

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025-26 academic year 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.

School overview

Detail	Data
School name	The Folkestone School for Girls
Number of pupils in school	1153
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2029/2030
Date this statement was published	September 25
Date on which it will be reviewed	July 26
Statement authorised by	Mark Lester, Principal
Pupil premium lead	Lisa Chan, Director of Pastoral Care
Governor /Trustee lead	John Mather

Funding overview

Detail	Amount(£)
Pupil premium funding allocation this academic year	160,249
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total	160,249

Part A: Pupil premium strategy plan

Statement of intent

<p>Key Principles</p> <p>Whilst academic outcomes are billed as 'above average' in terms of P8, it should not be forgotten that exam results attained place us in the top 6% of schools nationally. Whilst it is easy to dismiss this as 'selective privilege', FSG remains amongst the bottom 10% of selective schools nationally for attainment on entry, (50/50 Middle/High attainers on entry in Summer 24; 2:1 HA:MA in Summer 25) AND amongst the top 10% in terms of % disadvantaged. We are therefore a much more comprehensive school than pure grammar. We are not obsessed with P8 scores or 'beating' other schools and see a dip in P8 outcomes over recent years - whilst perhaps not as a 'desired' outcome, certainly as an accepted one – given all else achieved for the students; not so much a sacrifice and instead recognition of a broader definition of success; a parallel focus on a strong academic portfolio of qualifications alongside co-curricular enrichment; genuine interests in the classroom and beyond it; aspiration and inspiration</p>
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The impact of the pandemic continues to play out most notably on students from disadvantaged backgrounds. That is true for all schools nationally and the picture is no different at FSG. Whilst disadvantaged students at FSG have always, traditionally, outperformed their non-disadvantaged counterparts nationally that has not been the case since covid.

Ofsted (April 24) concluded **“Pupils who need help to manage their social, emotional and mental health receive sensitive support to help them improve attendance to school. The school is tenacious in its work to promote good attendance for disadvantaged pupils. Effective interventions such as bush-craft and mentoring develop pupils’ confidence and resilience. Consequently, most pupils attend school very well”**

Nonetheless, there remains an acute difference in the attendance for disadvantaged students against non-disadvantaged counterparts (87% vs 92%) which, whilst reducing each year, has very clear knock-on effect on outcomes. Disadvantaged students in fact are three times more likely to be persistent and/or severe absentees with an obvious impact in academic outcomes.

Acknowledging the challenges facing disadvantaged students and schools as they seek how to best support them, Ofsted, April 24 noted; **“The school has a clear vision to see every pupil succeed in life; pupils stand ‘10 feet tall’ in this school because they learn to believe in themselves. Pupils seize every opportunity enabling them to develop into articulate and confident young women. The school is outstanding in the way it provides additional support to disadvantaged pupils to enable everyone to benefit from this rich offer”**

Indeed, we believe that the best way of improving attendance back to pre-pandemic norms for all students, including those who are disadvantaged, is to build a school and a curriculum that students simply want to attend – and so at FSG our parallel focus, as described, aims to see that school days are fun and full!

Our pupil premium strategy aligns with our school ethos and values, vision and curriculum, other school development plans and existing practices to ensure sustained impact. There is not an over-reliance on targeted academic support, using for example, online tutors. This has been tried here across years, and across providers, and whilst there was some very limited positive feedback from students for mathematics, intervention of this nature this was not the case for English or for Science. Despite the effort of class teachers in supplying academic information to tutors to identify knowledge gaps, the sessions were unpopular with students, who reported that they preferred having their own class teachers as alternative teachers, with alternative explanations confused their understanding rather than supported it.

We also considered that students simply having more tuition thrust upon them either reduced their ‘free time’ and consequently student engagement was a struggle **or** sessions arranged in school time meant other subjects were disrupted and so tuition was actually counter-productive. In summary, we found logistics to be challenging to secure student engagement without impacting on curriculum time in school. Tutoring therefore should not be seen as a magic bullet (it’s impact here was minimal) and nor is it sustainable. However, we continue to make limited use of online tuition where appropriate and in particular to provide for students who are unable to attend school due to ongoing physical or mental health problems.

