disadvantaged learners nationally. Internal data suggests gaps across a variety of subjects in all year groups, particularly in Mathematics (Year 7, 8, 9), Science (Year 7, 8, 9) and Spanish (Year 8).
2. Literacy and reading ages	Assessments, observations and discussions with learners indicate that learners eligible for the pupil premium generally have lower levels of reading comprehension than peers. This impacts their progress across subjects.
3. Attendance	Our attendance data over last year indicates attendance among learners eligible for the pupil premium has improved, however is still lower than for non-disadvantaged learners. Our assessments and observations indicate that absenteeism is negatively impacting their progress.
4. Wider support	Some learners and families do not have the means to access wider resources and the extensive range of equipment and uniform needed to succeed in school.
5. Wellbeing	Our assessments (including wellbeing survey), observations and discussions with learners and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning, external social issues in the local area and exams/future prospects. These challenges particularly affect learners eligible for the pupil premium, including their attainment.
6. Cultural capital	Some learners are not able to access our broad and inspirational enrichment, cultural capital and extra-curricular programme that supports the development of cultural, moral and social understanding.
7. Aspiration	Learners sometimes do not receive appropriate guidance so that they understand possible career pathways that are aspirational.

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	Impact review
Quality of Education/ Outcomes	<p>The Quality of Education for all learners, including those who are eligible for the pupil premium, is at least 'Good' or 'Outstanding'.</p> <p>Learner outcomes will show disadvantaged learners at Lyndon make positive progress compared to all learners nationally.</p> <p>P8: Above 0, with a target of closing the gap again to non-disadvantaged pupils (0.17 in 2023)</p> <p>A8 score: 50.3+ (2025 national average for non-disadvantaged learners)</p> <p>Basics 4+: 73%+ (2025 national average for non-disadvantaged learners)</p> <p>Basics 5+: 53%+ (2025 national average for non-disadvantaged learners)</p> <p>Learning walks and the school's QA cycles will show that teaching colleagues understand the needs of the learners in their lessons; use class data to ensure adaptive teaching is effective; have embedded the school's EiTP pedagogical model; and consistently use the school's behaviour policy.</p> <p>Gaps in learning are identified and addressed so that disadvantaged learners attain as well as their peers in school.</p> <p>The percentage of disadvantaged students meeting their age-related expectations in Key Stage 3 and 4 is as good</p>	<p>In summary, we had a cohort of 239 learners in Year 11 in the 2024/2025 cohort. 70 of these were eligible for the Pupil Premium. In 2022, grade boundaries were more lenient as a result of the Covid pandemic and were between the 2019 and the more generous 2021 TAGs boundaries. This was no longer the case from summer 2023 with grade boundaries returning back to pre-covid levels in the majority of subjects in 2024. In 2024, leniency was seen in subjects Computer Science and Spanish and French however this was not continued in to the 2025 examination series. Specification changes were also made to French which would have also impacted grade boundaries.</p> <p>As the cohort of 2024/25 did not sit their KS2 SAT's assessment, a progress 8 figure has not been developed, with reporting for the cohorts 2024/25 and 2025/26 instead reporting attainment. Provisional National data shows a Attainment 8 figure of 5 for all learners, above the national average (4.61). A8 for learners who are disadvantaged is 4.45, compared to non-disadvantaged learners (5.21). This was a clear improvement since the Year 10 PPEs took place in summer 2023 (when predicted A8 was 3.46 for PP learners) and a reflection of the quality of education and intervention programmes afforded and experienced by learners.</p>

