

Pupil premium strategy statement – Soar Valley College

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged students.

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
Number of students in school	1567
Proportion (%) of pupil premium eligible students	31.5%
Academic year/years that our current pupil premium strategy plan covers	2024/25, 2025/26, 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Neetin Pabari (Principal)
Pupil premium lead	Mary Green (Assistant Principal)
Governor lead	Vibha Gohil (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 524,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 524,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, regardless of their background or the challenges they face, make at least good progress and preferably more, and are equipped with the knowledge and skills they need for the next stage of their education, and indeed, life.

We recognise that in our school there are many more 'disadvantaged' (DA) students than those identified as such, for example, with a number of children in families with very low income, children who are young carers, and those with little or no exposure to English language outside school. Our strategies will endeavour to meet the needs of this wide range of students and needs.

At the heart of our strategy is high-quality teaching, with a focus on the core subjects and the areas in which disadvantaged students require the most support or benefit more, such as effective feedback, metacognition and literacy. This will benefit those not classed as disadvantaged too, and implicit in the intended outcomes detailed below, is the intention that non-disadvantaged (NDA) students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our intention is to link our pupil premium strategy to wider school recovery for all relevant students following the Covid pandemic, notably in the use of targeted support through the School Led Tutoring and increased use of resources. Our approach is individualised, evidence-based and uses diagnostic assessment that allows us to respond to the particular challenge and context of our students. We make decisions on a learning-led, not label-led approach.

We also recognise the wider needs of our students and a key part of our strategy is also to ensure the highest levels of pastoral care for students. The physical and mental wellbeing of children is fundamental to their success in school and, given the success of the strategy in previous years, we will build on already high quality provision in this area of our work.

Challenges

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

Challenge number	Detail of challenge
1	Whilst there was no published progress data for 2025, we believe it is still worthwhile to consider the estimated progress that was made by DA students.

Despite being in line with national figures for progress for NDA students, our DA students achieve less well than others in the school overall and certainly in the core subjects, which are so vital to progression and later success.

	English			Mathematics			Overall		
	All	DA	NDA	All	DA	NDA	All	DA	NDA
2019	0.33	-0.12	0.66	0.48	-0.01	0.72	0.45	0.05	0.56
2020*	0.34	0.18	0.46	0.44	0.09	0.71	0.47	0.26	0.63
2021*	0.39	0.02	0.57	0.58	0.01	0.86	0.59	0.11	0.83
2022	0.63	0.19	0.87	0.53	-0.03	0.83	0.74	0.17	1.01
2023	0.44	0.03	0.63	0.56	0.26	0.70	0.67	0.28	0.82
2024	0.57	0.16	0.71	0.61	-0.02	0.82	0.77	0.24	0.94
2025*	0.34	0.0	0.49	0.59	0.32	0.71	0.68	0.34	0.79

* Estimates from SISRA collaborative data

Despite being broadly in line with estimated national figures for progress for non-disadvantaged (NDA) students, our disadvantaged (DA) students continue to achieve less well than their peers overall, and particularly in the core subjects, which are so vital to progression and later success.

The most recent SISRA collaborative estimates for 2025 indicate a mixed but overall positive picture. In English, DA students achieved an estimated progress score of 0.00, broadly stable compared with recent years, while the gap between DA and NDA students has narrowed again due to a dip in NDA performance. In mathematics, progress for DA students has risen significantly to +0.32, representing the strongest outcome for DA students in recent years and continuing the sharp improvement first seen in 2023. This improvement in maths has contributed substantially to the overall narrowing of the DA/NDA performance gap in 2025. Overall P8 estimates indicate progress of +0.34 for DA students, the highest recorded since 2019.

Across the longer timescale, the disproportionate impact of Covid on DA students—felt nationally—was mirrored at SVC. This led to a widened gap in 2022, before this reduced to 0.54 in 2023, broadly in line with pre-pandemic 2019 levels (0.51), but with substantially higher overall performance for both DA and NDA cohorts. In 2024 the gap widened again to 0.70, although DA performance itself remained relatively stable.

When the trends across English and mathematics are examined in more detail, the picture becomes clearer. Since 2019, the gap in English progress has narrowed from 0.78 to 0.55 in 2024, with a further reduction again in the estimated 2025 figures owing largely to the fall in NDA English progress rather than significant improvement from DA students. In contrast, the gap in mathematics had increased to 0.8 by 2024 but has now narrowed considerably as a result of the strong improvement in estimated DA progress in 2025.

