



Pupil Premium Policy & Statement 2026-27

STATUS: STATUTORY STATEMENT

Review Cycle: Annual

Governors Committee Responsible: Education

Date of Last Review: 19/05/2026 and 29/09/2026

Date of Next Review: Summer 2027

1. Rationale

This policy aims to:

- Provide background information about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

This statement details the 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 effect that last year's spending of pupil premium had within our school.

2. Legislation and guidance

This policy is based on the pupil premium [Pupil premium: conditions of grant for the 2026 to 2027 financial year](#) and guidance on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#) from the Department for Education (DfE).

3. Purpose of the grant

3.1 Permitted use of PP funding

The pupil premium grant is additional funding allocated to publicly funded schools to raise the educational outcomes of disadvantaged pupils. The school will use the grant to support these groups and narrow any achievement gaps between disadvantaged students and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so they can reach their full potential.

The grant can be spent:

- for the benefit of eligible pupils registered at settings that meet the funding criteria
- for the benefit of pupils who meet the funding criteria and are registered at other state funded schools - for example, when hosting summer schools which welcome pupils from other schools
- on community services whose provision furthers the benefit of eligible pupils at the setting. For example, where virtual school heads (responsible for LAC PP grant) deem it beneficial to do so, such as art therapy outside of the classroom, or training of local authority staff to raise awareness of LAC

Settings do not have to spend PP so that it solely benefits pupils who meet the funding criteria. PP grant can be used to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer. It can also be used for whole class interventions which will also benefit non-disadvantaged pupils.

3.2 Pupil eligibility for pupil premium grant (PPG), pupil premium plus (PP+) and service pupil premium (SPP)

Allocation of PP to Tiffin School is based upon the number of pupils in year groups from year 7 to year 11 who are:

- PPG: **Eligible for free school meals (FSM)** or have been recorded as eligible in the past 6 years (FSM Ever 6)

- PP+ : **Previously looked-after children (PLAC)**: pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales.
- PP+: **Looked-after children (LAC)**: Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. It is for the local authority to decide how much of this funding to pass on to the child's school.
- SPP: **Pupils who are children of serving and former armed services personnel**. With a parent serving in the regular armed forces. These are children who have been registered as a 'service child' in the school census at any point in the last 6 years ('ever 6 service children'), as determined by the DfE's latest conditions of grant guidance, including those first recorded as such in the most recent October census or children in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

3.3 Pupil premium plus

For LAC, it is the responsibility of the designated virtual school head (VSH) in the local authority that looks after the child, in consultation with the child's school, to ensure that PP grant is used on evidence-informed interventions to support the child's educational needs.

For PLAC, it is the responsibility of the setting to ensure that the PP grant is used on evidence-informed interventions, in line with the menu of approaches, to support the specific educational needs of PLAC attending the school. See the [using pupil premium](#) guidance for further information. It is important to note that PP grant is not a personal budget for individual pupils and schools can direct spending where the need is greatest.

3.4 Service pupil premium grant (SPP)

The portion of PP grant for pupils from service families is referred to as service pupil premium (SPP). Pupils eligible for SPP are not necessarily financially disadvantaged; the primary purpose of SPP is to enable schools to offer mainly pastoral support to eligible pupils during challenging times and to help mitigate the negative impact of family mobility or parental deployment on service children. It can be used to help improve the academic progress of eligible pupils if schools deem this to be a priority.

4. Use of the grant

At Tiffin School we identify those students who are eligible for the grant, we use data to identify any challenges to attainment faced by those eligible, we follow the DfE guidance (including [Pupil premium - GOV.UK](#)) and ensure that our policy is informed by both research ([The EEF Guide to the Pupil Premium](#)) and the particular needs of our community.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the templates on GOV.UK. Our pupil premium strategy statement is available on our website and at the end of this policy.

