

Pupil premium strategy statement – Greater Peterborough University Technical 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	29.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Lee Mawby
Pupil premium lead	Claire Dillon
Governor / Trustee lead	Victoria Lloyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 161,210
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 161,210

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to improve educational outcomes for disadvantaged pupils so they can flourish academically, socially and personally. In line with the EEF *Guide to the Pupil Premium* (2024), we aim to remove barriers so that disadvantaged pupils achieve outcomes at least in line with their peers, both in school and nationally. We are committed to ensuring every pupil regardless of background makes strong progress and achieves highly with a focus on STEM subjects. We want disadvantaged pupils to thrive and progress confidently to further education, apprenticeships or employment. Our strategy identifies and responds to the specific barriers faced by disadvantaged pupils. The key features of our approach include:

- Equity through excellent teaching: High-quality teaching is the most powerful lever for closing the attainment gap. It benefits all pupils and is especially crucial for improving outcomes for those who are disadvantaged.
- Targeted support based on need: Academic, Social and Emotional interventions are tailored rather than generic.
- Data-driven decision-making, reflecting that 29.5% of our cohort is Pupil Premium and that the local community experiences significant deprivation. Peterborough is in the most deprived 20% of all local authorities in England. A few local wards are amongst the most deprived 10% in the country.
- High ambition for every disadvantaged pupil: We promote aspirational pathways, high expectations and opportunities that inspire pupils to achieve.
- Addressing wider needs through proactive pastoral support: We combine curriculum support with pastoral care to reflect the links between wellbeing, attendance and achievement.
- *Use evidence, not perception, to identify key barriers to success for vulnerable pupils.*

Key Actions: Map outcomes in four key areas:

- Educational outcomes (Outcomes, Reading, Destinations)
- Social development (Attendance, Behaviour)
- Community engagement (PLEDGES extra-curricular)
- Health, safety, and wellbeing (PASS)

Challenges

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

Challenge number	Detail of challenge
1	Academic student outcomes – Attainment 8 for pupil premium students is forecast to be at 41.09 compared to 48.68 for the non-PP cohort – the % of PP students reaching 5+ in English and Maths stands at 25.93% which is markedly below the Non-PP cohort value of 52%
2	Students in receipt of pupil premium have been found to be less competent at reading compared to the rest of their peers. NGRT testing shows a reading gap between PP students and their non-PP peers in Years 8 and 9. Many PP students have a reading age that is below their chronological age, with the gap widest in Year 8. In that year group, 46% of PP students are below their expected reading age, compared with only 22% of non-PP students.
3	Aspirational destinations at Post-16 and Post-18 are being maintained, with outcomes for PP students increasingly comparable to their non-PP peers. In 2025, 75% of disadvantaged students progressed to higher education, following two years where none did so. KS4 destinations also show strong progress: 75% of PP students moved onto a Level 3 course, outperforming non-PP peers, of whom only 50% did the same.
4	Attendance: Year to date data shows attendance for the whole school at 91.08%. Non -PP is at 93.58% but this drops to 86.54% for PP students. Year 10 PP students is the lowest group at 81.1% year to date figures. Persistence absence is at 26% for the whole school, 18% for non-PP students and 46% for PP students.
5	Behaviour for Learning data shows that Pupil Premium (PP) students receive more negative behaviour points than their non-PP peers across Years 7–11. On average, PP students have 23 negative points compared with 13 for non-PP students. A similar gap exists for positive behaviour: PP students have an average of 79 positive points year-to-date, while non-PP students average 93.
6	Trips, visits and experiences – students in receipt of PP can be at a disadvantage for trips, visits and cultural capital experiences compared to their peers.
7	Our 2026 Pupil Attitude to Self and School survey when comparing pupils who are Pupil Premium with those who are not show gaps across key PASS