	<p>as their non-disadvantaged peers at KS3 and that students achieve their ambitious FFT20 targets at KS4.</p>	<p>The average A8 for PP learners was 4.45 (an increase from last year at 4.36), compared to 5.21 for their all pupils within school. English and Maths at 4+ and 5+ for PP learners (59.7 and 38.8% respectively), is not as strong as that of non-disadvantaged peers nationally (approximately 65.2% and 44.5% according to data collaboration). Attainment and Basics will remain an area of focus for those learners eligible for the Pupil Premium in 2025-26.</p> <p>At a subject level, areas that secured particularly high levels of attainment for Pupil Premium learners which were well above the national average include Photography, Art, Health and Social Care, Sport Science and Hospitality and Catering.</p> <p>This was the third year following a review of assessment procedures and systems. The assessment process has now been implemented successfully across all subjects in KS3, providing a more accurate set of data that can be compared against national standards and will continue to be reviewed and refined throughout the next academic year.</p> <p>In summary, KS3 and Year 10 data showed that the majority of learners are on track to meet MEOs at this stage. Teachers are confident that learners are making good progress through the knowledge-rich curricula in each subject area with some exceptions. Although Pupil Premium learners are making progress towards the achievement of the expected standards in most subject areas, some variation remains. This variation is most prominent in Mathematics (Year 7, 8, 9), Science (Year 7, 8, 9) and Spanish (Year 8). Further adaptations will be made the curriculum, where applicable, following this data harvest to address the emerging gaps between those that are eligible for the Pupil Premium and their non-disadvantaged peers.</p>
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		<p>Directors of Progress continue to remain in post for Year 7, 8, 9 and 10. They have strategic oversight of monitoring and interventions taking place in each year group and ensure that all learners have access to support with independent learning. Changes in teaching staff reporting concerns will further enhance the role of the Directors of Progress and enable greater oversight of learners who require support more swiftly and effectively. Targeted learners are placed on Progress Reports and reviews suggest these have a positive impact with a review taking place focusing on the long-term impact of the reports on learners carrying on with their positive learning behaviours because of these interventions. Interventions which arise from the gathering of this wealth of information will be based on the feedback from the teaching body, an example of which would include mentoring from an external mentor towards disaffected boys.</p> <p>Additional half-term and Easter sessions are offered across a range of subjects ahead of GCSE, contributing to positive achievement for all learners</p>
<p>Literacy and reading ages</p>	<p>Learners are assessed each year in key stage 3 to identify their reading age and progress from their Y7 baseline .Gaps in reading ages are identified with strategies implemented to ensure learners can access the Lyndon curriculum offer and will show evidence of improvement by the end of the academic year. This may be through the use of intervention programmes planned, implemented and evaluated over time, evidence of metacognitive learner engagement within marking through the application of the literacy strand of the</p>	<p>Ongoing QA cycles conducted internally and externally have identified the literacy strategy as being implemented well. There continues to be numerous examples of extended pieces of writing, and exposure to tier 2 and tier 3 vocabulary being embedded, particularly through the use of key words in each subject area. Literacy mats are embedded in most areas and developing in others according to provision plans to support learners. There was evidence of good practice and opportunities for learners to enhance oracy skills with a focus for the 2025/26 academic year focusing on the structuring of oracy enabling deeper understanding of the content being</p>

	<p>marking policy or evidence of the utilisation of tier 3 vocabulary, for example.</p> <p>Learners are more confident with their reading (through engagement with reading and reading aloud) within tutor and lessons, demonstrated through engagement in class discussion about texts they have read. Learner voice indicates that BookBuzz has a positive impact on learners' views on reading for pleasure.</p>	<p>discussed; this being the focus of CPD early at the start of the 2025/26 academic year.</p> <p>The BookBuzz programme has been successful and feedback from learners, parents and carers was overwhelmingly positive. The majority of learners appreciated having a wide choice of books, acknowledged that they were more likely to read more widely and discuss this with friends. Parents and carers also spoke highly about the initiative and this will continue into the next academic year.</p> <p>Funding has also been allocated towards the HAL program focusing on the use of external organisations to help stretch and challenge the thinking of higher ability pupils at Lyndon, initially through debate and further backed up with out of classroom experiences.</p>
Attendance	<p>The attendance of disadvantaged learners is consistently above the national average so that all learners access the full curriculum offer.</p> <p>Attendance data is monitored daily, with individual barriers identified and addressed swiftly through a variety of strategies including targeted support, family engagement, and in-school rewards initiatives. Whilst the impact of interventions and their adaptation for individuals happens frequently, the strategic evaluation of interventions will be reviewed half-termly to ensure sustained improvement and next steps for all groups of learners in all cohorts.</p>	<p>Attendance data for the year for the whole school was 92.8%. Although this was lower for PP learners (89.7%), both figures remain ahead of the national attendance (91.3% and 86.2% respectively according to FFT). This will remain an area of focus for 2025-26.</p>

