



2025/26 Pupil Premium Report Thomas Keble School

Key Pupil Premium Information

Pupil Premium Coordinator	Mr Stuart Allen	Date of the last Pupil Premium Review	02-Mar-25
Pupil Premium Link Governor		Date of the next Pupil Premium Strategy Review	01-Feb-26
Does the school website include all required pupil premium documents?			Yes
Date of when the website was last reviewed			03/02/2025

Report Introduction

Pupil Premium (PP) funding is additional government funding provided to schools for disadvantaged pupils to help them reach their full potential. It's not tied to individual children but rather is a grant schools receive based on the number of eligible students. This funding is used to address the specific needs of these pupils, aiming to close the gap in achievement between them and their peers.

Some key points are:

- Funding is not directly tied to individual children; schools receive a lump sum based on the number of eligible pupils, rather than a specific amount for each child
- Schools have the flexibility to decide how they spend the Pupil Premium funding, as long as it's used to support disadvantaged pupils.
- There is no legal requirement for schools to consult parents about how they spend the Pupil Premium funding
- Who is eligible:

oFree school meals: Pupils currently or recently eligible for free school meals.

oService children: Children of parents in the regular armed forces.

oLooked-after children: Children in care.

oPreviously looked-after children: Children who were previously in care.

oOther vulnerable pupils: Schools may also identify other vulnerable pupils who need additional support

Rational behind the TK 'PP Access' budget:

The purpose of the PP Access budget is to provide funding for projects which aim to improve the education and development of Pupil Premium children by means of educational, cultural, sporting or other activities which embed them into our REACH values. Particular consideration is given to activities which are considered to help enhance the self-confidence, learning skills, cultural capital and future employability of our students. Requests are reviewed on a rolling basis – once the budget has been spent for that year, no further payments can be made. Funding must be agreed before anything is invoiced or purchased – claims cannot be paid in arrears. Funding is provided for relatively small-scale specific projects which might not happen at all or would only happen on a lesser scale without the support. Examples of requests may include enrichment activities such as music lessons, uniform support or targeted interventions (not an exhaustive list). When deciding whether to agree to a spending request the 'TK PP funding' flow chart will be used to guide decisions.

