Pupil premium strategy statement – The Mountbatten 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	1474
Proportion (%) of pupil premium eligible pupils	16.42% (242)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2023/2024 to 2025/2026
Date this statement was published	15 December 2025
Date on which it will be reviewed	15 December 2026
Statement authorised by	Chris Cox
Pupil premium lead	Rob Davenport
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,888.72
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£264,888.72

Part A: Pupil premium strategy plan

Statement of intent

We want our students to achieve as well at Mountbatten as they would in any other school. We do not want the sense that they could have achieved better elsewhere. Success in GCSE examinations means they have greater opportunities when they leave the school but we also want them to be well rounded individuals with integrity ready to be successful in world of work so ultimately, they live happy and fulfilled lives.

We aim to do this by focusing on key barriers to success which we believe, from our research and reading, create tangible outcomes to support this aim to be a reality:

- Improving attendance and supporting students to be 'ready to learn'
- Targeted intervention – particularly reading and support with any SEN
- High quality Teaching
- Motivation, engagement and cultural capital

Challenges

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

Challenge number	Detail of challenge
1	The progress of disadvantaged students is significantly below non-disadvantaged students
2	Attendance of disadvantaged students is typically lower
3	Reading ages of disadvantaged students are typically lower
4	More disadvantaged students have complex SEN needs
5	Fewer disadvantaged students typically engaged in school and with the school's extensive extra curricula offer.

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
Improved attendance of disadvantaged students	Attendance of disadvantaged is the same as non-disadvantaged.
Improved reading ages of disadvantaged students	Students engaged with the support reach reading ages which enable them to access GCSE scripts.
Improved independence of our disadvantaged students with SEN	An increased number of SEN students are judged as needing less direct support in lessons.
Improved engagement of disadvantaged students with extra curricula activities.	The vast majority of disadvantaged students are engaged in lessons and with regular extra curricula activities.

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: **£66,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting quality first teaching, smaller group support in KS3 English, Maths and Science	EEF	1

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

Budgeted cost: **£126,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading programme	EEF	3
Additional SENCO	EEF	4
Year 11 Mentoring	EEF	1
Ai-assisted tuition	EEF	1
Year 11 targeted revision guides	EEF	1
Year 9 Mentoring to aid better KS4 choices	EEF	1

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

Budgeted cost: **£132,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – attendance support staff	EEF	2
Ready to learn – school lead role	EEF	1, 2, 3, 4, 5
Ready to learn – pastoral support and counselling	EEF	2,5
Ready to learn – uniform and breakfast club	EEF	2,5

Engaging with the curriculum – curriculum events and extra curricula	EEF	2,5

Total budgeted cost: £*324,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data, although the absence of KS2 data makes this more difficult.

Overall Progress 8 (P8) Performance: Raw vs. Adjusted Data

Results below are from aggregated data from schools that use the data analysis package, SISRA **and are displayed for comparative purposes only**.

The P8 analysis below compares the data from all Year 11 students with an adjusted file that excludes students with reduced entry for reasons outside of school control. For fairness, this was done for all such students, irrespective of their PP status.

Progress 8 scores for: Overall P8

Gender	PP (Original)	PP (Adjusted)	Non-PP (Original)	Non-PP (Adjusted)	All students (Original)	All students (Adjusted)
Boys	-0.33	-0.12	0.50	0.54	0.40	0.46
Girls	-0.80	-0.03	0.80	0.82	0.56	0.73
All students	-0.57	-0.08	0.64	0.67	0.47	0.59

Commentary

- The original data show a strong overall P8 score of 0.47 for all students. However, the data also highlights a significant underperformance gap for the Pupil Premium (PP) cohort, who achieved an average of -0.57 .
- PP Girls were the most acutely affected group in the original data, recording a severe P8 deficit of -0.80 .
- The gender gap was particularly wide within the PP cohort in the original data (0.47 difference between PP Boys at -0.33 and PP Girls at -0.80).

Impact of Data Adjustment

- The removal of students with reduced entries has a profound impact, particularly on the PP performance, offering a cleaner and more representative view of the school's core teaching effectiveness.
- The move to the Adjusted File results in a P8 score of 0.59 for all students, which is an improvement of +0.12 grades per subject. This new figure demonstrates the strong progress made by the majority of the cohort.