5. Roles and responsibilities

5.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and making sure it is implemented across the school
- Assign Designated Teacher for Looked after Children to a suitably senior member of staff - at Tiffin School this is the Deputy Head with responsibility for Safeguarding and Inclusion.

- Making sure all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium and service pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

5.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Making sure the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring the school's use of the service pupil premium to assess the effectiveness of the school's use of the funding in providing pastoral support to service children
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

5.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

5.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending the funding ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

6. Monitoring arrangements

This policy and Pupil Premium Statement will be monitored by the Deputy Headteacher - Inclusion and Safeguarding.

It will be reviewed annually by the Deputy Headteacher - Inclusion and Safeguarding. At every review, the policy will be shared with the governing board.

7. Links with other policies

This policy is linked to:

- Designated Teacher for Looked After Children Policy

Pupil Premium Statement

School overview

Detail	Data
School name	Tiffin School
Number of pupils in school at Key Stages 3 and 4	924
Proportion (%) of pupil premium eligible pupils	3.8 (35 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	Summer 2026
Date on which it will be reviewed	Summer 2026
Statement authorised by	Mr Garth Williams
Pupil premium lead	Mrs Helen O'Sullivan
Governor / Trustee lead	Mr Sutha Satkunarajah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-27)	£40,700.
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£40,700.

Part A: Pupil premium strategy plan

Statement of intent

The school is able to provide additional funds and resources to counteract disadvantage for certain groups of children. The Pupil Premium Grant (PPG) applies to students in Key Stage 3 and 4 from families who have been disadvantaged at some point in the last six years and, along with students in receipt of Free School Meals (FSM), children looked after or previously looked after by a local authority or other state care (including adopted from state care) bring PP+ funding, students with identified needs (such as those with a social worker), Young Carers and students who have parents serving in the armed forces (SPP).

Tiffin students have completed the 11+ and have already demonstrated high academic ability. This does not mean that they do not have obstacles to their learning or engagement with school.

For our disadvantaged students, we are aware that there may be obstacles that could prevent them from achieving their full academic and individual potential. The underlying inequalities that exist between children from disadvantaged backgrounds and their peers create obstacles to success. We will consider the challenges faced by vulnerable students, such as those with a social worker, looked after children and young carers, as the activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. At Tiffin we aim to use evidence based research and personal experience to identify and remove those obstacles and ensure that our students experience a sense of belonging at Tiffin, are all able to excel, in line with the rest of their cohort, reaching their potential in all areas of school life and preparing them for further success in the next stages of their education and career.

Our priorities, that will maximise the use of the Pupil Premium Grant are

- Schools do not have to spend their pupil premium so it solely benefits eligible pupils.
- Pupil Premium can be used to support other pupils with identified needs.
- To use evidence based research, and the EEF (Education Endowment Foundation) Guide to the PP, to identify areas of need and the most effective ways to address them
- To close the attainment gap between disadvantaged students and their peers
- To ensure all students receive quality first teaching in each lesson
- To ensure all disadvantaged students receive priority careers guidance
- To ensure all staff are committed to raising the attainment of disadvantaged students, are aware of the disadvantaged students in their classes, maintain equal standards and high expectations for all and use strategies to maximise the ability of all their students to access the curriculum and extra curriculum and achieve in line with their peers
- To provide targeted support for those students not making the expected progress and to act early when a need is identified
- To address the barriers to attainment, such as low attendance, behaviour, well-being, poor home study environments, and cultural capital
- To enable engagement in all aspects of school life, both academic and the wider opportunities, to enrich the cultural capital of all students
- To ensure the impact of the grant reaches the students who need it the most

At Tiffin, we will follow the four-step approach to strategy as identified in the EEF guidance:

