High Tunstall College of Science

Inspire | Support | Achieve

Pupil Premium Statement

Revised	-	July 2025
Review Date	-	July 2026
Responsibility for Review	-	Assistant Headteacher (Student Engagement)

Pupil premium strategy statement

This statement details our college's use of pupil premium and recovery premium for the 2025 to 2026 academic year funding to help improve the attainment of our disadvantaged students.

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 college.

School overview

Detail	Data
School name	High Tunstall College of Science
Number of pupils in school	1405
Proportion (%) of pupil premium eligible pupils	473 students 37%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	31 Dec 2025
Date on which it will be reviewed	31 Dec 2026
Statement authorised by	Mark Tilling, Headteacher
Pupil premium lead	Stuart Waites, Assistant Headteacher
Governor / Trustee lead	Paul Asensio

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£418,210
Pupil premium recovery funding allocation this academic year	£0
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	£418,210

Part A: Pupil premium strategy plan

Statement of intent

At High Tunstall College of Science our intent is to support all students to achieve, regardless of their background or the challenges they face.

To ensure this happens we will:

- Identify current and changing needs quickly and accurately
- Swiftly and effectively address barriers to learning
- Have high expectations
- Apply strategies to enhance opportunities and experiences
- Provide high quality training and support to staff

Challenges

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

Challenge number	Detail of challenge
1	**Vulnerabilities:** Students start HTCS with compounded vulnerabilities, resulting in significant gaps in personal and academic developments.
2	**Reading:** A proportion of our students have gaps in phonetical knowledge, fluency, comprehension and vocabulary.
3	**Literacy & Numeracy:** Students typically arrive in Year 7 with literacy and numeracy skills that are below the expected standard.
4	**Attendance:** Inconsistent routines, limited parental support and complex family circumstances contribute to poor attendance.
5	**Conduct:** Some students need support regulating their behaviour and forming trusted, respectful relationships with adults.
6	**Social & Income Deprivation:** Many students lack the early experiences needed to build and strengthen their cultural capital.
7	**Social & Economic Pressures:** Students face pressures that can limit their ambition and reduce aspiration to pursue further education.

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
1. Students' personal development gaps are addressed so they can engage fully, build confidence, and succeed socially and emotionally.	PP students' engagement with personal development experiences to be in line or above their peers.
2. Students will gain the essential skills required to become successful readers.	PP students reading ages to be in line or above their chronological age.
3. Students to make accelerated progress in literacy and numeracy.	PP students to be in line or above peers in external examinations and internal assessments.
4. Students' barriers to learning are reduced to ensure high attendance and ensure full access to HTCS.	PP students' attendance to be in line with or above their peers in school, regional and national. Pupil Premium persistent absence to be in line with or below their peers in school, regional and national.
5. Pupil Premium students demonstrate positive attitudes and behaviours toward learning and others.	PP students' suspensions and exclusions to be in line or below their peers in school, regional and national data.
6. Students develop cultural capital through access to rich and diverse experiences.	PP students' engagement with rich and diverse experiences to be in line or above their peers.
7. Pupil Premium students are supported and equipped for successful transitions at every phase.	PP students engage with meaningful transition experiences, and their NEET figures are below or in line with national figures.

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Activity in this academic year

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: £178,905

Activity	Evidence that supports this approach	Challenge Numbers
Standardised Diagnostic Assessments - NGRT - DASH - WRAT 5 - Sensory Profile - Boxall Profile	The report from EPI: Breaking Down the Gap (2025) highlights the importance of early identification and intervention, noting that a large portion of the gap is "already present" by age 7.	1,2,3,5
Curriculum Design - High quality - Inclusive - Responsive - Meet diverse needs	*"The Impact of Inclusive Curriculum Design on Student Outcomes"* (Joseph & Thompson, 2025) Suggests that curriculum designs that are inclusive leads to improved academic performance, engagement and retention.	1,2,3,4,5,6,7
Senior Leaders with expertise - T&L - PP - Reading	Education Endowment Foundation (EEF) – *Leadership & Planning* guidance identifies that senior leadership is a key lever for effective teaching and learning	1,2,3,4,5
High Quality Teaching - CPD Programme - T&L Coaching - ECF Programme - PDR Programme	EEF's *Guide to the Pupil Premium* "Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils."	1,2,3,4,5,6,7
Recruitment and Retention - Highly qualified staff - Excellent subject knowledge - Pedagogical skills	Subjects Matter emphasises teacher subject-knowledge for teaching is an important predictor of student learning. NFER research shows non-specialist teachers implies negative impact on learning	1
Additional Provisions - CREATE - REACH - ARC - RISE - SHINE	EEF's "Behaviour interventions" toolkit indicates behaviour-related interventions can have a moderate impact for low cost on progress in learning	1,4,5
Whole school focus on Reading & Numeracy - CPD sessions - Tutor Reading - Tutor Numeracy sessions	Improving Numeracy & Literacy — NFER / EEF Evaluation programmes suggest that when schools adopt structured, evidence-based literacy *and* numeracy curricula, disadvantaged pupils can significantly progress.	2,3,