	measures. Largest Attitudinal Gaps: Confidence in learning: +18.0 (57.9 vs 39.9), Self-regard as a learner: +13.7 (47.3 vs 33.6) and perceived learning capability: +10.3 (51.5 vs 41.2).
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Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Each PP student has access to appropriate and targeted additional support to ensure progress in line with their peers.	Key Performance Indicators show students make academic progress in line with their non-pupil premium peers. Outcomes are inline or above national average.
A robust literacy programme will identify any shortfalls; interventions will be actioned to bridge the gap between students who are PP and their non-PP peers	Pupil Premium (PP) students are literate, with key indicators—such as reading age—meeting or exceeding their chronological age.
Pupil Premium (PP) students are prioritised in C.E.I.A.G. activities that broaden their understanding of career pathways and support informed decision-making. A strong, aspirational careers programme ensures that every PP student is aware of the progression routes and opportunities available at post-16 and post-18.	Fully participating in school's KS3 career's programme delivered through PSHE lessons Having at least two independent careers interviews at KS4 • Access to business partners and specialist coaching during KS4 Completing an aspirational work experience programme at KS4.
Attendance for PP students is at least in line with that of non-PP students, with targeted action taken whenever gaps emerge. A comprehensive tracker, ongoing staff training and support from the Meridian Trust ensure that attendance procedures are applied consistently across the school.	The attendance and persistent absence of pupil premium students to school will meet and/or exceed national average. Their attendance will be aligned to their non-pp peers,
All PP students will take part in activities which broaden student outlook and perspectives.	Full access and encouragement, including financial, to attend residential, trips and access all

	extracurricular opportunities. All PP students to attain the Meridian Bronze PLEDGE. All PP Students to attend at least three off site visits during KS3
A robust pastoral system intervenes promptly when patterns of behaviour indicate a potential SEND or welfare need. Teachers employ adaptive teaching practices to ensure that all students experience a positive and accessible learning environment.	Negative and positive behaviours shown by Pupil Premium (PP) students are broadly in line with those of their non-PP peers. This includes PP students with additional needs, who benefit from consistent expectations and targeted pastoral and classroom support to promote equitable behaviour outcomes.
All students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities, and supportive personalised pastoral care	Staff successfully employing teaching strategies which foster independent learning. PP student's participation in extracurricular opportunities, including access to residential trips. PP participation in whole school initiatives such as wider reading schemes and dedicated home school projects • Narrowing of the gap in PASS surveys between disadvantaged students and their non-disadvantaged peers

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Training and development through inset days and directed staff CPD (Meridian learning programme: Walk thru' s, PEBL'S)	To maintain high quality teaching, continued professional development must be embedded. According to the DfE's Standard for Teacher's Professional development, "Effective professional development for	1,2,5

	teachers is a core part of securing effective teaching".	
An innovative and robust Teaching and Learning model.	High-quality teaching is the most effective way to improve pupil outcomes. Supporting every teacher to deliver strong classroom practice is essential, particularly for disadvantaged pupils.	1,2,5
A targeted literacy programme will improve literacy across all subjects, including tutor time, through a focus on reading, writing, oracy and vocabulary development, with additional support for struggling students. All teachers will be supported to teach effective reading, writing and communication skills within their subject areas.	Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. <i>Ref: Education Endowment Foundation – Teaching and Learning toolkit : <u>Improving Literacy in Secondary Schools</u></i>	1,2,5
A robust and effective assessment and feedback model	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <i>Ref: Education Endowment Foundation – Teaching and Learning toolkit : <u>Feedback EEF</u></i>	1,5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use a targeted literacy intervention programmes.	High quality teaching across the curriculum will reduce the need for extra literacy support. However, it is likely that for a small number of students to make progress they will require additional support—in the form of high quality, structured, targeted interventions. <i>The EEF Guide to the Pupil Premium, Education Endowment Foundation.</i>	1,2,5
All pupils will take the NGRT 2* times per academic year. <i>*Targeted students will take a 3rd test mid-year (this includes those on Literacy interventions, SENDCO-identified and students that score <88 in SAS on previous test)</i>	The EEF found that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.	3
Homework Club for a minimum of 1.5 hours after school each day to support pupils who may not have a quiet space for home learning. Delivered by trained staff who understand what an effective outcome looks like.	The EEF has found that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	1,2,5
Targeted support delivered by trained Teaching Assistants for Pupil premium students with SEND. This should include in class work and out	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching	3,5

