

## Pupil premium strategy statement: Deptford Green School

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	890
Proportion (%) of pupil premium eligible pupils	48.8
Year	2025-2028
Date this statement was published	21st December 2025
Date on which it will be reviewed	21 <sup>st</sup> December 2026
Statement authorised by	Ms Emma Thurston
Pupil premium lead	Ms Mabina Ahmed
Governor / Trustee lead	David Boyd

### Funding overview - Rob

Detail	Amount
Pupil premium funding allocation this academic year Recovery premium funding	£418,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£418,000

## Part A: Pupil premium strategy plan Statement of intent

At Deptford Green, we are committed to ensuring that all our students have access to a high-quality education that enables them to achieve their full potential, regardless of their background or circumstances. Our Pupil Premium strategy is aligned with our School Improvement Plan, and we aim for an equitable offer for our students. Our aim is to support disadvantaged students by addressing the barriers they face and providing targeted interventions to enhance their academic, social, and emotional development alongside our commitment to increasing cultural capital opportunities.

We recognise that disadvantaged students often face unique challenges, and we are dedicated to creating an inclusive environment where every student can thrive. Through a combination of evidence-based practices, strong teaching, and tailored support, we aim to:

- **Raise Attainment:** Ensure that disadvantaged students achieve ambitious academic outcomes that are in line with or exceed national expectations.
- **Narrow Gaps:** Close the achievement gap between disadvantaged students and their peers.
- **Promote Wellbeing:** Provide support for mental health, resilience, and confidence-building to enable all students to fully engage with school life.
- **Foster Aspirations:** Inspire all students to aspire to success in further education, training, and employment.

Our approach is informed by data-driven analysis and evidence-based practice, ensuring that every investment in our Pupil Premium strategy has a measurable and meaningful impact. We collaborate with staff, parents, and external partners to create a holistic support system that responds to the needs of our students.

Ultimately, our Pupil Premium strategy is rooted in our core values underpinned by EXPLORE, DREAM, DISCOVER. By removing barriers and empowering our disadvantaged students. We aim to help them become confident, capable, and compassionate members of our school community and beyond.

This statement represents our unwavering commitment to improving the outcomes for all our students, and particularly for those who are disadvantaged. We will regularly review and refine our approach to ensure it remains effective and aligned with our core mission of ensuring our students leave us as good citizens with many life choices available and doors opened because of their time with us.

## Challenges

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

Challenge number	Detail of challenge																																												
1. The attainment of disadvantaged students is a priority, and it is our intention to drive attainment in all year groups and narrow gaps in progress.	<p>The <a href="#">IDSR report Dec 2025</a> shows that the context of our school is an area of above-average deprivation, with a cohort that reflects this.</p> <p><u>Overall headlines in 2024-2025:</u> The IDSR report also shows that Deptford Green students have achieved better A8 and P8 scores year on year.</p> <p><b>All pupils - Overall A8</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>163</td> <td>47.7</td> <td>45.9</td> </tr> <tr> <td>2024</td> <td>166</td> <td>44.6</td> <td>45.9</td> </tr> <tr> <td>2023</td> <td>175</td> <td>43.4</td> <td>46.3</td> </tr> </tbody> </table> <p><b>All pupils - Overall P8</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2024</td> <td>145</td> <td>0.05</td> <td>-0.03</td> </tr> <tr> <td>2023</td> <td>153</td> <td>-0.16</td> <td>-0.03</td> </tr> <tr> <td>2022</td> <td>159</td> <td>0.14</td> <td>-0.03</td> </tr> </tbody> </table> <p>We can also see that our PP students achieve A8 and P8 scores in-line with national averages.</p> <table border="1"> <thead> <tr> <th></th> <th>A8</th> <th>P8</th> </tr> </thead> <tbody> <tr> <td>Whole cohort</td> <td>47.7 (2024-25)</td> <td>0.05 (2023-24)</td> </tr> <tr> <td>PP</td> <td>38.9</td> <td>-0.27</td> </tr> <tr> <td>National PP</td> <td>34.9</td> <td>-0.57</td> </tr> </tbody> </table>	Year	Cohort	School	National	2025	163	47.7	45.9	2024	166	44.6	45.9	2023	175	43.4	46.3	Year	Cohort	School	National	2024	145	0.05	-0.03	2023	153	-0.16	-0.03	2022	159	0.14	-0.03		A8	P8	Whole cohort	47.7 (2024-25)	0.05 (2023-24)	PP	38.9	-0.27	National PP	34.9	-0.57
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The IDSR shows that although our outcomes have improved overall, we need to remain vigilant about closing the disadvantage gap.