Activity	Evidence that supports this approach	Challenge Numbers
Research informed CPD programme - Rosenshine - Sherrington - EFA	EEF (2025) conference on "evidence-informed CPD" highlights the importance that CPD must be designed with evidence of what works, so that teaching and learning improve and, ultimately, student outcomes (especially for disadvantaged learners) improve.	1,2
Smaller group / classes - Additional Provision - Whole School	Education Endowment Foundation (EEF) "Reducing class size" shows evidence of greater benefit for disadvantaged pupils when there is a significant reduction in class size.	1,5
Staff Induction Processes	Achieving Greater Progress for Secondary Students Facing Socio-economic Disadvantage (UK GOV.UK study) emphasised the importance of staff being aware of disadvantage and believing in the possibility of progress.	1
Cover Supervision - Teacher Catch Up Time - Internal Cover	*Research by Estyn (Wales) – Impact of Teacher Absence shows internal familiarity can reduce some negative effects of teacher absence.*	1

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

Budgeted cost: £135,850

Activity	Evidence that supports this approach	Challenge Numbers
Small Group Reading intervention - National Tutoring Programme - Lexonik Leap - Lexonik Advance - DfE fluency intervention - Rapid Phonics - NGRT - Tutor Time	EEF's Teaching & Learning Toolkit indicates interventions explicitly teaching pupils how to comprehend reading will help close the disadvantage gap.	2
Academic Mentoring Coach - 1 to 1 - Small groups - Resources	ImpactEd / Education Development Trust (EDT) Final Evaluation (NTP), report "positive impact on pupil progress, attainment, and attendance."	3
FORTIS Programme - Mentoring - Small Group Work - University Visits	The Brilliant Club reports new research (using HEAT – Higher Education Access Tracker) showing that students who take part in a "Scholars Programme" have higher GCSE scores than comparable peers.	7
Into University - Focus programme - Academic Support - Mentoring	IntoUniversity's 2023 Impact Report shows strong progression to higher education: 61% of their alumni went to university, compared to 28% of students from similar backgrounds nationally.	7
The Tutor Trust - CREATE (English & Maths)	Exploratory analysis by Education Endowment Foundation (EEF) Effectiveness Trial, suggested greater benefits for Free School Meals (FSM) pupils and those with lower prior attainment.	3
Year 11 Targeted Intervention - Period 6 - Tutor Time - Core PE	The Education Endowment Foundation shows that targeted academic support, especially small-group or one-to-one tuition, can improve progress for pupils who are behind.	3

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

Budgeted cost: £103,455

Activity	Evidence that supports this approach	Challenge Numbers
Swap Shop - School uniform - PE Kit - Equipment	Research by the Child Poverty Action group (CPAG) showed strong evidence of an *association* between lack of uniform/kit and non-attendance for disadvantaged students.	6
Summer School - Trips - Lessons - Activities	NFER (2012) Evaluating Summer School programmes found that by attending a summer school it was *associated* with more positive attitudes.	6
Y6 transition box - Reading book - House Tie - Maths transition work	*"The School House System: Effects on Engagement, Connectedness and Staff-Student Relationships in Secondary Schools"* found that house connectedness and good relationships with house-staff predicted students' overall sense of school community. (See Reading Resource evidence below)	2
Reading Resources - ILH - Book fairs/Bookbuzz	The National Literacy Trust "Book ownership in 2024" found children who said they owned a book were 15x more likely to read above the level expected for their age (28.8% vs 1.9%) for those without a book.	2
Attendance - ETIO Programme - Key Workers - Year Team Support - Personalised Timetables - Rewards	National Foundation for Educational Research (NFER) – *"Being Present: the Power of Attendance and Stability for Disadvantaged Pupils"* (2019). Illustrates that for disadvantaged pupils, absence rate was one of the strongest factors associated with lower attainment and progress. It is suggests that for PP strategy, attendance & stability should be core.	4
Extra-Curricular - DofE - Prom - Guest Speakers - Careers Interviews	Centre for Young Lives et al. (2025) – Report titled "Beyond the classroom: the role of enrichment in tackling the school absence crisis", showed a positive correlation between participation in enrichment and improved school attendance, particularly for those from disadvantaged backgrounds.	6
Trips & Visits - Colleges / Universities - Field Trips - Y7 Camp - Reward Trips	Learning Away – "Benefits of #BrilliantResidentials" Residentials found to lead to: improved engagement/motivation, improved relationships, improved behaviour and attendance, raised aspirations; resilience & confidence, improved achievement/attainment.	6,7