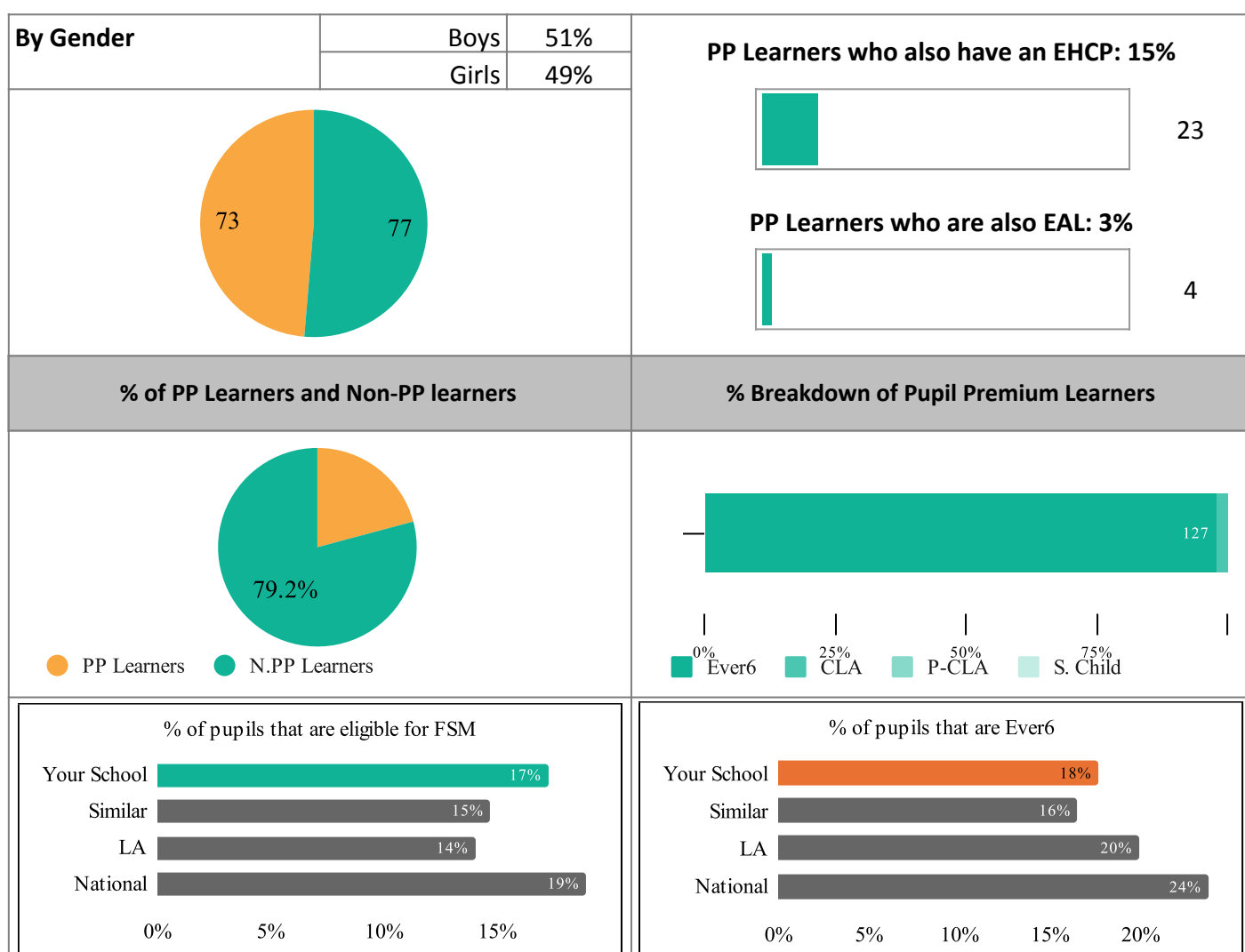
Pupil Premium Summary	Number of Pupil Premium pupils	Percentage of cohort	FSM level	Number of pupils funding is based on
2025/26 Data	150	20.83%	HIGH	142
2024/25 Data	121			

Pupil Premium (PP) Learners By Year Group

	All Pupils	Total Pupils eligible for PP	% of pupils eligible for PP	Breakdown of PP learners				
				FSM Pupils	Ever6 Pupils	CLA Pupils	Post CLA Pupils	Service Children
Year 7	144	29	20%	26	26	1		3
Year 8	142	31	22%	27	27			
Year 9	157	35	22%	29	30	1		1
Year 10	139	32	23%	24	24			1
Year 11	138	23	17%	18	20	1		2
TOTAL	720	150	21%	124	127	3	0	7

1 Disadv. pupil is equivalent to 0.1%

Pupil Premium Learners By Characteristics



Attendance Data for Pupil Premium Learners

Reporting dates:

Start:

3 Feb 25

End:

31 Jan 26

All Pupils



92.3%

All Pupil Premium Learners



87.8%

All Non-Pupil Premium Learners



93.4%

Attendance by year group

	Overall Attendance		Persistent Absence (Greater than 10%)		Severe Absence (Greater than 50%)	
	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils
Year 7	93.0%	93.7%	18.3%	13.8%	1.7%	0.0%
Year 8	94.5%	85.3%	11.7%	41.9%	0.9%	6.5%
Year 9	93.9%	85.5%	15.6%	31.4%	0.8%	11.4%
Year 10	92.5%	88.7%	18.7%	28.1%	2.8%	6.3%
Year 11	93.1%	90.2%	20.9%	39.1%	0.9%	0.0%

Attendance by year group and pupil characteristics

	Boys Attendance		Girls Attendance		Pupils with any SEND needs	
	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils	Non Pupil Premium Pupils	Pupil Premium Pupils
Year 7	93.1%	93.9%	92.9%	93.6%	91.0%	94.1%
Year 8	95.7%	86.9%	93.2%	83.7%	92.1%	83.2%
Year 9	95.1%	91.9%	92.0%	76.1%	92.2%	76.4%
Year 10	91.2%	92.7%	94.2%	84.0%	89.0%	85.8%
Year 11	91.9%	90.4%	94.1%	89.9%	95.0%	93.4%