Having vastly reduced the no. of qualifications that students sat under the previous leadership – from 14 to 10 GCSEs, and having reduced class sizes in Maths, English and Science, we also believed strongly that curriculum time and support provided in classrooms was ample and that addressing aspirations and self-efficacy was the way forward in supporting academic outcomes, emotional health & well-being and personal development in parallel – all three of which we see as central tenets of an outstanding quality of education. Education cannot simply be ‘done to’ and instead must be ‘engaged with’. Thus, our pupil premium strategy focus is much more on **High quality teaching** and **wider strategies** than it is dependent on **targeted academic support** which, from experience, requires far greater effort and resource but is less sustainable and secures less impact.

Students eligible for the pupil premium do not, of course, all share the same needs. So, whilst for some students targeted and personalised support or intervention may be necessary, this is not always the case and Pupil premium funding therefore need not always be spent on direct interventions for named students.

Instead, it may be spent on staffing and/or systems which improve outcomes for all students, including those eligible for the pupil premium. As a school then we continue to invest in staffing and systems which:

- secure a whole school ethos of attainment for all
- address incidences of poorer behaviour and attendance
- deliver high quality teaching for all
- meet individual learning needs
- Build character, self-confidence & self-efficacy given that **'self-efficacy is significantly correlated with educational and employability performance and motivation'**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and secure the highest grades possible across our academic curriculum. However, The Folkestone School for Girls is not content to consider purely academic outcomes and instead through our 'whole child, every child' ethos, also contribute significantly to much broader student outcomes and to impact on self-efficacy. This stems from our belief that "qualifications are what our girls get; they do not define who they are and will play only a part in shaping the people they will become. Our academic curriculum, therefore, is only a part of what we do". In recent years national agendas have focused on 'narrowing the gap' or 'closing the gap'. At the Folkestone School for Girls, we are not only interested in narrowing, or closing, academic gaps but also in 'filling gaps' for our disadvantaged students – creating memories, opportunities and experiences (cultural capital) they can talk about in later life. Thus, we also encourage all our girls to explore other interests and to take part in the wider life of the school through an extensive co-curricular offer in the FSGBacc programme.

Although disadvantaged students at FSG have routinely outperformed their non-disadvantaged counterparts nationally, we are not content in simply 'levelling up' for disadvantaged students academically and instead, through initiatives such as The FSGBacc, Combined Cadet Force, Duke of Edinburgh, Teentech, International School Status, Turing Scheme & The Ivy House Award aim to level up for all our students in terms of cultural capital too - so that all can benefit from outstanding opportunities and experiences more akin to those at private schools. We have been demonstrably successful in this area with some 88% of the school routinely taking part in extra-curricular activities and **virtually no gap between disadvantaged and non-disadvantaged** participation. Some 400 students are working through their DoE Award Programme; we have some 300+ cadets in our CCF Contingent and were, with over 100 students, the single largest school cohort for the National Citizenship Service programme in Summer 24, the programmes final year.

Similarly, we have a wide array of school trips and in the past academic year 86% of students have been on a school trip (99% 'since records began) in 22/23. **No gap for disadvantaged students.** These include specifically targeted aspiration raising trips to Canterbury Christchurch University.

Similarly, 85% of students engaged regularly with co-curricular activities last year; 98% 'since records began' in 22/23. Almost half of students have regularly attended over ten activities in that time! 90% of staff help run this amazing provision! **No gap for disadvantaged students.**

Stakeholder voice is extremely complimentary about our extra-curricular offer and its impact on students' self-confidence and aspiration.

High-quality teaching ensures that all our students receive an outstanding academic education. Staff turnover is extremely low and staff therefore have many years of experience in their specialist subject areas. Low turnover of course also ensures continuity for students and maximises progress as staff have enhanced expert knowledge of the pupils in their care. Reduced class sizes in Years 10 and 11 in Mathematics in particular supports student progress. Sadly as budgets diminish we have had to cease similar practice in English and Science. All students follow a rigorous academic curriculum framed around the EBacc suite of qualifications, but we are also able to offer a wide choice of option subjects to ensure that students are able to study subjects that reflect and pursue their own strengths, interests and aspirations. We have high expectations of all students and thus all students prepare for and sit 9 GCSE (or 10 in the case of separate sciences). Homework,

collaborative learning approaches, Mastery, Metacognition and self regulation) (+5/+7 impact on EEF toolkit) are all used where appropriate to impact on outcomes and with demonstrably effect. The school is routinely 'well above average' and well within the top 10% of schools nationally.