**Disadvantaged pupils - Overall A8**

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2025	65	38.9	34.9	Close to average (non-sig)
2024	73	39.4	34.6	Close to average (non-sig)
2023	75	34.6	35.0	Close to average (non-sig)

**Disadvantaged pupils - Overall P8**

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2024	64	-0.29	-0.57	Close to average (non-sig)
2023	69	-0.76	-0.57	Close to average (non-sig)
2022	62	-0.29	-0.55	Close to average (non-sig)

We can see where we are having success and seek to tailor our approaches to further narrow the disadvantage gap.

Subject headlines derived from the IDSR:

- The attendance of FSM6 & SEN students is above the national average since 2022.
- English outcomes for disadvantaged students are above the national average. A success to celebrate and learn from.

### Disadvantaged pupils - English grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
2025	65	69.2%	56.2%	Above (sig+)
2024	73	60.3%	55.9%	Close to average (non-sig)
2023	75	53.3%	56.0%	Close to average (non-sig)

- English outcomes for LPA are close to the national average. The literacy strategy is an ongoing strategy to support students to become fluent readers.
- Maths and Science outcomes for disadvantaged students are close to the national average.
- We aim to address the disadvantage gap for English (-1.7) and Maths (-3.4). This will be addressed through our Raising Standards strategy across both key stages.
- Science outcomes have seen a significant increase in 2025, and a narrowing of the disadvantage gap which is currently -26.2. MPA students are a sizeable and key group to consider when it comes to narrowing the gap.
- Language outcomes are consistently above average at Deptford Green, with a positive gap of 6.4. Last year, PP students achieved above the national average in languages. Lead practitioners from this department are now part of the T&L team, supporting colleagues and early career teachers.
- Students can choose from a broad suite of GCSE qualifications, and we encourage students to explore pathways based on their personal strengths.

#### What about inclusion?

Our SIP drives a strength-based discourse putting inclusion at the heart of all that we do.

Staff receive weekly briefings with an inclusion focus; we expect staff to know who their vulnerable students are (PP/EAL/SEND) and implement strategies that help these students overcome barriers to learning.

This is based on the EEF's 5-a-day approach, and we are in our second year of implementation with this.

In addition to this, we are now building vulnerability matrices to identify students who have multiple barriers and will work

	<p>to address how these students can feel safe and succeed at school.</p> <p><u>Attendance and pastoral teams – an ongoing success</u></p> <p>Our disadvantaged students have good attendance which indicates that our pastoral approaches are a strength. This aspect of the PP strategy remains a success, and we seek to utilise the knowledge and relationships HOY and PL's have with their cohorts to leverage academic success.</p> <p>It's important for us to now turn our attention to the academic disadvantage gap, particularly in Maths, Science and Humanities.</p>
<p>2. Continue to improve attainment in Maths, with a focus on removing barriers for disadvantaged students.</p>	<p>The Maths department have had significant support in 2024/25, working with a consultant to re-write and implement a new curriculum. This was a collaborative effort, involving all maths colleagues so that the implementation of better teaching and learning impacts students in every classroom.</p> <p>Further to this, the Y11 spotlighting strategy prioritises bespoke tutoring and tutor-time intervention to students who are at borderline grades. We partner with Goldsmiths University to provide maths support for our students.</p> <p>The overall P8 score for the maths department improved, and the gap narrowed for disadvantaged students. Both were close to national averages.</p>

**Disadvantaged pupils - Mathematics P8**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	64	-0.49	-0.52	Close to average (non-sig)	0.15	-0.64	Narrowing
2023	69	-0.60	-0.51	Close to average (non-sig)	0.15	-0.75	Not applicable
2022	62	-0.30	-0.49	Close to average (non-sig)	0.14	-0.44	Not available

The aim for 2025/26 is to maintain and improve these outcomes. A sustained approach to implementing an improved curriculum, with more confident teachers should have an ongoing impact on outcomes of students.