Wider support	<p>Removeable barriers are identified in a timely manner, with action taken to address the challenges posed, to ensure all learners are able to access the full Lyndon curriculum offer. This includes support for independent studies to be completed outside of the school day and the implementation of the Summit Learning Base Camp offer.</p> <p>Equipment, uniform and additional resources will be provided for learners who may not otherwise be able to purchase it.</p>	<p>Parents and carers continue to be supported throughout the year as funding was allocated to uniform, equipment, bus passes, laptops, internet dongles. As in previous years, parents, carers and learners were overwhelmingly positive about the strategy and valued the support that the school was able to provide their children and is in line with the Summit Learning Trust base camp offering.</p>
Wellbeing	<p>Ensure that, where appropriate, learners are provided with the Social, Emotional and Mental Health support required to achieve in line with their peers, or show evidence of the impact the initiatives had had on their engagement with school over time.</p> <p>To achieve and sustain improved wellbeing for learners by identifying their participation in enrichment activities and promote these to learners across the academy.</p>	<p>Learners have access to a range of pastoral and wellbeing measures as part of their schooling. Learners are generally extremely positive about the support available to them and this is supported by parent/carer feedback, with over 98% of parents/carers stating that their child was happy at Lyndon School and the same number saying that the school supported their child's wider personal development.</p>
Cultural capital	<p>Alongside the broadening of cultural capital sequenced into each subject's curriculum, ensure learners are able to benefit from the activities and trips which, through learner voice, demonstrates a positive impact on learners' engagement with the curriculum.</p> <p>Learners are encouraged to participate in the wide range of extra-curricular activities offered after school.</p>	<p>Funding has been allocated to provide Pupil Premium learners the opportunity to attend extra-curricular activities linked to the curriculum whilst also broadening their cultural capital. This included the highly successful visit to the City of Birmingham Symphony Orchestra and Bletchley Park for the whole of the Year 7 cohort and selected learners for excursions to the Frozen musical workshop, mountaineering in year 9, Duke of Edinburgh, the Move It Dance Convention, Harry Potter World, Stratford-Upon-Avon and Weston Super Mare.</p>

		<p>Pupil Premium learners are encouraged to attend extra-curricular activities and a range of sports clubs. Attendance to these is tracked across the year. Funding was also provided for learners who wished to play a musical instrument. As in previous years, learner voice across these aspects was overwhelmingly positive. Funding has also been used to ensure all learners are able to access the curriculum, where applicable, through the purchasing of new keyboards in Music, football shoes in P.E., professional masking in Drama, use of virtual reality headsets to support Geography and Religious Studies and funding the purchasing of food equipment for Catering and Hospitality.</p>
Parental engagement	<p>Parents and carers will feel confident in supporting their children's academic learning and understand the provision that is offered at Lyndon School. Information Evenings will be held for parents/carers so that they understand the school's curriculum, offer and how they can support their child at home.</p> <p>The Lyndon Parent Academy will continue to help parents/carers support their child at home.</p> <p>Information guides, detailing the school's curriculum offer, will be prepared and provided to all parents/carers.</p>	<p>Parent/Carer Information Guides have been produced and distributed to all year groups. These include content covered, useful websites, tips for success and suggested wider reading for each subject area. Parents and carers attend a yearly Information Evening, which supports families in preparing their children for Year 11 in addition to progress meetings held throughout the year for all year groups. Feedback on these sessions was positive from parents and carers and they valued the opportunity to meet and ask questions of members of the school's leadership team. This, in part, contributed to the positive examination results published in the summer of 2025.</p>
Careers advice	<p>All learners receive appropriate guidance so that they understand possible pathways that are aspirational and that they have a good understanding of what they need to do in school to achieve their career ambitions.</p> <p>All disadvantaged learners successfully transition into their chosen next step (e.g., sixth form, college, apprenticeship).</p>	<p>All Year 11 2024/25 learners have accessed personalised guidance from an external careers consultant. They have been supported with college/apprenticeship applications and next steps. Our internal tracking suggests all learners have a place in education, employment or training for the September guarantee, comparing favourably to both local and national equivalents, through our continuous review and refinement we continue to strive for a figure of 0% NEET, which we achieved with the 23/24 cohort. For the 2024/25 cohort, 100% of learners</p>