Targeted Academic Support

Our experiences show this to be much less effective in terms of impact and yet much more effort in terms of human and financial resources. Nonetheless students eligible for the pupil premium do not all share the same needs and so, for some students targeted and personalised support or intervention may be necessary. We utilise our own teaching and pastoral staff for assertive mentoring and also have a student led peer mentoring/tutoring programme. (+5 impact on EEF toolkit). We have also, in the past, used targeted 'active revision' sessions over key holidays which combine academic input with personal development activities such as mountain biking /climbing/archery to increase engagement. As the demands of the 'normal school year' and our normal school offer have improved though we have felt that the few additional hours 'in the classroom' that these provide do not provide value for money. More importantly curriculum changes made mean more time for each subject/qualification as part of the normal school year – leaving students and staff free to enjoy their holidays and improve well-being. A number of subject specific software packages are also supported by the school and of course some, limited extra tuition is provided for identified students where we can ensure engagement. Curriculum trips are subsidised, revision guides and text book resources provided for home, Art supplies, even a digital camera for Photography – all as in any school. A much bigger thrust of our efforts however here at FSG, in supporting pupil premium students alongside all students is through our personal development and character education programme, The FSGBacc and through an extensive and enhanced pastoral care provision – both are labour intensive and resource heavy but have invaluable impact on the students and is held in high regard universally by all stakeholders. Indeed it is the USP of the school.

In line with our whole school commitment to personal development & character education through our new FSGBacc programme, we also target expenditure on aspiration raising events and opportunities which we believe could be the key to 'closing the gap'. Hence, our 'Red Letter Day' initiative which aims to offer tailor made opportunities to seek to raise such aspirations. We are, for example an InvestIN partner school, an organisation that provides inspirational career experience opportunities in some of the world's most desirable professions. As a partner school we are eligible for up to 3 bursaries per term for our disadvantaged students. We also have links with organisations such as the Smallpiece Trust, who focus on providing STEM opportunities.

Wider strategies

Our huge investment in pastoral care, far in excess of the norm for similar selective schools, enables those students who are struggling to achieve to receive individualised support through mentoring, well-being activities, group therapy work, counselling and access to a wide range of external support providers as we seek to remove any or all barriers to learning. We are demonstrably successful; outstanding results (Progress 8 consistently 'above' or 'well above' average) and the sheer volume, and levels of engagement with our Personal Education and Character Education Programme, The FSGBacc – which just 7 years into existence has recruited over 400 students for DoE, 300+ cadets, offers dedicated curriculum time in Years 7/8/9 and 10, FSGBacc camps and extends into post 16 with our new FSGAmbassador programme. Parental engagement is also used well at FSG (+4) and stakeholder satisfaction is remarkable with some 98% of parents confirming they would recommend FSG.

Ofsted, April 2024 noted "Pupils feel spoilt for choice from the enormous range of clubs and trips on offer. The school is outstanding in the way it provides additional support to disadvantaged pupils to enable everyone to benefit from this rich offer"

A research project by the University of Edinburgh on behalf of Gordonstoun School found that a curriculum such as ours "leads students to develop personal responsibility, teamwork and leadership skills; Students

develop a generalised personal confidence and resilience on which they are then able to draw when facing new challenges both at school and beyond". "Trying a wide range of challenging activities, alongside a diverse group of students, with the expectation to 'give it a go' appears to yield positive and lasting outcomes"

A similar survey, carried out by the University of Northampton's Institute for Social innovation and Impact on Cadet Forces in the UK similarly found that **'cadets have improved self-efficacy because of the activities they undertake'** resulting in increased social mobility, improved educational outcomes, improved mental and physical wellbeing & enhanced employability. It concludes

"participation in the Cadet Forces has significant positive impacts on young people, increasing their performance at school and improving their employment and career prospects. The impact is particularly strong for those cadets that suffer economic and other disadvantages; it is very possible that being a cadet is, for a young person from an economically disadvantaged background, a key factor that enables them to achieve positive life outcomes"

We would assert that our FSGBacc programme has a similar impact on self-efficacy because of the activities they undertake. The Ofsted report, 'Learning Outside the classroom' concluded

"Such hands-on activities led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour. The survey also found examples of the positive effects of learning outside the classroom on young people who were hard to motivate"

In combination then, the impact of our academic curriculum and our extensive co-curricular offer, through the FSGBacc is, naturally, most evident in our girls - who leave us after seven years well qualified and well rounded, with Duke of Edinburgh Awards, or experiences and 'soft skills' gained throughout their CCF career - ready for their onward journey and next adventure. Around 85% head off to higher education and around 65%, typically, are the first in their family to ever do so.