- PP Gap Narrowed: The most significant finding is the near-elimination of the PP gap. The P8 score for all PP students improves dramatically by over half a grade (+0.49), rising from −0.57 to −0.08. This places the overall PP group virtually in line with the national average for all students.
- PP Girls Transformation: The PP Girls group shows the most dramatic improvement, moving from a deficit of −0.80 in the original data to −0.03 in the adjusted data (an increase of +0.77). PP Girls are now practically in line with expected progress.
- PP Boys Improvement: PP Boys also see a marked improvement of +0.21, raising their score from −0.33 to −0.12.
- Non-PP Consistency: The Non-PP groups show slight positive increases, reinforcing their already strong performance. Non-PP Girls lead the entire cohort.

In summary, the adjusted data confirms that the substantial underperformance observed in the original file was overwhelmingly driven by a small number of Pupil Premium students with highly reduced entries. When these students are excluded, the core performance of the PP cohort is nearly at expected progress, demonstrating significant success in tackling historical underachievement. *This also supports our strategy that students need to be in school in order for them to make progress.*

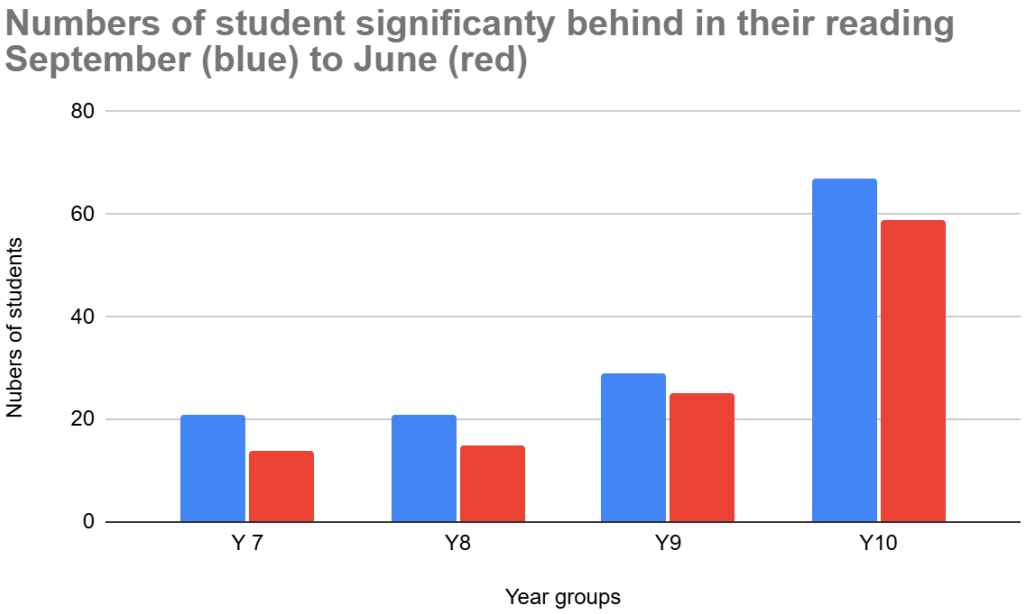
Targeted reading programme.

Reading has been an area of particular focus in our school improvement plan.

Overall difference to year groups

All our intervention work is focused on the students in the very lowest reading age category more than 3 years behind their reading age and we are proud to say we have worked with the vast majority of these students in the lower school and are working our way systematically through year 10.

We have provided reading intervention for nearly 100 students in years 7-11 since September 2024 and the table below shows the progress we have made in the last academic year



The average gain for each year group has been as follows:

- Year 7: 1 Year, 3 months
- Year 8: 1 year, 1 month
- Year 9: 2 years, 2 months
- Year 10: 2 years, 5 months & 1 year 11months (2 cohorts)

Breakfast club

Approximately 80-100 students attend every morning, usually from 8 o'clock-8:30, although when Year 11 booster classes are running, a significant number of Year 11 students have been attending before 8 o'clock.