of lesson group work i.e. Nurture group work	assistants is about an additional four months' progress over the course of a year.	
Ensure every Pupil Premium student has access to revision resources and online learning platforms for KS4 and KS5 study.	Providing specialised learning materials and consistent access to digital learning tools can help bridge gaps between students who need access to helpful resources outside of the classroom.	1,5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every Pupil Premium student's parent/s attend at least 1 face to face parent evening each year	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1,3,7
A proactive and supportive pastoral system that has the tutor at the heart of the students support network. To include an academic mentoring program that incorporates students' academic progress, CEIAG learning beyond the classroom.	Tutors are the most important contact person for all your tutees. The form tutor role is critical for both the academic progress and the emotional and social development of the students in the form. They are the only person that the student is guaranteed to see every day.	3
All students to complete the Meridian Trust Bronze PLEDGE award by the end of year 9	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills are more important in determining life chances.	6,7

A consistent, proactive and supportive behaviour policy. Evident in all teaching settings both inside and outside of the classroom.	"There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons." Sir Kevin Collins, EEF CEO. Furthermore, supportive relationships are a key motivation for teachers joining the profession. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour.	5,7
National school breakfast club programme	Regularly missing out on breakfast can make it harder for children to get enough of the nutrients they need to be healthy and to learn www.nutrition.org.uk	1,2,5
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	Absence remains above pre-pandemic levels, with a 6.63% national absence rate in 2025/26 and disadvantaged pupils still disproportionately affected—FSM pupils recorded a 10.6% overall absence rate and a 33% persistent absence rate in 2024/25, nearly double their peers.	4
Targeted use of external providers who help pupils to remain in mainstream education i.e. Oak Activities, 1:2:1 Education, Youth dreams project.	It is recognised that some pupils require specialist support to develop self-regulation and social-emotional skills, and timely, high-quality provision is essential. EEF evidence shows that behaviour interventions typically secure around four months of additional progress over a year, with off-site community provision shown to have a particularly positive impact	5

	on pupils returning to mainstream education.	
All pupils receive high quality careers advice.	The EEF found that 'young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need'.	3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Outcomes for disadvantaged pupils

Our analysis of Key Stage 4 performance for the 2024/25 academic year shows a significant improvement in outcomes for our disadvantaged (Pupil Premium) pupils. Attainment 8 for PP pupils rose to 39.73, compared with 41.06 for their Non-PP peers, resulting in a small gap of -1.33 points. This represents a remarkable improvement from the previous year, when PP pupils achieved 24.82 compared with 42.58 for Non-PP pupils, a gap of -17.76.

Performance in English and maths at grade 5+ also showed encouraging results. 21.43% of PP pupils achieved this threshold, compared with 23.68% of Non-PP pupils. While a small difference remains, this outcome demonstrates that our disadvantaged pupils are now performing much closer to their peers than in previous years.

These improvements mean that our internal gap is now far narrower than the national picture, where Attainment 8 differences between disadvantaged and non-disadvantaged pupils remain in the mid-teens. This highlights the strong progress our school has made in closing the gap and improving equity of outcomes for PP learners.

Despite this positive trajectory, the data also indicates that Attainment 8 remains a continuing challenge. Maintaining an upward trend will require sustained focus, particularly to ensure that all PP pupils access a full suite of appropriately challenging qualifications and continue to benefit from consistently high-quality

teaching, targeted intervention, and effective wider support. With no Progress 8 measure published for this cohort, Attainment 8 and English and maths grade 5+ outcomes remain the key benchmarks used to monitor progress and evaluate the impact of our strategy.

In summary, while we are encouraged by the significant narrowing of the gap this year and the clear impact of our improvement work, we recognise the need to continue driving forward. Ensuring that our disadvantaged pupils not only keep pace with their peers but achieve at the highest levels remains central to our ongoing school improvement priorities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Counselling	Mental Health Support Teams (MHSTs)
Reading and literacy interventions	NESSY Programme, Reading plus, SPARKS, Code RED
Behaviour and resilience training	Youth Dreams Project