We are pleased that the overall estimated P8 figure for DA students at SVC is now +3.4, and remains higher than the most recently published NDA national figure (0.16 in 2024). However, we recognise the continuing gap within school between DA and NDA progress and remain far from complacent. Ensuring that this gap continues to narrow is a whole-school priority, and the strengthening of

	teaching, curriculum and targeted intervention strategies will continue to be central to our work throughout the next academic year.
2	<p>Assessments and observations indicate lower levels of reading and comprehension for disadvantaged students compared to others, which impacts on achievement across the curriculum.</p> <p>Baseline reading tests show on average disadvantaged students have a gap of -8.98 months between reading age and chronological age. For non-disadvantaged students the gap is smaller, at -2.25 months.</p>
3	Our work with children and families indicates increasing levels of social and emotional issues, such as anxiety, depression and low self-esteem. Incidents of self-harm for example.
4	Some of our disadvantaged students exhibit poorer attitudes to learning, do not always see the value of education, and this manifests itself in behaviours both in and out of school.
5	<p>Attendance rates for disadvantaged students, and in particular certain ethnic groups within this category, are lower than their peers.</p> <p>Attendance for Pupil Premium (PP) students is consistently lower than that of all students across every year group, reflecting the national pattern for disadvantaged pupils. At SVC, PP attendance ranges from 91.5% to 93.5%, compared with 93.8% to 95.6% for all students. The gap is narrowest in Year 10 (1.9 percentage points) and widest in Year 11 (3.4 percentage points).</p> <p>Nationally, DfE data for 2024–25 shows that pupils eligible for Free School Meals (FSM) have an attendance rate of approximately 89.4%, compared with around 94.6% for non-FSM pupils, a gap of just over 5 percentage points. Against this context, PP attendance at SVC is above national FSM averages in all year groups, although the in-school gap between PP and non-PP students mirrors national disparities.</p> <p>This indicates that while PP attendance remains a relative weakness compared to peers within the school, outcomes for disadvantaged pupils are comparatively strong when benchmarked against national FSM figures. Continued focus on improving attendance for PP students, particularly in upper year groups, remains essential to further narrowing the internal gap and supporting academic progress.</p>
6	A number of students have recently joined us with little or no English. This seems to be continuing. These students need rapid programmes of language acquisition if they are to be able to make the progress of which they are capable.

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
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Improved progress and attainment for disadvantaged students, with a closing of the gap between disadvantaged and all students.	Whilst disadvantaged students at Soar Valley achieved well compared to non-disadvantaged students nationally, there is still an in school gap. Our intention is to reduce the progress gap to 0.3 during the life of this plan, and to also reduce the gap between disadvantaged students and their peers in the key headline measures, 5+ English and mathematics, 4+ English and mathematics, and the proportion achieving a good pass in the EBacc suite of subjects.
Improved reading levels for disadvantaged students at key stage 3 whose reading ages fall below their chronological age	Revised curriculum at key stage 3 in English, including for the fortnightly library lessons. Improvements seen in the NGRT Sparx assessment, to be taken at the start and end of Year 7 and Year 8, usefulness to be assessed before confirming whether to continue with this strategy longer term. Improvements seen in NGRT reading and comprehension test outcomes also. Improvements seen for those students engaged in school-led interventions.
Improved wellbeing for all students, including those who are disadvantaged.	Effective programmes in place to support students with varying levels of emotional and social support. This include in-house strategies (counsellor, training of Associate Heads of Year) as well as of MHST colleagues. We provide a bespoke programme to meet individual needs of student. This can include a therapeutic provision.
Re-established routines and strategies leading to improved standards of behaviour. Students 'buying in' to their school experience, through increased opportunities, which will also address the cultural capital deficit for some.	Reduce the gap between disadvantaged students and non-disadvantaged for suspensions, S4s and whole-school detentions. Participation Passport data to show targeting of disadvantaged students for extra-curricular, leadership and responsibility opportunities. Analysis of tuition opportunities shows disadvantaged targeted, including at homework clubs, study support, accelerated learning sessions. Establish an offer of a range of subsidised experiences and opportunities across Y7-11 that will increase buy in and add to students' wider knowledge.
Improved attendance for disadvantaged students.	Our aim is for the absence figure for disadvantaged students to be no more than 3% less than the overall figure, which would represent an improvement.
Rapid improvement for those students arriving with little or no English, leading to their successful integration and progress.	Clear assessment procedures in place to identify need, with planned support at different levels to ensure all are able to make excellent progress.