		had secured a place at a 6 th form, college or apprenticeship setting.
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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: £329,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted specialist teaching to aid progress and attainment in English, Mathematics, Science and Humanities helping to address gaps in learning and tackle underachievement to ensure that the Quality of Education is strong and outcomes are above national average. (£66,861.20 x 4)</p> <p>In addition, an extended day for Year 11 until 4pm 4 days a week will continue. Tutor time for Year 11 utilised to support the teaching of English and Maths and for Science in Year 10. Learners are provided with access to websites, such as <i>Century Tech</i>, <i>Sparx</i> and <i>Seneca</i> to support learning outside the classroom.</p> <p>Half-term school offered to learners in order to further embed and develop their knowledge, understanding and application of knowledge.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending:</p> <p>The EEF Guide to the Pupil Premium</p> <p>The two factors with the strongest evidence of improving learner attainment are:</p> <ul style="list-style-type: none"> - teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions - quality of instruction, which includes using strategies like effective questioning and the use of assessment <p>https://www.suttontrust.com/our-research/great-teaching/</p>	1, 2

<p>Improve literacy in all subject areas. Professional development will be tailored to improve colleagues' knowledge in this area.</p> <p>Developing the use of oracy through the academy as a vehicle used to assist with this.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)</p>	1, 2
<p>Continue with participation of the BookBuzz programme across Years 7 and 8 to promote a love for reading. Purchase of licence for software to be used to diagnose and assess reading ages and gaps to inform interventions and planning of lessons.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	1, 2

Targeted academic support

Budgeted cost: £48,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Directors of Progress appointed use data to identify learners who need additional support. They contribute to a revised intervention timetable, including English and Maths intervention and the running of homework clubs where applicable.</p> <p>An inclusion assistant will be appointed to provide specialist support to disadvantaged learners with SEND.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy: The EEF Guide to the Pupil Premium</p>	1, 2, 4

<p>To provide a blend of tuition, mentoring and tutoring for pupils who would benefit from extra support to ensure they attain well academically. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers, these are targeted groups of learners identified through the academy key priorities.</p>	<p>On average, when administered and facilitated robustly one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas: EEF: One to one tuition And in small groups: EEF: Small group tuition</p>	<p>1, 2, 4</p>

Wider strategies

Budgeted cost: £22,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Address any challenges that learners face as a result of social disadvantage: this will manifest itself through providing those in most need with the necessary equipment, uniform and resources (such as bus passes and food technology ingredients) required to meet the school's expectations.</p>	<p>Whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform: EEF: School uniform Ensuring removeable barriers to school attendance are removed where support is required. Attendance is closely linked to attainment in line with DfE guidelines.</p>	<p>1, 2, 3, 4</p>

<p>Cultural capital: support to ensure the cultural capital of learners is enriched through intentionally planned, purposeful activities integrated into the curriculum offer for all learners. We endeavour to guide and support learners to participate in a wide range of extra-curricular activities offered after school as part of the individual learning journey. Pastoral support and discussions encourage learners to explore opportunities relevant to their own experiences and interests. This could include peripatetic lessons and support with extra-curricular activities such as fieldtrips.</p>	<p>Eagleston, in his June 2021 paper entitled, “‘Powerful knowledge’, ‘cultural literacy’ and the study of literature in schools” cites a 2013 KS1 and KS2 Department for Education paper,</p> <p>“The knowledge <i>is in</i> and <i>arises from</i> the personal experience, as the National Curriculum recognises in asking students to ‘make an informed personal response’ (DfE 2013, p.5)”, which underscores our approach to intentionally planned cultural literacy activities.</p> <p>DfE: The national curriculum in England</p>	<p>1, 6</p>
<p>Pastoral support: embed principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Colleagues have training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1, 3</p>
<p>Support provided through a school counsellors to support the resilience and wellbeing of learners to attend and succeed at school so that they are able to participate in a broad, balanced, and ambitious curriculum.</p>	<p>Learners who are supported with their mental wellbeing are more likely to succeed in school:</p> <p>EEF: Social and emotional learning</p>	<p>1, 5</p>
<p>Building on the current Lyndon Parent Academy offering, to include a range of information evenings to support the engagement of parents and carers in supporting their child with academic progress and activities which facilitate the increasing parental engagement with the academy.</p>	<p>Parental engagement has a positive impact on progress:</p> <p>EEF: Parental engagement</p>	<p>1, 7</p>
<p>The high quality, impartial careers guidance provided assists disadvantaged learners to make informed choices with regards to academic needs and aspirations.</p>	<p>Careers education works best when it is personalised and targeted to individuals’ needs from an early age. Young people who have a good understanding of what they need to</p>	<p>1, 7</p>