3. Stabilise and improve attainment in Science, with a focus on removing barriers for disadvantaged students.

Science outcomes at Grade 4+ have significantly improved in 2024/25. It's important that successful strategies are evaluated and shared across the team so that outcomes are maintained.

**All pupils - Science grade 4 plus**

Year	Cohort	School	National	National distribution banding	Trend	Year gr
2025	163	66.3%	65.7%	Close to average (non-sig)	Sig increase	-
2024	165	52.1%	65.7%	Below (sig-)	No sig change	High - f
2023	171	55.6%	65.5%	Below (sig-)	Not available	High - f

[▶ Chart](#)

**Disadvantaged pupils - Science grade 4 plus**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	65	46.2%	47.2%	Close to average (non-sig)	72.3%	-26.2	Narrowing
2024	72	43.1%	46.6%	Close to average (non-sig)	72.0%	-28.9	Narrowing
2023	73	39.7%	46.0%	Close to average (non-sig)	71.9%	-32.2	Not available

It's important to address the barriers faced by PP students in achieving a grade 5+ as this gap appears to have widened last year:

**All pupils - Science grade 5 plus**

Year	Cohort	School	National	National distribution banding	Trend	Year gr
2025	163	40.5%	47.8%	Close to average (non-sig)	No sig change	-
2024	165	41.2%	47.2%	Close to average (non-sig)	No sig change	High - f
2023	171	35.7%	47.4%	Below (sig-)	Not available	High - f

► [Chart](#)

**Disadvantaged pupils - Science grade 5 plus**

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	65	23.1%	29.5%	Close to average (non-sig)	54.4%	-31.3	Widening
2024	72	33.3%	28.7%	Close to average (non-sig)	53.3%	-20.0	Narrowing
2023	73	19.2%	28.5%	Close to average (non-sig)	53.6%	-34.4	Not available

Strategic leadership by the HOD, supported by experienced team members (the Lead Practitioner, KS3 Lead and Assistant Headteacher) have worked to mitigate the staffing instability this team has experienced. Stable staffing is an ongoing focus and will mean that outcomes are sustainable in the long term.

The core offer for disadvantaged students is access to free Science revision guides. Science students also have access to Educake for retrieval quizzing. This year, the science team will complete a cost-benefit analysis to ascertain whether we continue with both revision guides and our online learning platform, or consider an alternative.

4. Improving reading fluency at KS3

Alice

In our context, we test students for reading age and have found that literacy can be a barrier to achievement. A significant proportion of our students in Year 7 and Year 8 have reading ages below 9 years old.

We address this through intensive language support in small literacy groups. Our literacy teachers are trained in approaches that support such students become more confident readers.

The curriculum for these students is based on a bespoke curriculum, written by the English department, and is aligned to assess and prepare students for more complex texts. Phonics and reading fluency are taught explicitly as well as words in context. We use the EEF pillars as the basis of our whole school Literacy training so that all colleagues have a



shared understanding and language to support our students in every lesson.

Our whole-school approach to Literacy is also found in the 'prepare for learning' at the start of every lesson where there is a literacy and/or reading focus.

At KS3, students also have dedicated Library lessons to develop independent reading skills and foster a love of learning. Additionally, we have raised the profile of reading and literacy through whole school and inter-house competitions – especially at KS3 – including Bedrock champions; inter-house Spelling Bee; March is Reading Month activities; World book day celebrations and competitions etc.

Every classroom has subject specific key words displayed in the classroom to support learners.

Our students often face the additional barrier of coming from homes where families cannot support literacy. We have therefore launched Bedrock to support the diagnosis of reading age, and to promote reading fluency.

At tutor time, we have introduced Reciprocal Reading as recommended by the EEF. We have invested in suitable texts for our KS3 students, and asked tutors to lead on modelling reading fluency. Our annual review of this signposted this as a successful strategy, with anecdotal evidence that tutors and students are enjoying reading.

The IDSR shows the impact of the above strategies, with reading across KS3 being close to national averages, and an ongoing area of focus for is Y9 Writing, and Literacy in Maths, especially at KS3.