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: **£200,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further refine the use of data from diagnostic assessment of reading in order to identify students for intervention and to inform planning of high quality teaching.	For intervention and teaching to be most effective it is vitally important to know the precise area of need. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Continue to provide additional staffing in mathematics, English, Science and RE leading to smaller class sizes and more frequent and better targeted feedback.	Smaller class sizes have been shown to have at least a +3 month impact (EEF). Feedback has been shown to have a +8 month impact (EEF) or an effect size of +0.73 (Hattie, 2009). Smaller class sizes obviously allows for students to have more frequent and detailed feedback.	1, 2
Further enhance the CPD model [focussed on subject, subject pedagogical and pedagogical knowledge] to ensure that it is both research informed and tailored to the needs and interests of the individual teacher. Establish and embed further research informed strategies such as adaptive teaching.	CPD will focus on developing teaching techniques, as outlined in the EEF Guidance below, and within the framework of our Great Teaching @ Soar Valley statements. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1
Refine assessment practice to ensure feedback given to	EEF toolkit (2019) states that 'providing feedback is well-evidenced and has high impact on learning outcomes. Effective feedback tends to focus on the	1, 2, 6

<p>students allows them to accelerate their own progress.</p> <p>Embed a range of effective formative assessment processes in every lesson to ensure routine checking for understanding.</p>	<p>task, subject and self-regulation strategies: it provides specific information on how to improve.'</p>	
<p>Further refine the use of subject specific resources (particularly online resources) to support improved outcomes through effective revision.</p>	<p>Continue to provide access to well resourced platforms such as GCSE Pod and Educake.</p>	1

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

Budgeted cost: £174,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue effective reading interventions for struggling readers through small group withdrawal with a specialist, paired reading with older students, tutor time reading, and/or support provided during AIM sessions in KS4.</p> <p>Continue reading activities during registration, purchasing books as required to allow for all tutors to read aloud to their classes regularly.</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> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2, 6
Embed the use of Sparx Maths and Sparx Reader	Completion of homework has been shown to have an effect size of +5 months (EEF) at secondary level. In addition, Hattie has shown that spaced practice has	1

<p>across the school addressing homework and spaced retrieval practice for maths and reading/literacy for English.</p> <p>Use the Insights facility to target gaps in knowledge for specific students.</p>	<p>a +0.71 effect size on outcomes. Our DA students feature disproportionately in homework non-completion data.</p>	
<p>Ensure all students have access to a device to support learning at home, or have access to space and time in school for independent study.</p>	<p>Completion of homework has been shown to have an effect size of +5 months (EEF) at secondary level. In addition, Hattie has shown that spaced practice has a +0.71 effect size on outcomes. Our DA students feature disproportionately in homework non-completion data.</p>	<p>1, 3, 4</p>
<p>Ensure a high degree of engagement with online tuition for targeted students, including PP, in KS4 with a focus on English and maths.</p> <p>Further develop and expand the existing high-quality programme of school-led tutoring.</p> <p>Ensure a range of revision sessions during the Easter break, targeting PP students to attend before opening up to others</p> <p>Ensure that PP students are able to attend a targeted homework club after school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Continue to fund a bespoke curriculum offer for targeted students at risk of exclusion.</p>	<p>In school evidence shows that we have almost no permanent exclusions as a result of a highly inclusive approach. Some students require a bespoke pathway, comprising vocational and academic elements, enabling them to gain qualifications and relevant experience. Evidence also shows that,</p>	<p>1, 3, 4, 5</p>

	historically, these students have gone on to successful post-16 options and not been NEET.	
<p>Further develop provision for students with little or no English.</p> <p>Review the effectiveness of our provision in line with EEF report.</p> <p>Look at the deployment of staff for greatest impact.</p> <p>Employ an additional member of staff to lead this provision and to provide further capacity for EAL work.</p>	<p>Historic data shows students entering the school late on in key stage 4 with little or no English achieve poorly, and dedicated support is needed to boost attainment.</p> <p>EEF have commissioned a report on EAL in the mainstream classroom (due to identified gaps in achievement).</p>	6