1. Diagnose pupil's needs

2. Use strong evidence to support the strategy
3. Implement the strategy
4. Monitor and evaluate the strategy

Challenges

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

	Detail of challenge
1	Disadvantaged students have been identified through studies as potentially having lower attendance and being at risk of disengaging with school, impacting learning
2	Disadvantaged students can find it difficult to undertake independent study due to a lack of space to focus, revise and complete work outside the school environment.
3	Previous academic years have been heavily impacted by covid-19 illness and periods of on-site school closure. The education and wellbeing of disadvantaged students may have been disproportionately impacted by school closures during covid beyond the impact upon other students. This is backed by national studies and results in more significant knowledge gaps for some disadvantaged students, resulting in lower attainment.
4	Disadvantaged students may have more household and caring responsibilities at home
5	Nationally disadvantaged students' educational outcomes are below the national average
6	Disadvantaged students may be from vulnerable families with emotional, social and wellbeing and/or Safeguarding needs
7	Vulnerable or disadvantaged families may lack engagement with education
8	Disadvantaged students may have a lack of cultural capital, impeding ability to contextualise learning, particularly in humanities subjects and English Language and Literature
9	Disadvantaged students may lack access to funds for necessary equipment/uniform/resources/trips
10	Disadvantaged students may present poor engagement in lessons and/or more poor behaviour incidents and exclusions

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome 2024- 2027	Success criteria
To ensure high quality teaching and learning, driven by the curriculum rather than assessment. Students with barriers to learning will have a greater opportunity to experience success away from numerical termly judgements. To close the gap academically through improved opportunities to broaden knowledge and skills away from assessment pressures.	• Department curriculum design and delivery is accessible and engaging for all students. • Changes to assessment structure and reporting processes implemented at KS3 and KS4 - resulting in fewer high stakes assessments • Reporting of assessment reviewed, changed and implemented with staff and parent understanding. • Long term outcomes – Progress review and end of year assessment results improved for disadvantaged students, with students taking greater ownership of their success criteria and targets and matching non-disadvantaged students outcomes.
Improved feedback and improved quality of teaching and learning for disadvantaged students by giving this cohort priority.	• Staff CPD to have specific focus on Teaching and Learning which will benefit disadvantaged and PP groups. • Staff Performance Management or department review targets to consider specific focus on disadvantaged students and their outcomes. • Lesson observations/drop-ins to include review of teacher knowledge and provision for disadvantaged students e.g. planning and seating plans • HoDs to devote termly department time to progress checks, both in lesson planning and delivery, and book marking and feedback. • New assessment feedback embedded for progress review and end of year exams to ensure review and target setting which will support/prioritise the progress of disadvantaged students • Student books and Google Classroom show high quality feedback and target setting for all students, with departments especially noting disadvantaged students • Smaller classes at GCSE to ensure higher teacher to student ratio, giving teachers capacity to support disadvantaged students with quality teaching time • Seating plans include consideration of location of disadvantaged students and their proximity to the teacher. • Assessment data and progress reviews will show improved outcomes for disadvantaged groups, with early intervention for those underachieving.
To maintain the KS4 Progress 8 figure for disadvantaged pupils in-line with whole school Progress 8.	The figure not to have 'Significant negative variation' from the results of the whole school cohort.

To maintain the KS4 Attainment 8 figure for disadvantaged pupils in-line with whole school Attainment 8.	The figure not to have 'Significant negative variation' from the results of the whole school cohort.
% Grade 5+ in English and Maths	Continue to maintain 100% of grades at 5+ in both English & Maths.
Increased engagement and participation of disadvantaged students in the extra curricular offer - House system, Sport, Arts, Trips and clubs	• Specific targeting of disadvantaged students to ensure improved sign up and attendance in extra-curricular opportunities, trips, DoE Arts and Sport. Fully or partial subsidised trips and one residential. • Student survey analysis of engagement to monitor PP engagement. • PP students take up private music lessons. • Fully or partly subsidised trips, travel, extra -curricular lessons when cost is a barrier for disadvantaged students.
Careers and further education guidance for all students	• Increased careers guidance available to disadvantaged students. • Disadvantaged students are aware of the opportunities and funding available to them beyond school, and assist in applications for education, work and funding. • Disadvantaged students achieving the courses they need and university access, in line with the rest of their cohort.