Activity	Evidence that supports this approach	Challenge Numbers
Support & Well Being - Thrive - ELSA - Additional Provisions - Year Team Support - LAC Support - EAL/YC Support - Bagel Bar	"Approaches to supporting disadvantaged pupils" (DfE, 2018). Identifies disadvantaged pupils benefit from structured support including mentoring. The Childhood Trust – "Our New Research Exposes Stark Educational Inequalities Affecting Children Living in Poverty" (2024). Found that children eligible for Pupil Premium start secondary school with wellbeing scores ~10% lower than peers. Education Endowment Foundation (2025). Found 74% of schools identify "social, emotional and mental health (SEMH) and wellbeing" as a key barrier for disadvantaged pupils.	1,6
Careers Education - Careers Staff - Curriculum lessons - Interviews - FORTIS - College Visits	Department for Education "Navigating post-16 careers guidance: supporting learners from lower socioeconomic backgrounds" (2025). High-quality careers guidance improves confidence & decision-making; disadvantaged pupils often have less social capital and require more tailored support.	7
Behaviour system based upon restorative practices. - Targeted intervention - Support meetings - Home visits	DFE Case Study Evaluation (DFE-RR098) illustrated the use of restoration practices can significantly reduce the number of *permanent exclusions and behaviour in general. It also acknowledges the impact the reduction in behaviour has on staff and student attendance.*	5
Study Support - Homework clubs - Y11 study support - KS4 Revision night - Tutor Time - WTYD	Nuffield Foundation — Out-of-School-Time (OST) Study Programmes demonstrated that structured out-of-hours study support (with a teacher) can positively affect attainment for disadvantaged pupils.	7

Total budgeted cost: £418,210

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Across nearly all headline and subject-specific measures, the school has shown significant improvement from 2022–2025 for disadvantaged pupils. Performance has moved from "significantly below average" toward "close to average" in most areas. A major positive trend is the consistent narrowing of the attainment and progress gaps between disadvantaged and non-disadvantaged pupils.

Overall A8

Increase from 27.8 (below "sig ") in 23 to 33.9 (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –22.5 in 23 to –16.4 in 25 with a gap trend narrowing.

Overall P8

Increased from –1.41 (below "sig") in 22 to –0.88 (below "non sig) in 24. In comparison to national which has reduced slightly from –0.55 to –0.57.

Gap between disadvantaged and non-disadvantaged has reduced from –1.57 in 22 to –1.04 in 24 with a gap trend narrowing.

E&M 4+

Increased from 24.2% (below "sig") in 23 to 42.4% (close to average) in 25. In comparison to national which has stayed between 43.4 & 43.5% from 23-25.

Gap between disadvantaged and non-disadvantaged has reduced from –48.6 in 23 to –30.4 in 25 with a gap trend narrowing.

E&M 5+

Increased from 6.1% (below "sig") in 23 to 28.2% (close to average) in 25. In comparison to national which has stayed between 25.2 & 25.8% from 23-25.

Gap between disadvantaged and non-disadvantaged has reduced from –46.4 in 23 to –24.6 in 25 with a gap trend narrowing.

Eng A8

Increased from 6.2 (below "sig") in 23 to 8.0 (close to average) in 25. In comparison to national which has stayed between 7.7 to 7.8 from 23-25.

Gap between disadvantaged and non-disadvantaged has reduced from –4.4 in 23 to –2.6 in 25 with a gap trend narrowing.

Eng P8

Increased from –1.45 (below "sig") in 22 to –0..91 (below "non sig") in 24. In comparison to national which has stayed between –0.52 and –0.56 from 22-24.

Gap between disadvantaged and non-disadvantaged has reduced from –1.58 in 22 to –1.05 in 24 with a gap trend narrowing.

Eng 4+

Increased from 36.4% (below "sig") in 23 to 57.6% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –44.9 in 23 to –23.4 in 25 with a gap trend narrowing.

Eng 5+

Increased from 19.7% (below "sig") in 23 to 44.7% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –48.0 in 23 to –23.0 in 25 with a gap trend narrowing.

Maths A8

Increased from 5.1 (below "sig") in 23 to 6.4 (close to average) in 25. In comparison to national which has stayed at 6.9 from 23-25.