	do in school to achieve their career ambitions and are better placed to succeed economically later in life than their peers: EEF: Careers education	
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Total budgeted cost: £406,350

Pupil Premium expenditure breakdown

Intent	Spending
Provide targeted specialist teaching to aid progress and attainment in English, Mathematics and Science helping to address gaps in learning and/or tackle underachievement to ensure that the Quality of Education and outcomes are above national average. (£83,460, £81,144, £87,599 and £83,047)	£329,875
Appointment of Directors of Progress for each year group in KS3 and KS4 (£5641x5)	£28,205
Provide accredited 'Careers Information Advice and Guidance' so that students that are entitled to the premium securely make and sustain their next step in their learning journeys. £5,600 – Careers Service	£5,600

Enhance students' Cultural Literacy	£14,297
Funding for additional resources and/or equipment	£22,998
Total Pupil Premium Spend 2024/25	£400,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In summary, we had a cohort of 239 learners in Year 11 in the 2024/2025 cohort. 70 of these were eligible for the Pupil Premium.

As the cohort of 2024/25 did not sit their KS2 SAT's assessment, a progress 8 figure has not been developed, with reporting for the cohorts 2024/25 and 2025/26 instead reporting attainment. Provisional National data shows a Attainment 8 figure of 5 for all learners, above the national average (4.61). A8 for learners who are disadvantaged is 4.45, compared to non-disadvantaged learners (5.21). This was a clear improvement since the Year 10 PPEs took place in summer 2023 (when predicted A8 was 3.46 for PP learners) and a reflection of the quality of education and intervention programmes afforded and experienced by learners.

The average A8 for PP learners was 4.45 (an increase from last year at 4.36), compared to 5.21 for their all pupils within school. English and Maths at 4+ and 5+ for PP learners (59.7 and 38.8% respectively), is not as strong as that of non-disadvantaged peers nationally (approximately 65.2% and 44.5% according to data collaboration). Attainment and Basics will remain an area of focus for those learners eligible for the Pupil Premium in 2025-26. At a subject level, areas that secured particularly high levels of progress for Pupil Premium learners which were well above the national average include Photography, Art, Health and Social Care, Sport Science and Hospitality and Catering.

This was the third year following a review of assessment procedures and systems. The assessment process has now been implemented successfully across all subjects in KS3, providing a more accurate set of data that can be compared against national standards and will continue to be reviewed and refined throughout the next academic year.

In summary, KS3 and Year 10 data showed that the majority of learners are on track to meet MEOs at this stage. Teachers are confident that learners are making good progress through the knowledge-rich curricula in each subject area with some exceptions. Although Pupil Premium learners are making progress towards the achievement of the expected standards in most subject areas, some variation remains. This variation is most prominent in Mathematics (Year 7, 8, 9), Science (Year 7, 8, 9) and Spanish (Year 8). Further adaptations will be made the curriculum, where applicable, following this data harvest to address the emerging gaps between those that are eligible for the Pupil Premium and their non-disadvantaged peers.

A whole-school review and ongoing QA cycles showed that the literacy strategy continues to be built on. There were numerous examples of extended pieces of writing, and exposure to tier 2 and tier 3 vocabulary is embedded, particularly through the use of key words in each subject

area. We continue to consolidate our existing work on Literacy and plan to develop this strand of work with a renewed focus on oracy skills in the current academic year (2025-26) with training delivered during staff inset helping to consolidate this understanding with teaching colleagues.