Activity in this academic year 2026-27

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor the academic progress and attendance of students and maintain academic performance of PP students at an equivalent level to non-PP students	Assessments across year groups provide reliable insight into strengths and weaknesses of student groups, including disadvantaged students and vulnerable students. Close monitoring of individuals leads to the identification of the support strategies needed for those individuals to make progress. Department and pastoral Intervention after assessment data points prioritise disadvantaged and vulnerable groups	1, 2, 3, 4, 5
Learning support from dedicated teaching assistants and Pastoral teams.	Employing and retaining quality teaching assistants leads to individual improvement of disadvantaged students. Pastoral Leads and Curriculum Leads monitor disadvantaged students and ensures early intervention Student wellbeing continues to be an area of priority in the school, bringing in parental engagement through information evenings and outreach work. The school has invested in a pastoral support officer for KS3 and 4.	2, 4, 6, 7,
Ensure digital devices are readily available for all PP students.	The school will provide a Chromebook free of charge to all PP students for use in lessons and outside of school when they join Tiffin. PP students will receive 1 school funded/free repair service for their Chromebook. Any replacement Chromebook will be provided at a 50% subsidy Further repairs, after the first, will be provided at a 50% subsidy.	1, 2, 3, 5, 7, 9

	The use of digital technology is now integral to the delivery of education at the School. Disadvantaged students often do not have access to such technology. The increased use of technology also increases engagement in learning	
Departments to analyse PP performance of their KS3 and GCSE students	Targeted analysis leads to early departmental, pastoral and leadership team intervention/mentoring. Learning walks and department reviews to continue to ensure PP progress and attainment are prioritised in curriculum planning and delivery	5,
Teachers regularly trained in the use of Chromebooks/google for education and also delivery of remote learning. Programme of Professional development planned each academic year.	The provision of Chromebooks to all teaching staff and teaching assistants has significantly improved the delivery of education. Investment in Google classroom has increased communication, engagement with learning, access to educational resources and skills for the world of work. School priority of Behaviour for Learning is embedded and supports disadvantaged students through routines and high expectations for all	3, 7, 9, 10

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure available location for private study if the home environment presents difficulties to the student. Extend the opening hours of the Learning Resource Centre for before and after school private study.	Extending the opening hours to students and providing training for the LRC Manager and support staff in promoting the opportunities available to students. This has encouraged a greater number of students to use the learning resource centre outside of core school hours. Homework club is available to all students	2

Financial support through the provision of music bursaries and free tuition	Encouraging involvement in Music related activities such as learning to play an instrument and singing in the choir, broadens the skill set and interests of disadvantaged students and provides access to opportunity otherwise denied.	1, 8
Literacy and reading level support, Literacy and Oracy lead	Improved literacy through weekly reading programmes in tutor time. Books provided by school for all students in KS3 and available in the form rooms. The book club at lunch time run by LRC and the use of Chromebook supporting literacy and accessibility to online literature and literacy websites Employ LSE Literacy specialist. Created Literacy and Oracy post who prioritises PP and Vulnerable groups provision of literacy and Oracy support	5, 8
Financial support for curricular trips and any subscription-based activities at the School	This activity ensures that disadvantaged students are able to attend all curricular trips and have the opportunity to undertake wider curriculum-based activities where any charge is levied. Thus increasing participation. One fully funded residential trip per year for disadvantaged students, for 5 years. Day trips funded fully by the school.	1,3,4, 8, 9
Monitoring student progress and wellbeing through improved staff communication and information sharing	The purchase of "Provision Maps Robin" provides targeted individual support. Purchase of CPOMS (Child Protection Online Management System) to record information and monitor students has increased effectiveness of monitoring. Staff and student information portals are used to support good communication. Pastoral Support Officer employed to provide 1:1 and group intervention.	1, 6, 7
Class and homework recorded on Google Classroom	Google Classroom supports homework and work catch up and review. Parental access to Google Classroom and GoGuardian has both supported students with their work and provided parents with evidence of work done and progress.	1, 2, 3, 7, 9
Student mentoring	Subject 6th form mentors aid intervention and catch up. 6th form prefects linked to each form as mentor and wellbeing support to the form. Training of the 6th form mentors/prefects by 6th form team. Middle and Senior leader mentoring of students based upon attainment and attitude to learning data	1, 2, 3, 6,