**Prior attainment**

Data source: the DfE's January school census for 2025

[▶ Guidance](#)

	Reading	Writing	Mathematics
Year 7	Close to national	Close to national	Below national
Year 8	Close to national	Close to national	Close to national
Year 9	Close to national	Below national	Below national
Year 10	No data due to Covid	No data due to Covid	No data due to Covid
Year 11	No data due to Covid	No data due to Covid	No data due to Covid

	<p>Another challenge posed that impacts on literacy is the proportion of EAL students we have in any cohort. As the IDSR recognises, we have well-above average EAL students at Deptford Green. We recognise that once learners become proficient in English, they can outperform their monolingual peers and therefore seek to address language needs through supported and rapid intervention.</p> <p>Our EAL department work closely with these students to ascertain English proficiency, and an intensive programme of induction to support student orientation and spoken English. Profiles of these students are shared with teachers so that teachers can continue to support EAL students.</p> <p>Our EAL team act as valuable intermediaries, helping us to establish communication with parents who are often not confident in English. We know that early intervention with these students will support them achieve better GCSE outcomes.</p> <p>Our EAL team also work with students so and we offer a wide range of GCSE options in community languages to recognise the heritage of this diverse group of students, and to maximise the chance that they will find successful course beyond GCSE.</p> <p>To support our KS3 EAL learners further, we have established peer reading support groups which run weekly in the Library. Able Year 9 and 10 students are training to read with KS3 EAL students to improve reading fluency and language acquisition. Student voice from this has highlighted mutual enjoyment in reading for pleasure from Y7, 8. 9 and 10 students.</p>
<p>5. Build habits that mean attainment is improved in the long-term. Our home learning strategy aims to promote student:</p> <ul style="list-style-type: none"> <li>* self-efficacy and</li> <li>* scholarly habits</li> </ul>	<p>We have involved governors, parents, teachers, and students in our conversation around homework. Post-pandemic, we are aware of the competing demands of family time, and the hesitancy of some parents to commit to more learning. However, the evidence from the EEF's teaching and learning toolkit of +5 months progress provides a basis for our stance.</p> <p>We launched a new strategy to encourage independence at KS3 for all students, and especially those from disadvantaged homes. Students complete a termly booklet with a variety of tasks set by middle leaders. Although we are in the early implementation phase of this, this has been a successful launch with feedback from parents, pastoral teams and students themselves managing and completing home learning tasks to a high standard.</p>

	<p>In order to support students who may need to use online platforms, or require a quiet study space after school, we run a homework club. Students may elect to work here, be directed to work here to support home learning completion or benefit from LSA support. This means disadvantaged, vulnerable and SEN students are all accessing home learning. Feedback from the LSA's and HOY have reported record attendance at homework club.</p> <p>We aim to carefully monitor this strategy and consider how we further reduce barriers to home learning.</p>
<p>6. The wellbeing, resilience and confidence of our students is a priority taking into account the unique barriers that disadvantaged students face, family circumstances and how they impact on learning.</p>	<p>Considering the PP % of our school, nearly half our students are disadvantaged. This means we must actively seek to remove barriers that might impact on the emotional growth of our students.</p> <p>One such strategy is the team around the student at school. We have a static head of year 7 who supports transition, and all HOY are supported by non-teaching pastoral leads. This is a key part of our offer to support the attendance and wellbeing of our students.</p> <p>The ISDR data shows that our disadvantaged students have above average attendance to school. This is because of the welfare, attendance and pastoral team support we provide to students and their families.</p> <p>Behavioural trends show that PP students are more likely to receive reflection/negative points in areas such as producing inadequate work, missing equipment, and uniform concerns, including not bringing PE kit. We employ two behaviour mentors to support disadvantaged students to improve their engagement.</p> <p>We seek to have more consistency in how pastoral teams influence the academic success of our students, utilising their knowledge of their cohorts to further remove academic barriers.</p> <p>For example, all KS3 HOY now have academic mentoring groups that are rotated termly. KS4 HOY work closely with the Assistant Headteacher/RSL to spotlight students that need specific subject interventions in Y11 and pastoral support in Y10.</p> <p>Project Elevate is our pilot project, seeking to raise the attainment of BCRB students, a further example of how a</p>