Gap between disadvantaged and non-disadvantaged has reduced from –4.8 in 23 to –3.5 in 25 with a gap trend narrowing.

Maths P8

Increased from –1.48 (below "sig") in 22 to –0..89 (below "sig") in 24. In comparison to national which reduced from –0.49 in 22 to –0.52 in 24.

Gap between disadvantaged and non-disadvantaged has reduced from –1.62 in 22 to –1.04 in 24 with a gap trend narrowing.

Maths 4+

Increased from 33.3% (below "sig") in 23 to 47.1% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –44.1 in 23 to –30.5 in 25 with a gap trend narrowing.

Maths 5+

Increased from 9.1% (below "sig") in 23 to 28.2% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –49.0 in 23 to –30.6 in 25 with a gap trend narrowing.

Science 4+

Increased from 25.4% (below "sig") in 23 to 40.7% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –46.5 in 23 to –31.6 in 25 with a gap trend narrowing.

Science 5+

Increased from 12.7% (below "sig") in 23 to 22.2% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –40.9 in 23 to –32.2 in 25 with a gap trend narrowing.

Science VA

Increased from –1.02 (below "sig") in 23 to –0.84 (below "sig") in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –1.15 in 23 to –0.97 in 25 with a gap trend narrowing.

Languages 4+

Increased from 25.0% (below "sig") in 23 to 43.8% (below "non-sig") in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –48.4 in 23 to –32.0 in 25 with a gap trend narrowing.

Languages 5+

Increased from 10.0% (below "sig") in 23 to 37.5% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –48.5 in 23 to –25.9 in 25 with a gap trend narrowing.

Languages VA

Decreased from –1.40 (below "sig") in 24 to –1.54 (below "sig") in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –1.26 in 24 to –1.62 in 25 with a gap trend widening.

Humanities 4+

Increased from 38.9% (close to average) in 23 to 45.5% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –29.7 in 23 to –24.0 in 25 with a gap trend narrowing.

Humanities 5+

Increased from 22.2% (close to average) in 23 to 40.0% (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –33.7 in 23 to –17.4 in 25 with a gap trend narrowing.

Humanities VA

Decreased from –0..84 (close to average) in 24 to –0.90 (below "non-sig") in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –1.40 in 23 to –1.06 in 25 with a gap trend widening.

EBACC A8

Increased from 7.4 (below "sig") in 23 to 9.2 (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –7.2 in 23 to –5.6 in 25 with a gap trend narrowing.

EBACC P8

Increased from –1.61 (below "sig") in 23 to –1.02 (below "sig") in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –1.77 in 23 to –1.19 in 25 with a gap trend narrowing.

Open A8

Increased from 9.1 (close to average) in 23 to 10.3 (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –6.0 in 23 to –4.6 in 25 with a gap trend narrowing.

Open P8

Increased from –1.28 (below "sig") in 23 to –0.82 (close to average) in 25.

Gap between disadvantaged and non-disadvantaged has reduced from –1.43 in 23 to –0.99 in 25 with a gap trend narrowing.

Destinations

Increased from 77% (sig below) in 22 to 79% (sig below) in 23

Attendance

FSM6 has increased from 86.6% (close to average) to 88% (close to average)

Persistent absence decreased from 41.6% (close to average) in 23 to 30.9% (close to average) in 25.

Suspensions

1 or more suspensions for FSM6 pupils has reduced from 17.68% (close to average) in 23 to 15.38% (close to average) in 24.

2 or more suspensions for FSM6 pupils has reduced from 10.50% (close to average) in 23 to 8.21% (close to average) in 24.

Externally provided programmes

Programme	Provider
Thrive	Thrive
ELSA	ELSA
FORTIS	Northumbria University
Set For Success	Youth Sport Trust
Enrichment Partnership Programme	Youth Focus
Trauma Informed Training	TISUK/YEF
SPARX Maths, Reader & Science	SPARX
PIXL Subscription	PIXL
Duke Of Edinburgh Award	Duke of Edinburgh
Lexonik Advance	Lexonik
SMID	SMID
Pupil Progress	Pupil Progress
ETIO	Tribal group PLC

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service children can access after-school clubs and enrichment activities and cultural opportunities. A dedicated Vulnerable and Pupil Premium Learning Coach provides pastoral support, helping with anxiety and coping during family deployments.
What was the impact of that spending on service pupil premium eligible pupils?	All service children attended class visits and other educational experiences offered. Service children attended after school clubs, are STEM Ambassadors, represent HTCS on sporting teams and receive academic support through Catch Up and tutoring.