Directors of Progress are in post for Year 7, 8, 9 and 10. They have facilitated the creation of information guides as part of the Lyndon Parent & Carer Academy to better inform families about the content their children will be learning and how they can be supported at home. They have strategic oversight of interventions taking place in each year group and ran a series of interventions during tutor, focusing on English and Maths which were reviewed each term demonstrating dynamic intervention being carried out. Targeted learners continue to be placed on Progress Reports (where applicable and with parental support) with reviews suggesting that these have had a positive impact. Further work on developing a holistic view of all learners will be demonstrated in the next academic year (2025-26).

We have adapted our approach to small group tutoring, providing support to learners who have an identified SEND need and also with learners with whom we have identified gaps in learning in English and Maths. Additionally, we will continue to provide enhancements to our provision for learners during half terms and at Easter, with a particular focus on PP learners.

Parents and carers continue to be supported throughout the year as funding was allocated to uniform, equipment, bus passes, laptops and internet dongles. As in previous years, parents, carers and learners were overwhelmingly positive about the strategy and valued the support that the school was able to provide their children. This, in part, contributed to the positive examination results published in the summer of 2025.

Funding has been allocated to provide Pupil Premium learners the opportunity to attend extra-curricular activities linked to the curriculum whilst also broadening their cultural capital. This included visits to the City of Birmingham Symphony Orchestra for the whole of the Year 7 cohort, Black Country Living Museum for year 8 and for identified learners to attend excursions to Weston Super Mare, West end shows in London, Stratford Upon Avon in addition to subject specific visits to venues such as Transport for West Midlands HQ as part of Travel and Tourism. Overnight residentials as part of Duke of Edinburgh, mountaineering and raising funds for the Big Sleep also allow learners to truly develop their character. With the introduction of the Lyndon Learner Journey in September 2024, we continue to strive to ensure every learner has a broad and rich cultural capital experience which enhances and builds on their learning experiences whilst at Lyndon with tracking of the experiences each learner will have attended being developed over the next academic year in partnership with the oversight of the Directors of Progress.

Pupil Premium learners are encouraged to attend extra-curricular activities and a range of sports clubs. Attendance to these is tracked across the year. Funding was also provided for some learners who wished to take peripatetic music lessons. As in previous years, learner voice across these aspects was overwhelmingly positive.

Attendance data for the year for the whole school was 92.8%. Although this was lower for PP learners (89.7%), both figures remain ahead of the national attendance (91.3% and 86.2% respectively according to FFT). This will remain an area of focus for 2025-26.

Learners have access to a range of pastoral and wellbeing measures as part of their schooling. Learners are generally extremely positive about the support available to them and this is supported by parent/carer feedback, with 98% of parents/carers stating that their child was happy at Lyndon School and the same number saying that the school supported their child's wider personal development.

Parent/Carer Information Guides have been produced and distributed to all year groups with parent information evenings also being held early in the autumn term to ensure consistency in the messaging going out to parents. The parent/ carer information guide includes content covered as part of learners engagement with the curriculum, useful websites, tips for success and suggested wider reading for each subject area. Feedback on these sessions was positive from parents and carers and they valued the opportunity to meet and ask questions of members of the school's leadership team. Further refinement of parental engagement will take place in the next academic year.

All Year 11 learners have accessed personalised guidance from an experienced careers consultant; they have been supported with college/apprenticeship applications and next steps. As a result of this, all Y11 learners secured a place in education, employment and training for the September guarantee, and the careers manager has worked tirelessly with parents and carers to ensure that learners access the places secured. Historically, Year 11 classed as Not in Education, Employment or Training (NEET), comparing impressively to both local and national equivalents.

BookBuzz in 2024-25 was highly successful and feedback from learners, parents and carers was overwhelmingly positive. The majority of learners appreciated having a wide choice of books, acknowledged that they were more likely to read more widely and discuss this with friends. Parents and carers also spoke highly about the initiatives. This initiative has been launched again in September 2025 and learners in year 7 and year 8 will continue to benefit from this initiative,

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	None

Further information

Roles and Responsibilities

Each colleague has specific responsibilities, which include the monitoring, evaluation and review of the support provided.