	<p>disadvantaged cohort in Y10 is being supported to excel. The majority of these students are PP.</p>
7. To improve SEMH	<p>Social, Emotional and Mental Health continues to be a leading factor when students cannot cope with being in school. This can be because of complex home lives, or difficulty regulating when in the classroom.</p> <p>We seek to continue the work that has been done to promote SEMH amongst pastoral teams, teachers and students. Referrals are particularly important when young people signal that they are struggling.</p>
8. Wellbeing services	<p>The school has Place2be support and a counselling team for staff. This is centrally located and the profile of the Place2be counsellor has been actively grown.</p> <p>Most students recognise the counsellor by name, and we seek to provide support as quickly as possible to students in need.</p> <p>The safeguarding team work closely with the Place2be to stay up to date on changing circumstances, and where we can support a young person's wellbeing need by direction to local authorities.</p>
9. Pastoral teams	<p>Pastoral teams all have one non-teaching pastoral lead. The Pastoral Leader focuses on safeguarding, wellbeing, attendance and behaviour. This allows the Head of Year, HOY to focus on academic progress. The creation of this role within each year group has proven to be a successful strategy in affording capacity to the teaching head of year.</p> <p>HOY drive the academic success of their year groups, monitor underachieving students and regularly present progress made in SLT meetings. They work closely with their SLT line managers to improve achievement in their year groups.</p> <p>Our Raising Standards Leads work directly with HOY to proactively address barriers to learning to support student success, especially in examinations.</p> <p>At KS4, students are spotlighted for specific interventions. The RSL works closely with HOY to monitor and support the progress of these students.</p> <p>At KS3, all year groups have small groups they mentor based on key indicators from data drops. We prioritise monitoring of vulnerable students. These groups are reviewed periodically.</p>

	<p>Pastoral teams can meet parents where there are attendance, behaviour or academic concerns regularly and flexibly. This has had an impact on the home-school relationship and pastoral leads often have excellent knowledge of student home situations and can act to redirect students effectively.</p>
<p>10. Heads of year</p>	<p>Heads of Year hold clear responsibility for the regular analysis of pupil data, with a particular focus on identifying and removing barriers faced by disadvantaged students. They use this insight to ensure timely and targeted support that enables all students to thrive.</p> <p>This includes practical actions such as subsidising the cost of educational visits, and actively checking that disadvantaged students are proportionally represented in enrichment opportunities, leadership roles, and wider school experiences. Heads of Year are accountable for ensuring that access is fair and equitable, not dependent on circumstance.</p> <p>A key part of their role is the celebration of achievement, progress, and positive conduct. Through termly rewards assemblies, Heads of Year publicly recognise students' efforts, raise morale, and reinforce a culture of aspiration. Disadvantaged students who meet the criteria are recognised alongside their peers, with tangible rewards such as Amazon vouchers used to further motivate and value their success.</p> <p>These celebrations are complemented by well-attended celebration events and assemblies that actively involve parents and carers. This strengthens our commitment to community, reinforces positive relationships, and ensures families understand their vital role as partners in supporting student progress and achievement.</p>
<p>4. Aspirations of our students so that they choose to study, train or learn beyond GCSE.</p>	<p>Deptford Green seeks to enrich students by tracking students so that we can grow cultural capital, promote varied enrichment after school, respond to national trends and steer PSHE discourse appropriately and offer drop-down days where students can explore, dream and discover.</p> <p>We have a particularly thriving enrichment programme, and this is testimony to the hard work of our careers lead. This is an appointed role, with responsibility for leading on closing the gap for disadvantaged students. We regularly take student voice to ensure that our programme meets need. We have also started to produce an enrichment report that sits alongside the academic report for students that shows how many trips, visits and workshops they have been part of.</p>