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued funding to employ a school counsellor.</p> <p>Establish a routine for mental health triage.</p> <p>Provide access to an improved range of provision within school (including ELSA, Love4Life, EMHPs) before allocation to counsellor's casework.</p>	<p>The number of students presenting with anxiety has significantly increased, particularly following the lockdown periods. Having sufficient time from a trained professional to address this is essential.</p> <p>EIF's report on adolescent mental health found good evidence that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1, 3, 4, 5
Continued funding of an additional Pastoral Support Worker and Associate Heads of Year, to address behaviour and	<p>The EEF cites behaviour management interventions as having a +3 months impact, with Hattie (2009) suggesting that effective classroom management has an impact size of +0.52, with classroom cohesion having an impact of a further +0.52.</p> <p>According to Gottfried (2014) absenteeism has an observable effect on academic outcomes from a very</p>	1, 3, 4, 5

<p>attitudes, as well as attendance.</p> <p>Establish the non-teaching role of <i>Safeguarding and Welfare Lead</i> to provide improved capacity in these crucial areas.</p>	<p>early age. The Government has published clear research that shows a link between low attendance and low attainment:</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	
<p>Further refine programme for PSHE and the taught pastoral curriculum.</p> <p>Engage with <i>Progressive Masculinity</i> to deliver an intervention aimed at a specific identified group of boys.</p>	<p>EEF cites meta-cognition and self-regulation as having a +8 months impact on progress, with spaced practice (one of the strategies built into the taught pastoral programme) having an effect size of +0.71 (Hattie 2009).</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3, 4
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>Continue to employ an Attendance Improvement Officer. Work to focus on DA students with serious absence.</p>	<p>The DfE's Working together to improve school attendance guidance (February 2024) suggests that improving attendance includes 'building strong relationships and working jointly with family, listening to and understanding barriers to attendance and removing them.'</p>	1, 3, 5

Total budgeted cost: £ 524,850

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Assessment outcomes:									
Disadvantaged pupils - Overall A8									
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend		
2025	95	47.1	34.9	Above (sig+)	50.3	-3.1	Narrowing	-	
2024	74	41.7	34.6	Above (sig+)	50.0	-8.3	Not available	-	
2023	-	-	35.0	-	50.3	-	-	-	

Disadvantaged pupils - English and mathematics grade 4 plus									
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend		
2025	95	68.4%	43.5%	Above (sig+)	72.7%	-4.3	Narrowing	-	
2024	74	52.7%	43.4%	Close to average (non-sig)	72.8%	-20.1	Not available	-	
2023	-	-	43.4%	-	72.8%	-	-	-	

Disadvantaged pupils - English and mathematics grade 5 plus									
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend		
2025	95	41.1%	25.6%	Above (sig+)	52.8%	-11.8	Widening	-	
2024	74	41.9%	25.8%	Above (sig+)	53.1%	-11.2	Not available	-	
2023	-	-	25.2%	-	52.4%	-	-	-	

Disadvantaged pupils - Science grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	90	48.9%	29.5%	Above (sig+)	54.4%	-5.5	Narrowing	-
2024	68	44.1%	28.7%	Above (sig+)	53.3%	-9.2	Not available	-
2023	-	-	28.5%	-	53.6%	-	-	-

Disadvantaged pupils - Languages grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	32	84.4%	49.1%	Above (sig+)	63.4%	20.9	Positive gap	-
2024	16	81.3%	45.7%	Above (sig+)	60.6%	20.6	Positive gap	High - low prior attainers
2023	-	-	42.9%	-	58.5%	-	-	-

Disadvantaged pupils - Humanities grade 5 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	65	53.8%	32.4%	Above (sig+)	57.4%	-3.5	Narrowing	-
2024	55	47.3%	31.6%	Above (sig+)	56.5%	-9.2	Not available	-
2023	-	-	30.6%	-	56.0%	-	-	-

Disadvantaged pupils - EBacc A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	95	14.0	9.9	Above (sig+)	14.8	-0.8	Narrowing	-
2024	74	12.0	9.9	Above (sig+)	14.7	-2.7	Not available	-
2023	-	-	9.8	-	14.7	-	-	-

Disadvantaged pupils - Open A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	95	14.3	10.3	Above (sig+)	14.9	-0.6	Narrowing	-
2024	74	13.0	10.1	Above (sig+)	14.8	-1.7	Not available	-
2023	-	-	10.6	-	15.1	-	-	-

The data from the IDSR 2025 shows a very positive picture for disadvantaged students. All areas of the curriculum show Sig+ outcomes at Grade 5 compared to disadvantaged students nationally. There has also been a significant narrowing of the gaps to outcomes for non-disadvantaged students nationally, particularly with regards to Attainment 8. The only exception was a slight widening of the gap for EM5+.