Our actions as a school, and as individual staff, are information driven and respond to evidence. We deploy staff and resources to deliver the best possible outcomes for all students. Our trustees, leadership team, and indeed all staff, share the highest aspirations and expectations for all students in our care and year on year deliver demonstrably outstanding academic outcomes for all students including those eligible for the pupil premium.

Case Study

As explained our 'Red Letter Day' initiative aims to offer tailor made opportunities to raise student aspirations. One such Pupil Premium FSG student who had always wanted to be a pilot was able to attend a 3 day residential course on Aeronautical Engineering at Kingston University during Year 11. Her 'Red Letter Days'! Her experience there is recounted below; she has since studied Maths, Physics & Chemistry at A-Level and is now studying Chemistry at Kingston University. This, of course, was to have been after her life changing trip to Nepal this Spring as part of our successful Turing Scheme bid to take 120 students, around 10% of our school population, on life changing and fully funded opportunities overseas to Cuba, Nepal, Morocco, Tanzania, Ibiza & Colombia. (until Covid-19 intervened)

Another student who also wanted to be a pilot was supported to complete a taster flying lesson at Lydd Airport. She has also flown a typhoon 'simulator at BAe in Rochester and worked on a satellite engineering project through [CANSAT](#). Such opportunities can provide 'the hook' to inspire and motivate students.

Disadvantaged students are prioritised for other opportunities too – such as Crewing and sailing a tall ship, [TS Thalassa](#) across the English Channel! (Despite being 1 of 5 secondary schools in the district, 6 out of the 13 Shepway students selected were from FSG! **All girls were FSG!**

Similarly, FSG had 3 students (out of 18 places available nationally) for the [JoLT](#) expedition of Summer 2024 to Cambodia & Vietnam. A genuine once in a lifetime opportunity to gain real first hand cultural capital. There are over 4000 secondary schools in the UK. FSG therefore is 1 of 4000+ schools and yet had 1 in 6 travellers!

We also run aspiration raising trips to Canterbury Christchurch University to inspire students to aim to go to university . It includes talks by an ex FSG student, tour of the campus, the library, research activity, lunch in the refectory....

Students who we think would benefit from such an aspirational boost are often, though not exclusively, disadvantaged.

There is perhaps no greater example of the drive to see all students be afforded such inspirational opportunities as our successful Turing Scheme bid.

Turing Scheme

Of all 120 travellers selected at FSG

- 97 were from households with an income of less than £25,000
- 48 students were eligible for Free School Meals
- 20 Students had a SEN
- 6 were young carers
- All 5 of our Children in Care were on the lists

Of the nearly 24,000+ schools in the UK just 114 made successful applications. The ‘average’ institution clearly had no travellers. The ‘average’ Turing institution had 45 travellers. **The Folkestone School for Girls had 120 and was *the* biggest school based project.** It was therefore a huge achievement to have been successful with such a bold and ambitious bid to take 120 students to 6 different destinations. An opportunity that quite simply most schools do not offer; most young people will never have. This funding was secured amid a global pandemic when schools, their staff and their leaders were stretched – often beyond capacity. It is testament then to FSG’s drive to do **‘everything we can’** that even under such testing circumstances we were able to press ahead with such plans - so bold in their scale and ambition. FSG has made a bold, ambitious and successful bid to provide life changing, once in a lifetime opportunities to some of our most disadvantaged students.

Amanda Spielman has stated that **“Everyone working in education must do everything they can to give this generation the best possible chance to fulfil its potential”**. Genuinely we believe that no other school lives up to that ‘everything’ quite like FSG and are absolutely confident that **we give every student the ‘best possible chance to fulfil their potential’**