a)Discovery days	<p>These are an opportunity for Y9 students to explore creative subjects before making pathway choices for GCSE.</p> <p>We insist all students access these days which often involve trips to local catering schools, theatres and museums by removing the cost as part of our curriculum offer for disadvantaged students. Woven throughout Discovery Days is the link to life beyond school, with links to further and higher education establishments and regular encounters with employers.</p>
b)Dream days	<p>Two days in the summer term are identified as arts focused days when all students engage in a range of arts-based activities.</p> <p>This includes theatre-based workshops, gallery and museum visits and encounters with high quality arts-based FE and HE institutions. This forms the basis of a basic offer for all students.</p>
c)Creative Champions	<p>We have established a group of Creative Champions across KS3, and ensure that disadvantaged students make up a representative number. These students will get subsidised access to high-quality arts provision including gallery visits, theatre trips and music tuition.</p> <p>These students will complete a series of tasks to gain their creative champions licence, and this will be captured on Unifrog (a Careers Platform), which will in turn lead to a portfolio they can use for college applications.</p>
d)PSHE	<p>To deliver workshops that challenge misogyny and explore masculinity in boys and men and empower girls and women.</p> <p>We take student and staff voice feedback after this to inform future planning of these types of events and the broader curriculum.</p>
e) Careers guidance	<p>The enrichment and careers programme aims to maximise participation for PP students. We systematically track participation to monitor and ensure all students have been given access to the offer.</p>

	<p>We work with a variety of external partners to offer an additional layer of activities supporting students' personal development and supporting them to make informed decisions about their next steps and have access to cultural experiences so they can explore, dream and discover.</p> <p>Participation of PP students in Enrichment and Careers activity at Deptford Green is good. Figures for students post-16 who are NEET are in line with national figures. Actual destinations of PP students are in line with their outcomes with increasing numbers of students completing level 3 programmes.</p> <p>All PP students have a yearly encounter with an employer and an FE/HE provider as a minimum.</p>
<p>f)Enrichment at KS3 &amp; KS4</p>	<p>At Deptford Green School, enrichment and careers provision is designed to maximise participation and remove barriers for Pupil Premium (PP) students. Participation is systematically tracked to ensure equitable access and to identify any gaps quickly.</p> <p>Across Key Stage 3, students benefit from a varied enrichment timetable alongside two annual Dream Days for Years 7–9, giving all pupils access to cultural, academic and aspirational experiences.</p> <p>At Key Stage 4, this offer is extended through a rich programme of careers, cultural and extra-curricular activities, including work experience placements and one-to-one guidance interviews with an independent careers adviser. The school works closely with a wide range of external partners to deliver high-quality opportunities that support personal development, raise aspirations and help students make informed decisions about their future pathways.</p> <p>The School's IDSR data show stable figures of a three-year trend (21-23) for all groups of students and their destinations in sustained education, employment or training. There is a small disadvantage gap of 4% in 2023. We continue to track PP students and target them for careers and enrichment intervention.</p> <p>Student voice shows us that the impact of enrichment for Pupil Premium students is increased confidence, aspiration and preparedness for next steps in education, training or</p>

	<p>employment. Targeted programmes such as The Brilliant Club, Envision, Construction Youth Trust initiatives, Team Up Tuition and Take The Lead provide structured exposure to university-style learning, employer engagement, mentoring and employability skills.</p> <p>These experiences help PP students to develop cultural capital, strengthen academic skills, and gain insight into a wide range of careers they may not otherwise encounter.</p> <p>By ensuring sustained access to enrichment, employer encounters and high-quality guidance, the programme supports PP students to explore, dream and discover, narrowing opportunity gaps and enabling them to progress with ambition and clarity.</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p>1. Improved attainment for the combined English and Maths measure, with a focus on Maths outcomes.</p>	<p>Better outcomes in English and Maths for disadvantaged students in comparison to their peers.</p> <p>This will be benchmarked by comparison to local schools with similar contexts, and national data so that outcomes remain ambitious.</p>
<p>2. Decrease the attainment gap for Science and Humanities.</p>	<p>All subjects will use the attainment gap as a headline measure, reviewing successful intervention and implementing support that promotes outcomes for disadvantaged students.</p>
<p>3. Improved wellbeing</p> <ul style="list-style-type: none"> <li>a) SEMH</li> <li>b) Access to wellbeing</li> <li>c) Pastoral teams</li> <li>d) Pastoral leaders</li> </ul>	<ul style="list-style-type: none"> <li>a) To ensure early identification is in place for SEMH, including self-referrals, and for new students.</li> <li>b) Students are aware of wellbeing services they can access e.g. Place2be, and that new cohorts continue to be informed in this way.</li> </ul>