Summary of behaviour incidents recorded that relate to Pupil Premium Pupils

Number of suspensions		Race Incidents	
Number of exclusions		Homophobic	
Bullying Incidents		Other Hate Related Incidents	
Physical Interventions		Sexual Harassment	
Child-on-Child Abuse			

Additional notes on attendance and behaviour section

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Identified barriers to learning

2025/26			2024/25		
5	Internal	3	4	Internal	2
	External	2		External	2

Summary of the barriers to learning

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

A	Many disadvantaged learners enter our school with lower attainment due to a range of complex and individual circumstances. These can include inadequate access to nutritious meals, insufficient or unsuitable spaces for studying, responsibilities as young carers, or limited positive role models. These factors often lead to gaps in their knowledge, skills, and understanding compared to their non-disadvantaged peers, affecting their ability to build on prior learning. Evidence: P8 for pupil premium students (-0.21) vs non-pupil premium students (0.36) A8 gap is 13.64 - pupil premium students (34.81) vs non-pupil premium students (48.45)
B	Attendance and punctuality. Disadvantaged learners do not attend as well as non-disadvantaged learners at Thomas Keble School. Maintaining high levels of attendance and punctuality is often more difficult for disadvantaged learners due to a range of personal and family circumstances. Factors such as lower prior attainment, inconsistent parental support, caring responsibilities, frequent illness, or financial pressures can disrupt routines and create significant barriers to regular attendance. Evidence: Pupil premium students' attendance is 7.6% below non-pupil premium students.
C	Aspirations and wider participation. Some disadvantaged learners may have lower or narrower expectations for themselves, influenced by their external environment or limited exposure to opportunities. These students may struggle to envision academic or professional success and may be hesitant to participate in enrichment activities due to financial constraints, peer influences, or a lack of prior experience. Rural geographical barriers present challenges to participation in extended curriculum opportunities for PP students at Thomas Keble due to the position and lack of transport links. This can place limits on student engagement with character-building and cultural enrichment opportunities. Evidence: 16% fewer Pupil premium students attend after school clubs or enrichment activities. Only 41% of PP students attend at least one extra-curricular activity.
D	Attitude to learning and behaviour Internal data indicates that disadvantaged learners may face greater challenges in consistently demonstrating a positive attitude to learning and meeting our REACH values. These challenges can stem from adverse childhood experiences, attachment issues, poor health or nutrition, and the absence of consistent role models outside school and unconscious bias. Evidence: 27% of all negative behaviour incidents are Pupil premium students (1447 out of 5363 - 27%). 56% of all PP negative incidents are for poor or inadequate homework.
E	Many PP students have additional needs, complex family circumstances and / or low prior attainment. This makes intervention complex, requiring a nuanced approach.
F	