Exams and marking reviews	In line with the exams policy, Pupil Premium/Bursary students are entitled to 4 exam reviews of marking, covered by PP/Bursary funding. Any additional requests will be at the expense of parents/guardians.	9
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Move to Arbor as school's MIS	Better recording of groups, attendance, interventions and parental communication through Arbor supports better attendance for all groups. Disadvantaged students often face obstacles in maintaining good attendance to school. Regular communication with parents supports good attendance and safeguarding of vulnerable students.	1, 6, 7
Contracts with local authority for provision of education welfare, interpretation and others.	Tiffin buys in the Bronze Education welfare package and works closely with HoYs and Educational Welfare Officers to monitor attendance and remove obstacles to attendance and punctuality. The availability of dedicated welfare support covering activities such as emotional and mental health, attendance, interpretation services and support materials. All of these make a range of support available to students. Further investment in the staffing of the safeguarding team and the Pastoral team supports student wellbeing, attendance and behaviour.	1, 4
Employment of Safeguarding Manager/Well-being lead in the school	The SM/WB lead monitors and intervenes when a student's engagement with school or mental health diminishes.	6, 7,

	Early Help is put in place with the parents to ensure students can re-engage with their education	
Employment of a full time Therapeutic Practitioner.	Vulnerable students receive timely intervention through therapeutic sessions in school. Parental support and communication is increased, leading to greater engagement with school life and education. Attendance improvements evident after well-being intervention with Therapeutic Practitioner.	1, 6, 7
Employment of two Attendance Officers	Attendance Officer prioritises monitoring and intervention regarding attendance concerns for PP and Vulnerable student groups	1, 10
Increased investment in pastoral support through new Pastoral Support officer role	Prioritised pastoral support for disadvantaged students.	1
Increase in Educational Psychologist provision – AfC (Kingston Achieving for Children) Gold.	Higher needs students need to be given the right provision at the right time in order to ensure they make expected or better progress with positive emotional well-being. Provision in place for key high need students; improved engagement with school; improved progress and outcomes for those individuals.	6
Financial support to PP students by the provision of free / discounted school uniform at 2 stages of KS3 through voucher scheme (Admissions)	By ensuring that PP students are not disadvantaged by inability to afford the school uniform.	1, 9
Encourage participation of all students in the wide range of co-curricular activities that are available at the school through school funded materials, equipment or other removal of obstacles as required	The enrichment of sport and the curriculum with a dedicated programme of sporting activities, clubs and other opportunities for students to participate in team/group activities	4, 8
Appointment of non teaching Deputy Designated safeguarding officer	Allow increased timely support and early help for vulnerable and disadvantaged students	6, 7
Appointment of Safeguarding Manager	Allow increased timely support and early help for vulnerable students	6, 7
Appointment of School Therapist	Allows timely wellbeing and safeguarding intervention in school, especially when external services waiting lists are extensive.	6, 7