	<p>c) Pastoral teams work with families to build strong home-school relationships, so that student wellbeing is prioritised.</p> <p>d) Pastoral leaders lead on celebrating student growth, promoting resilience and growing great students.</p>
4. Improved aspirations and a rich programme of enrichment.	<p>Students access more opportunities to help them with their aspirations.</p> <p>Improved aspirations help students to make informed choices about next steps.</p> <p>Informed choices mean that destination data for post-GCSE outcomes is reflective of the school's vision.</p>

## 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: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD so that teaching pedagogy supports student progress for disadvantaged students	EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</a>	1 & 2
Maths consultancy	EEF Teacher CPD: <a href="https://tinyurl.com/4beyrzxv">https://tinyurl.com/4beyrzxv</a>	1 & 2
PIXL for CPD support	EEF: <a href="https://tinyurl.com/4beyrzxv">https://tinyurl.com/4beyrzxv</a>	1 & 2
Science Kerboodle & Educake Maths: Sparx & Exampro	EPI: <a href="https://tinyurl.com/m8mvdsk">https://tinyurl.com/m8mvdsk</a> Chartered college: <a href="https://tinyurl.com/ytca84c8">https://tinyurl.com/ytca84c8</a>	1 & 2
Maths CPD	EEF: <a href="https://tinyurl.com/m8mvdsk">https://tinyurl.com/m8mvdsk</a>	1 & 2

Retention of lead LSA literacy	<a href="https://tinyurl.com/2bc5537s">https://tinyurl.com/2bc5537s</a>	2
Literacy training for lead LSA		2
Pastoral Lead	EEF: <a href="https://tinyurl.com/2a6w9jwr">https://tinyurl.com/2a6w9jwr</a>	3
Careers Lead	EEF: <a href="https://tinyurl.com/2a6w9jwr">https://tinyurl.com/2a6w9jwr</a>	4
EAL department colleagues	Bell Foundation <a href="https://tinyurl.com/yck25vzh">https://tinyurl.com/yck25vzh</a> EEF: Professor Strand <a href="https://tinyurl.com/28r9htkv">https://tinyurl.com/28r9htkv</a>	2

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources for KS4 PP students in Maths, English & Science	A range of evidence: <a href="https://tinyurl.com/6zm8rv6m">https://tinyurl.com/6zm8rv6m</a> <a href="https://www.educake.co.uk/impact/">https://www.educake.co.uk/impact/</a> <a href="https://tinyurl.com/m2em3nka">https://tinyurl.com/m2em3nka</a> <a href="https://tinyurl.com/5n94z8yz">https://tinyurl.com/5n94z8yz</a>	1 & 2
Literacy programme for those with low reading ages	Small group reading EEF: <a href="https://tinyurl.com/2nmbz7x6">https://tinyurl.com/2nmbz7x6</a> <a href="https://tinyurl.com/mryp3re7">https://tinyurl.com/mryp3re7</a>  Whole school disciplinary literacy: <a href="https://tinyurl.com/54kv5awd">https://tinyurl.com/54kv5awd</a>	3
Maths intervention from specialist & Tutoring at Goldsmiths	Small group intervention: EEF <a href="https://shorturl.at/Gwvjo">https://shorturl.at/Gwvjo</a> EEF: tuition <a href="https://shorturl.at/Q8eZL">https://shorturl.at/Q8eZL</a>	1 & 2
Reciprocal Reading books for all in KS3	EEF: Reciprocal reading <a href="https://shorturl.at/DQV2Q">https://shorturl.at/DQV2Q</a> Research schools: <a href="https://shorturl.at/fHZiQ">https://shorturl.at/fHZiQ</a>	2

Get into the Green for PP KS3 & KS4	<a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">Behaviour interventions   EEF</a>	3
Y7 Trip for PP	<a href="#">Physical activity   EEF</a>	3
Dream days funding for PP	<a href="#">Arts participation   EEF</a>	4
Discovery day funding for Y9 PP	<a href="#">Arts participation   EEF</a>	4
Enrichment for PP students	<a href="#">Physical activity   EEF</a> An unequal playing field – Report by SMC: <a href="https://shorturl.at/9ky5w">https://shorturl.at/9ky5w</a>	4
Language resource for EAL	<a href="#">Parental engagement   EEF</a>	2