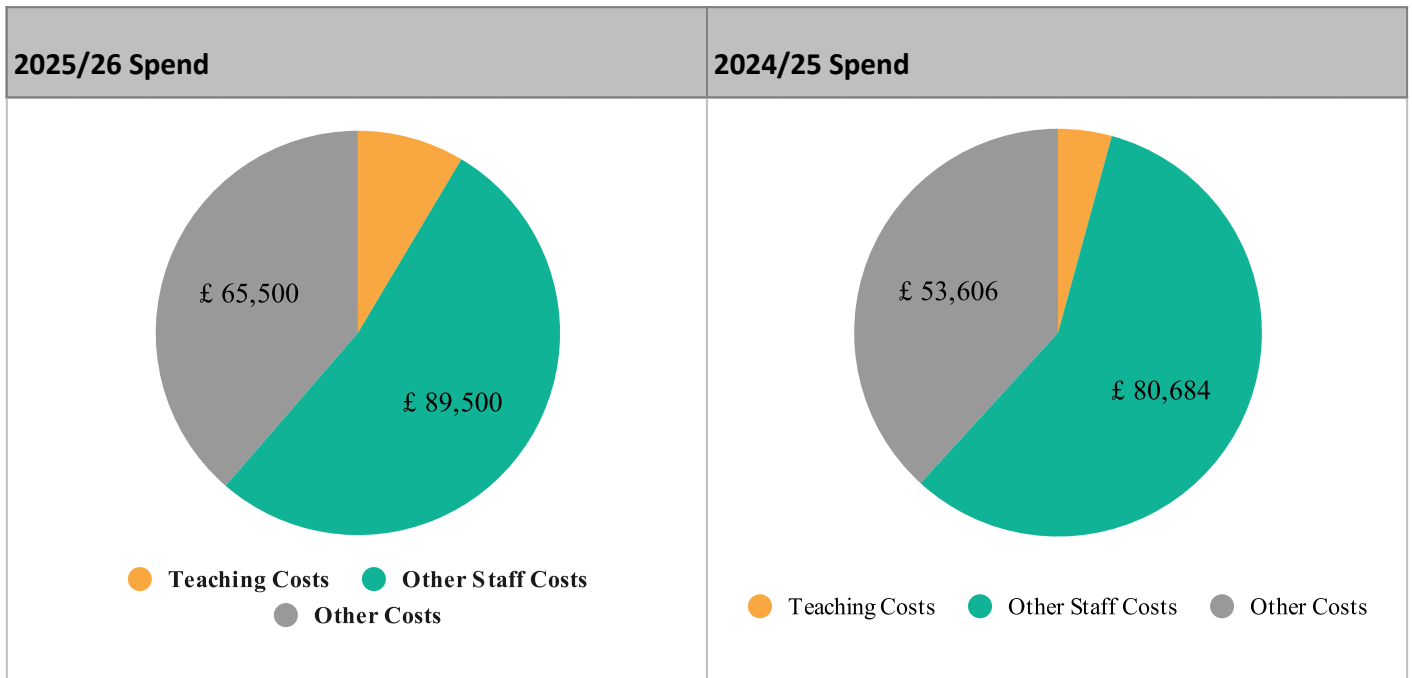
Intended outcomes

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
PP students will exhibit patterns of attendance in line with the whole school cohort. Where persistent absence exists, it will be as a result of documented need including medical need.	Our PP students will achieve levels of persistent absence in line with our school levels of persistent absence, to ensure attendance is significantly better than national levels for both PP and non-PP students.
Students will achieve above expectations based on KS4 outcomes by 2028.	All students should achieve their FFT target grades – based on 20th percentile expectations to achieve parity against national non-PP cohort.
The life chance for all PP students will be enhanced through broadened aspirations and greater engagement in diverse aspects of school life.	All PP students will transfer successfully to Post 16 programmes of study or employment and represent 0% of the school's 2% NEET figure (3- year trend). All students, regardless of background, will engage well with school and enjoy their educational experience.

2025/26 and 2024/25 Financial Summary

	2025/26	2024/25
Total Pupil Premium Allocation	£169,620	£140,255
Total teaching expenditure	£14,500	£5,965
Total other staffing expenditure	£89,500	£80,684
Total other spend	£65,500	£53,606
Total Pupil Premium Expenditure	£169,500	£140,255
Surplus / Deficit	£120	£0



Further information on the key areas of spend

Quality of Education: IMPACT (KS4)

End of KS4 Results & Current Progress

Percentage of pupils entering the English Bacallaureate

Disadvantaged	You		30.4%
	National Average		28.0%

Not known to be disadvantaged	You		27.7%
	National Average		43.0%

Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs

Disadvantaged	You		34.8%
	National Average		25.0%

Not known to be disadvantaged	You		56.3%
	National Average		52.0%



Average Attainment 8 score of all pupils

Disadvantaged	You		0.04
	National Average		0.04

Not known to be disadvantaged	You		0.05
	National Average		50.20

Average APS score per pupil

Disadvantaged	You		0.03
	National Average		0.03

Not known to be disadvantaged	You		0.04
	National Average		4.43

End of KS4 targets and forecasts

Percentage of disadvantaged pupils meeting the expected standard or greater	Target	% of pupils on track to meet target
Pupils entering the English Bacallaureate		
Achieving grades 5 or above in English and mathematics GCSEs		
Average Attainment 8 score of all pupils		
Average APS score per pupil		

KS4 termly update (by year group)

DISADVANTAGED PUPILS: % Pupils making expected progress or greater	Autumn	Spring	Summer
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			

Additional information relating to the outcomes data

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