Appointment of Pastoral Support Officer	Pastoral support Officer increases support for groups of students in the school through regular monitoring, meetings and home communication. Evidenced through increased communication between school and home records on CPOMS, improving school engagement, attendance, behaviour and progress.	6, 7
Creation and development of Parent Pastoral Site	The parent site provides links to agencies and guidance on supporting their child.	6, 7
CPOMS to record and monitor student attendance, progress concerns, behaviour and wellbeing	The tutor, HoY and AHoY are reporting and recording concerns promptly and putting intervention in place to improve areas of concern. Increased communication and record keeping about students leads to more timely and targeted intervention	1, 6, 7
E-safety learning to both parents and students.	Annual educational talks for parents and students from Achieving for Children, a branch of the Local Authority, ensure both are better equipped to keep safe on line and know appropriate conduct online. A dedicated parental portal for communication with the school which has a 'home language' facility. This helps to ensure students are adequately protected and educated of the risks whilst working on-line	3, 6, 7,
Provision of interpreters when necessary	By ensuring communication with parents/guardians is clear, feedback and interventions are more effective	1, 4, 7

Total budgeted cost: £40,700.

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2023-26

This details the impact that our pupil premium activity had on pupils in the 2023 to 2026 academic years.

Intended outcome 2023- 2026	Success criteria	Review
To ensure high quality teaching and learning, driven by the curriculum rather than assessment. Students with barriers to learning will have a greater opportunity to experience success away from numerical termly judgements. To close the gap academically through improved opportunities to broaden knowledge and skills away from assessment pressures.	• Department curriculum design and delivery is accessible and engaging for all students. • Changes to assessment structure and reporting processes implemented at KS3 and KS4 - resulting in fewer high stakes assessments • Reporting of assessment reviewed, changed and implemented with staff and parent understanding. • Long term outcomes – Progress review and end of year assessment results improved for disadvantaged students, with students taking greater ownership of their success criteria and targets and matching non-disadvantaged students outcomes.	Curriculum review is a whole school priority since 2024 and has included: • Review of Schemes of knowledge • CPD having weekly Inclusion focus for staff • Behaviour for learning being a whole school priority and supports disadvantaged student engagement in lessons • Disadvantaged students being identified through data tracking and acted upon in curriculum planning, lesson planning and seating plans • Assessment weeks are embedded and replaced departmental CATs & Landmark assessments in lessons to create lower stakes assessment • Progress reviews, AtL, attendance data and behaviour data all show the gap is closing - analysed at senior and middle leader level after each assessment cycle
Improved feedback and improved quality of teaching and learning for disadvantaged students by giving this cohort priority.	• Staff CPD to have specific focus on Teaching and Learning which will benefit disadvantaged and PP groups. • Staff Performance Management or department review targets to consider specific focus on disadvantaged students and their outcomes.	• School priorities - Curriculum Design and BfL - embedded through weekly briefings and SEND and Inclusion CPD • Department review focuses upon Disadvantaged student outcomes and strategies • Learning walks and lesson/tutorial Drop-ins include focus upon Disadvantaged students and strategies being actioned in lessons

	• Lesson observations/drop-ins to include review of teacher knowledge and provision for disadvantaged students e.g. planning and seating plans • HoDs to devote termly department time to progress checks, both in lesson planning and delivery, and book marking and feedback. • New assessment feedback embedded for progress review and end of year exams to ensure review and target setting which will support/prioritise the progress of disadvantaged students • Student books and Google Classroom show high quality feedback and target setting for all students, with departments especially noting disadvantaged students • Smaller classes at GCSE to ensure higher teacher to student ratio, giving teachers capacity to support disadvantaged students with quality teaching time • Seating plans include consideration of location of disadvantaged students and their proximity to the teacher. • Assessment data and progress reviews will show improved outcomes for disadvantaged groups, with early intervention for those underachieving.	• Focus upon books, handwriting, literacy, marking and feedback within departments to ensure monitoring and intervention for all & disadvantaged • PR analysis and review embedded and intervention in place • Assessment, Attendance, AtL and Wellbeing data show closing disadvantaged gaps
To maintain the KS4 Progress 8 figure for disadvantaged pupils in-line with whole school Progress 8.	The figure not to have 'Significant negative variation' from the results of the whole school cohort.	• See *Attainment data 2024-25 below • Disadvantaged students are making higher progress than the main school cohort and well above national average.
To maintain the KS4 Attainment 8 figure for disadvantaged pupils in-line with whole school Attainment 8.	The figure not to have 'Significant negative variation' from the results of the whole school cohort.	• See *Attainment data 2024-25 below • The gap between disadvantaged attainment and the attainment of non-disadvantaged students has almost closed at Tiffin.