Attainment outcomes for 2025 also show sustained improvement. The DA Attainment 8 score has risen from 41.5 in 2019 to 45.1 in 2023, 42.6 in 2024, and now 47.1 in 2025, representing one of the strongest outcomes for disadvantaged pupils over time. Similarly, the proportion of disadvantaged students achieving 9–4 in English and maths has increased to 68.4%, a substantial improvement on 2019 and 2024 and broadly in line with the whole-cohort performance. Although the proportion achieving 9–5 in English and maths has decreased compared with 2024, outcomes remain above 2019 levels and broadly match prior trends.

Although the gap in attainment between DA and non-DA students remains, the reasons for this gap are complex, multifaceted and interconnected. A notable factor continues to be the disproportionate representation of disadvantaged students in some of our harder-to-reach groups, which has an adverse effect on overall cohort-level indicators. Nevertheless, within the cohort there continue to be many examples of excellent individual performance.

The 2025 outcomes strengthen the pattern seen across the last five years: almost all headline indicators demonstrate clear improvement from 2019, showing that our long-term strategies are having a positive impact on the academic achievement of disadvantaged pupils.

Alongside published outcomes, we have continued to use school data and in-school observations to evaluate wider issues influencing disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The 2025 attendance picture for DA students remains a concern, with attendance below that of the whole cohort and continuing to present a barrier to further improvement. This reinforces the importance of the strategies we have implemented in recent years—including the introduction of an Attendance Improvement Officer, the creation of a Safeguarding and Welfare Lead, and additional pastoral roles.

These roles ensure we sustain strong, supportive relationships with our most disadvantaged students and provide the high-quality pastoral and welfare interventions required to overcome these

additional challenges. As a result, we continue to maintain high engagement for the vast majority of disadvantaged students through to the end of Year 11.

Based on all of the information above, the performance of our disadvantaged pupils in 2025 met expectations and shows that we remain on course to achieve the outcomes set for 2026/27. The strategy of prioritising high-quality teaching, alongside smaller groups in core subjects, continues to show positive impact on achievement for all students—and particularly for DA students.

This is complemented by our DA-first strategy, which ensures that disadvantaged students are systematically prioritised for high-quality experiences and targeted interventions. Alongside this, the dedicated work of our pastoral and Inclusion teams continues to drive strong engagement, improve wellbeing, and mitigate the impact of wider challenges.

Externally provided programmes

Programme	Provider

Further information

In establishing our new pupil premium strategy for 2024-27, we combined a review of the previous strategy with our observations and data analysis, and available research evidence.

There are many strategies in place to support disadvantaged students which are not dependent on funding; some of these are listed below, under the headings of our core values.

Aspire

We will continue our focus with students on learning, with our mantra of 'Effort is Everything'. There will be a revision of our criteria to make high effort scores more demanding and to further raise expectations. We will recap what great effort is and continue celebrations of those who understand what it means to be a Soar Valley student and demonstrate this consistently. We constantly encourage each child to be the best version of themselves, and to achieve the best they can, irrespective of the performance of others.

Careers interviews will be scheduled first for our disadvantaged students, to give them goals and aspirations, and to improve attitudes to learning, and repeated where necessary.

Our 'disadvantaged first' strategy will be employed across a number of areas, including for example, when organising appointments for Parents' Evenings.

We will develop our transition programmes by adding an extended transition programme for Year 7 students moving into Yr 8, to remind of and reinforce our expectations, and undertake further targeted sessions with some where deemed appropriate.

Enjoy

There will be a major focus on activities and events which encourage all students, but particularly the disadvantaged, to become more engaged in school life, to enjoy their time in school and to buy into their learning as a consequence.

Much of this is not covered by funding but is a result of time given willingly by our fantastic staff team. Just a glance at the student bulletin will give an insight into the wealth of opportunities for students to get involved, with a vast range of extra-curricular activities, a plethora of House competitions, Duke of Edinburgh Award scheme, etc. too. The Participation Passport is a way of monitoring this engagement and targeting students appropriately.

The addition of two Mental Health Support Practitioners from the MHST team working with us, adds greater capacity to those endeavouring to support students' mental health and wellbeing.

Achieve

We will continue to focus on assessment and feedback, with the intention of making sure feedback and students responding to it is a bigger focus than 'marking'. This will directly support, and be supported by, our focus on adaptive teaching.

Our departments will each have an external review, and undertake subsequent improvements as indicated in the feedback. Our whole school CPD model will focus very much on research, with all staff engaging with educational literature and, as groups, determining what aspects can be brought into our individual and whole school practice, with a focus back on the pedagogy of the classroom.