Senior Leader – Pupil Premium Lead

- To provide termly progress of Pupil Premium learners for the Principal and the Governing Body
- Liaise with the Designated Safeguard Leader about attendance and Looked After Children with reference to LAC Pupil Premium
- Liaise with the Vice Principal responsible for attendance who will work with designated staff to monitor attendance and evaluate against set targets on Pupil Premium Plan
- Provide appropriate support and guidance for staff when planning targets and support for Pupil Premium learners including current and up to date strategies
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring etc.
- Coordinate termly meetings to monitor progress and support for Pupil Premium learners

Finance Manager

- Monitor delegation of funding for Pupil Premium, and LAC Pupil Premium in liaison with the LAC lead
- Provide information on allocation for Pupil Premium funding via the school website

Senior Leadership Group

- To monitor the implementation of the Pupil Premium Strategy in their areas of substantive responsibility, including:
 - Ensuring teaching is of the highest standards and conforms to the school's EiTP model
 - Monitor the progress of Pupil Premium learners
 - Agenda and discuss the provision and progress of Pupil Premium learners in Line Management meetings each half term
- Provide a half-termly update to the Assistant Principal in charge of Pupil Premium learners regarding their areas of substantive responsibility
- Perform Quality Assurance tasks with a specific focus on Pupil Premium learners
- Support their Curriculum Leads in monitoring and implementing the Pupil Premium Strategy into their subject areas

Directors of Progress

- Monitor and track learner achievement within their year group using data, assessments, and reports from different stake holders.
- Identify underachievement and implement effective intervention strategies, where appropriate.
- Provide professional support, guidance, and coaching to staff on how to achieve the best possible outcomes for learners in their year group.
- Work with pastoral leaders to ensure learners personal development supports academic progress.
- Engage with parents and carers to improve home–school partnerships.
- Promote high expectations of behaviour, attendance, and attitude to learning across the year group.
- Analyse performance data and target learners who are under achieving through methods, such as Director or Progress reports.
- Monitor learner engagement with the Lyndon Learner Journey program and ensure provision can be accessed by all learners in the year group.

Curriculum Leads /SEND Coordinator

- Monitor the implementation of identification of Pupil Premium learners by class teachers and the creation of seating plans
- Ensure the teaching of Pupil Premium learners is of the highest standard and conforms to the school's EiTP model
- Ensure the monitoring of the progress of Pupil Premium learners takes place by class teachers within their subject areas
- Monitor the progress of Pupil Premium learners, in all key stages, across the department
- Create and update intervention plans to promote the progress of Pupil Premium learners
- Utilise any extra ring-fenced funds provided by the school to support Pupil Premium learners and evaluate the use of such funds.
- Champion the Pupil Premium learners in their subject and put them at the forefront of all decision making
- Ensure that teaching assistants and other applicable mentors/ coaches, are used to support the progress of Pupil Premium learners as appropriate
- Share good practice regarding Pupil Premium provision across the department
- Implement and monitor a Praise/ Rewards system that recognises the effort, achievement and progress of all learners and is shared with families on a regular basis, e.g. praise emails, praise points

Pastoral Managers

- Know who the Pupil Premium learners are in their year group
- Liaise with the Vice Principal (Attendance) and Admin team and parents/carers regarding attendance and progress of Pupil Premium learners and service children
- Support in removing the potential barriers for learning for Pupil Premium learners in your year group, e.g. supplying specific equipment, revision guides, etc.
- Support Pupil Premium learners' families in the uptake of school-based events, e.g., Information Evenings, Progress Evenings

Classroom teachers

- Be 'Relentlessly Optimistic'
- Ensure that colleagues are aware of Pupil Premium learners, their progress, and their needs
- Use 'data' from Assessment for Learning, observation, book looks to adapt the teaching to address misconceptions and bridge gaps in learning
- Evaluate the impact of intervention strategies within the classroom and escalate any concerns to the Curriculum Lead
- Share information regarding the Pupil Premium strategy with the rest of the department and assist the Curriculum Lead in quality assuring these
- Review homework uptake and completion and support in the removal of avoidable challenges e.g. lack of resources and equipment
- Ensure teaching assistants are fully prepared to assess the progress and learning outcomes for all learners, including those requiring extra support
- Monitor closely the progress of Pupil Premium learners to ensure their progress is in line with, or exceeding, their non-disadvantaged peers
- Be consistent with the use of praise and share with the parents through the whole school rewards policy

Lyndon Governing Body

- The designated link Governor for Pupil Premium learners will act on behalf of the LGB. They will meet with the Senior Leader to evaluate plans and subsequent impact on progress and attainment, evaluate termly reports, participate in discussions with learners, where appropriate, with a focus on learning and success of Pupil Premium learners

Appendix 2 – Glossary of terms

A8 (Attainment 8)

A measure used to assess the academic performance of students in secondary education in England. It is based on the average of the best 8 GCSE results, including English and Mathematics, as well as three other subjects. This metric is used in school accountability frameworks.