% Grade 4+ in English and Maths	Continue to maintain 100% of grades at 4+ in both English & Maths.	- See *Attainment data 2024-25 below - Disadvantaged EM+4 100%
To close the attendance gap	Disadvantaged student attendance to be in line with whole school attendance	- See *Attainment data 2024-25 below - Disadvantaged attendance 2025 exceeding whole school attendance (WS 94%, D 96.7%)
Increased engagement and participation of disadvantaged students in the extra curricular offer - House system, Sport, Arts, Trips and clubs	- Specific targeting of disadvantaged students to ensure improved sign up and attendance in extra-curricular opportunities, trips, DoE Arts and Sport. Fully or partial subsidised trips and one residential. - Student survey analysis of engagement to monitor PP engagement. - PP students take up private music lessons. - Fully or partly subsidised trips, travel, extra-curricular lessons when cost is a barrier for disadvantaged students.	- Student surveys record student engagement in extra curricular and enable staff to support engagement - Disadvantaged students show no significant difference in engagement with extra curricular opportunities. - Day trips are fully subsidised for PP students + one residential trip per year to enhance culture capital and opportunity - accessibility barrier has been removed. - The PP allocation provides financial support for extra curricular engagement e.g. specialist sports equipment, rowing subs etc. removing this financial barrier completely.
Careers and further education guidance for all students	- Increased careers guidance available to disadvantaged students. - Disadvantaged students are aware of the opportunities and funding available to them beyond school, and assist in applications for education, work and funding. - Disadvantaged students achieving the courses they need and university access, in line with the rest of their cohort.	- PP students are prioritised for support with Disadvantaged groups - Further education outcomes are exceptional for disadvantaged students at Tiffin - See *Disadvantaged Groups (UCAS Data) below - FSM and care-experienced outcomes are both five-year highs, indicating effective targeted support.

***Attainment data 2025-26**

	Whole school data summer 2025	Disadvantaged data 2025	Whole school data 2026	Disadvantaged data 2026
GCSE Attainment 8	79.1	74.4	83	83.75
GCSE Progress 8	N/A 2025 Data from 2024 0.86	N/A 2025 Data from 2024 0.99	N/A 2026	N/A 2026
EBacc	93%	77.8%	88.9%	100%
EM +4	99.4%	100%	tbc	100%
EM +5	98.3%	80%	tbc	100%
Attendance	95%	96.7%	96%	95.71%
Destinations/Higher Education	90.5% of school cohort progressed to Higher Education (2024: 94.3%) 90.6% UCAS acceptance rate 84.8% of UCAS acceptances at Russell Group (2024: 79.8%) 17.7% of HE entrants placed at Oxford or Cambridge (2024: 12.5%) Cambridge: 31 Oxford: 13	*See disadvantaged groups UCAS data below	93% Oxbridge success (29 students) 1st in the UK for State Secondary Schools 85% Russell group	*See disadvantaged groups UCAS data below

*** Disadvantaged Groups (UCAS Data) 2024-25 (2025-26 tbc)**

Group	Applicants	Accepted	Acc. Rate	Notes
Free School Meals (FSM)	16	15	93.8%	5-yr high. 2024: 83.3%
Care-Experienced	5	4	80.0%	Improved from 33.3% (2024)
Disabled students (combined)	48	42	87.5%	In line with cohort avg.
Unpaid caring responsibilities	10	9	90.0%	In line with cohort avg.
Limited leave to remain	4	4	100.0%	All placed

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
None purchased	