It's important that there is no stigma attached to this that would deter our most vulnerable students attending. Even though any student can attend, the project is funded from PP money. The total spend is less than it used to be when the canteen was used and at least the same number of disadvantaged students are attending. Approximately 25% of the students who are attending are disadvantaged (significantly higher than the school population). There will also be non-PP students who are nonetheless 'disadvantaged', despite not being in receipt of FSM.

Pupil voice tells us that this is performs a vital role for some students in helping them to be ready for the demands of school, and also in providing 'soft'/social skills.

Extra-curricular activities

- The PE faculty runs a program of extracurricular events each term.
- PP students are subsidised on an individual basis, depending on need *and whether the activity will have a positive effect.* Approximately, 30 PP students per term take part.

- Peripatetic music lessons are subsidised for PP students. 281 students are currently in receipt of peripatetic lessons, with 34 (12%) of these being disadvantaged students.
- The Music Academy has also developed more accessible / attractive activities, designed to appeal more to boys, such as the steel pans band, to encourage more participation from our disadvantaged students.

Ready to learn

Our new behaviour policy continues to have a significant positive effect on behaviour, teaching and learning and student and staff wellbeing. In the old system, a significant number of students, a large proportion of whom were disadvantaged, were receiving so many detentions that they formed a backlog of several months. Understandably, students would have no idea why they had a particular detention and consequently they were having no effect in moderating behaviour. We know from student and parent voice that this backlog of detentions was also having an adverse effect on the well-being and attendance of some students' who knew that inevitably, they would be having a detention every day they came into school. The new behaviour policy has had a transformative effect on the atmosphere in the school and its students. Pupil and staff voice informs us that lessons are calmer, disruption has been reduced and students are happier. The total number of demerits is lower than the year before last, as is the number of interventions. Suspension figures have dramatically reduced compared to the same time last year, as can be seen from the figures below.

All students: For September up to last day of November

Academic Year	No. of suspensions	No. of individual children	No. of days
23-24	130	67	228
24-25	100	55	147
25-26	76	39	82.5

PP students: For September up to last day of November

Academic Year	No. of suspensions	No. of individual children	No. of days
23-24	25	19	32.5
24-25	41	24	59.5
25-26	31	16	35.5

SEN students: For September up to last day of November

Date	No. of suspensions	No. of individual children	No. of days
23-24	100	49	186
24-25	83	43	125
25-26	47	25	53.5

NB: The report has picked up students who have had SEN on their record at any time – i.e. if their record was changed to 'No SEN' they are still included in the figures

Attendance

We believe that the actions we have put in place are continuing to have a positive effect for all categories of students, with our attendance figures higher than the corresponding national figures as can be seen from the data in the report here FFT 360 report. The following report compares the attendance of our FSM 6 students with the attendance of FSM6 students in the top 20% of schools. FFT 360 report Top 80%:

In addition, the following table is from our DfE Attendance Summary Report …

Table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Attendance	National average
All pupils	93.1%	91.4%
Pupils with free school meals (FSM)	87.6%	86.4%
Pupils with no FSM	94%	93.4%
Pupils with special educational needs (SEN) support	88.4%	85.3%

…and the following table is from our DfE Similar Schools Comparison Report

Table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025. Compared to similar schools

Pupil group	Your Attendance	Similar schools' median attendance
All pupils	93.1%	91.8%
Pupils with free school meals (FSM)	87.6%	84.7%
Pupils with no FSM	94%	93.1%
Pupils with special educational needs (SEN) support	88.4%	85.5%
Pupils with no SEN support	94.3%	93.5%

Based on all the information above, the performance of our disadvantaged pupils has met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates actions to address poor attendance and difficulties with reading have been particularly effective and we feel that these successes will lead to stronger academic outcomes for our disadvantaged students.

Over the next academic year, we will be also looking to:

1. Continue to develop a system for the issuing of revision guides to disadvantaged students, so that students know how to use them, the guides are used and have a positive effect on outcomes
2. Continue to develop student leadership so that a greater proportion of our disadvantaged students become prefects and leaders
3. Further encourage participation in extra-curricular activities, better measure its effect and in particular, greater participation in the D of E scheme.