Attendance Officer

A school staff member responsible for monitoring student attendance, addressing issues related to truancy, and ensuring that students attend school regularly. They work closely with parents and local authorities to improve student attendance.

Cultural Capital

The knowledge, skills, education, and experiences that individuals gain over time, often through family, community, and social environments. In education, it refers to how schools can enrich students' understanding of the world, and support them in building the social and cultural resources needed to succeed in life.

EBACC (English Baccalaureate)

A performance measure introduced in England to encourage students to study a core set of academic subjects. These subjects include English, mathematics, history or geography, the sciences, and a foreign language. Achieving the EBacc is used as a marker of a student's broad academic education.

Extra-Curricular Activities

Activities offered by schools outside the standard curriculum. These activities can include sports, music, drama, clubs, volunteering, and other interests that allow students to develop skills and interests beyond their formal education.

Formative Assessment

Ongoing assessments used by teachers to monitor student learning and progress during a lesson or over a period of time. The aim is to provide feedback that helps students improve before final assessments are made. These are often informal and can include quizzes, discussions, or observations.

Free School Meals (FSM)

A provision for students from low-income families in England to receive a free lunch during school hours. Eligibility is based on family income or receipt of certain benefits. FSM is also used as an indicator of socio-economic disadvantage and is linked to the allocation of Pupil Premium funding.

HAL (High Attaining Learners)

Students who demonstrate high academic ability, often performing well above the expected level for their age group. Schools are encouraged to provide additional challenges and opportunities to stretch these students and help them reach their full potential.

Literacy

The ability to read, write, and use language effectively. In schools, literacy is a critical skill for all subjects and is often a focus in primary education to ensure students can access the curriculum fully.

Local Governing Body (LGB)

A group of individuals who are responsible for the governance of a school. They oversee the school's strategy, performance, budget, and ensure that the school meets its legal and educational responsibilities. The LGB reports to the Trust or Board of Governors in the case of academies.

MEO (Minimum Expected Outcome)

The grade that learners will be expected to achieve either by the end of the academic year (key stage 3) or upon completion of year 11 (key stage 4).

Not in Education, Employment or Training (NEET)

A term used to describe young people (typically aged 16–18) who are not currently engaged in education, work, or training. This can refer to individuals who have dropped out of school or those who have completed school but have not entered further education or the workforce.

P8 (Progress 8)

A measure used to assess the progress made by students in secondary school in England. It compares students' actual achievements at the end of Key Stage 4 (GCSEs) with their expected achievements based on prior attainment. A score of 0 indicates average progress, while positive values indicate above-average progress.

Pupil Premium

Additional funding provided to schools in England to support disadvantaged students, including those who are eligible for Free School Meals (FSM), looked-after children, and children from service families. The funding is intended to help close the achievement gap between disadvantaged students and their peers.

School QA

This refers to the quality assurance cycle which takes place each half-term, monitoring the quality of teaching and learning and curriculum delivery using a variety of methods (such as learning walks, learner voice and workbook scrutiny).

SEND (Special Educational Needs and Disabilities)

A term that refers to students who have a learning difficulty or disability that requires additional support to help them achieve their educational potential. SEND can include physical disabilities, mental health issues, or specific learning difficulties such as dyslexia.

Summative Assessment

Assessments that are used to evaluate students' overall learning and performance at the end of a unit, course, or academic year. These assessments typically include exams, tests, or final projects, and the results are used to assign grades or marks.

Trust Aligned Curriculum

A common curriculum, developed internally by subject experts, delivered to all learners in each year group based upon the requirements of the National Curriculum for that subject area.