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

Budgeted cost: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2be	<a href="#">Social and emotional learning   EEF</a>	3
Reflection room & staff	<a href="#">Supporting attendance   EEF</a> <a href="#">Parental engagement   EEF</a>	3
GBB room & staff	<a href="#">1. Build a holistic understanding of pupils and families, and...   EEF</a>	3
Breakfast Club	<a href="#">Magic Breakfast - trial   EEF</a>	3
Laptops for Computing – one class set. Also to be used for homework club		1 - 4
Free music tuition to all students	<a href="#">Arts participation   EEF</a>	3 & 4

**Total budgeted cost: £ 418,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

- The School Improvement Plan communicates equity for disadvantaged students be at the heart of every decision made by all staff. This has been cascaded down to inform departmental improvement plans, the teaching and learning policy and enrichment. We are dedicated to strategising and evaluating the impact of our decisions on disadvantaged students.
- Our inclusion briefings on Thursday highlight support for students with significant barriers, and to share strategies with colleagues. We are committed to implementing adaptive practices alongside the 5-a-day EEF principles in order to benefit those students who need this the most.
- The ISDR report referenced on page 3, with a detailed breakdown showing a subject analysis shows we have made progress in English, Science and Maths and we know there is a greater disadvantage gap in Science and Maths that this PP statement seeks to address.
- Data from Y11 mock exams in December 2025 has been analysed to identify students that need to be supported so that English and Maths outcomes can be improved. A dovetailing approach is being used so that we can maximise students that get pass in both subjects. Other approaches involve tutor-time revision with HODs Science/English/Maths so that PP students are given intensive support with subject specialists.
- Deptford Green colleagues have moved to a new Teaching and Learning framework in 2025 based on The EEF 5-a-day strategy, Rosenshine's principles, and our work with School Improvement Partners. We are in the early stages of implementing this and will continue to monitor this. We recognise that improving T&L practice in every classroom will benefit our disadvantaged students too, and we seek to narrow the gap by actively supporting our teaching colleagues. It is our intention to team this framework with coaching conversations and a coaching culture which helps all colleagues refine their practice.
- The work to improve student literacy in general, and disciplinary literacy is demonstrable in the good English outcomes for the school. A cross-curricular approach to literacy was launched in the summer term of 2025, and this is key in helping students understand the shared language that might be expected of

them across disciplines. This should be reviewed and continued a wider basis to impact on outcomes across the school.

- The launch of Bedrock in October is already impacting on the reading ages of our students and providing helpful literacy insights to support closing gaps. We will evaluate the reliability of this assessment and monitor this strategy closely.
- Building a culture of reading remains a successful strategy. Promoting use of the library, leaning on the librarians' expertise and enthusiasm – alongside careful review of the chosen texts for tutor groups will remain central to the success of this strategy.
- The Place2Be summer report shows that student mental health continues to be a significant barrier to wellbeing. This has a knock-on effect in regulatory behaviour in the classroom, resilience and attendance to school. The long-term impact of the pandemic has been less resilience in general, and a fracture between the home-school relationship. We are keen to open up the school as a hub for community events and will actively seek to engage and support parents.

The previous strategy achieved intended outcomes in part. Attendance data is a very good indicator of the progress made towards creating a school where students want to be. This coupled with a behaviour policy that is fair and consistent means that the school remains a safe place to be as evident in student and parent feedback surveys.

We work hard to support families and give young people lots of chances. Something we continue to invest in is *The Great Bounce Back*, which is the schools' in-house alternative provision. The aim of this strategy is to provide students with structured support with an aim to reintegrate students back into school. With a national increase in exclusions, we work hard to get students back on track at Deptford Green. We are acutely aware of the cycle that might be difficult to change once exclusions or referral to AP starts. We insert lots of support for families, and this is a very last resort,

Overall, the aims of the previous strategy were met concerning outcomes, attendance, and wellbeing. The strategy was written as we emerged from the pandemic, and the needs of all students were considered. As the immediacy of the pandemic faded, the need to be more focused in our approach became clear. We can demonstrate the link between strong teaching and learning, and academic outcomes.

Now that our A8 and P8 is improving year on year, we know that close to half our intake have an improved offer. We now seek to be proactive in our approach to tackling barriers early on at KS3.

## Externally provided programmes

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

Programme	Provider
Drumbeat	External LA provision is designed to intervene with students who are disengaged.