Challenges

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

Challenge number	Detail of challenge
1.	<p>Attendance for disadvantaged students in 2018-19, the last 'normal year' was 91.8% compared with 94.4% for non-disadvantaged</p> <p>Post pandemic attendance has dropped across all students nationally and that's equally true at FSG. There is year-on year improvement but we are still not yet matching pre-pandemic norms. The impact is disproportionate for disadvantaged students; 87% disadvantaged vs 92% non-disadvantaged. Disadvantaged students, in fact, are three times more likely to be persistent and/or severe absentees with an obvious impact in academic outcomes. Despite our tenacious efforts, as commended by Ofsted in 2024 these attitudes and rates of attendance are extremely hard to shift. Attendance then remains our top challenge as clearly we will never be able to intervene, or have impact with, students who simply don't consistently attend school – in any arena; academic, pastoral or personal development</p>
2	<p>Pre-pandemic disadvantaged students at FSG made more progress than their non-disadvantaged counterparts nationally. In summer 25 that was true once again for the first time since covid. Given the concerns stated around attendance it is by no means a given that future years will continue in that vein. Our challenge remains to recapture pre-pandemic successes in the first instance and once that is secure work to narrow the in-school gap.</p> <p>Post pandemic we must seek to support the national challenge of reducing the disproportionate impact of lockdowns and lost learning on disadvantaged students which has saw FSG disadvantaged students underperform expectation for the first time.</p>
3	<p>It is clear the student engagement with extra-curricular activity continues to be highly impressive. Personal Development was easily judged as 'outstanding' by Ofsted in 2024 and rightly so. Our engagement levels would be the envy of most schools. 85% of students engaged regularly with co-curricular activities last year; 98% 'since records began' in 22/23. Almost half of students have regularly attended over ten activities in that time! 90% of staff help run this amazing provision! No gap at all for disadvantaged. When the FSGBacc was first conceived in 2018, just 40% of students participated in any extra-curricular activity. Similarly, 142 trips were run last year; 3160 trip places filled by students; 86% attended a school trip last year alone and 99% have been away 'since records began' in 22/23. No gap at all for disadvantaged.</p>
4	<p>Proportion of disadvantaged students requiring level 3+ (Intensive and specialist) pastoral support in 2021 was 19.5% compared with 7% for non-disadvantaged. We'd like to see this reduced – particularly in older year groups as evidence that our early intervention strategies are successful.</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.

More recently, post pandemic we must seek to support the national challenge of reducing the disproportionate impact of lockdowns and lost learning on disadvantaged students which has now seen

FSG disadvantaged students underperform expectation for the first time. This is a long term aim and will not be achieved overnight.

Intended outcome	Success criteria
Attendance for disadvantaged students is further improved and attendance gap reduced	Given the current global pandemic it seems inappropriate to set specific numerical targets for this desired outcome at present. However, long term goal must be to revert attendance of all students back to pre-pandemic norms and reduce the attendance gap further.
Further improved academic progress of disadvantaged students	P8 Disadvantaged FSG to return, gradually to pre pandemic norms for FSG whereby FSG disadvantaged students outshone national non-disadvantaged counterparts Once that goal is achieved the long term goal is to reduce the in school variation gap between disadvantaged and non-disadvantaged.
Disadvantaged students benefit fully from the school's Personal and Character Development Curriculum. Increased confidence and resilience leads to student wellbeing improved	Mission accomplished! The culture and ethos of the school and its students is that we 'sign up, take part, join in and stand out. That culture is now very successfully embedded. Every opportunity, activity, trip is oversubscribed and our challenge is not in getting students to want to take part but in managing the numbers who do!
Improved wellbeing of disadvantaged students	With the national upsurge in mental health challenges post pandemic now is not the time to set arbitrary statistical targets. Ofsted were extremely positive about the ethos and vision of the school, our curriculum and our pastoral care for all students – and we continue to support all our students in that vein. "Pupils speak so highly of the time and care that staff dedicate to seeing pupils flourish"

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,222.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes in Ma in Yrs 10/11, CPD, stable and experienced staff with low turn-over. Cost of FSGBacc lessons	EEF Toolkit	1

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

Budgeted cost: £ 13,346.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Addn tutoring, subsidised curriculum based trips, subsidised transport, provision of educational materials and resources, online software packages to support Homework, music lessons, CCF/DoE support	EEF Toolkit	1

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

Budgeted cost: £ 86, 679.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expanded, extensive and enhanced pastoral team and dedicated personal development staffing and facilities through FSGBacc	<p>EEF Toolkit</p> <p>University of Edinburgh Research into The Lifelong Value of Out- of-Classroom Learning Experiences https://fliphtml5.com/yeqa/ttsl</p> <p>Institute for Social Innovation and Impact report on social impact of cadets. https://www.northampton.ac.uk/wp-content/uploads/2017/10/social-impact-cadet-forces-uk-2020.pdf</p> <p>Ofsted, 2008 Learning outside the classroom https://www.lotc.org.uk/wp-content/uploads/2010/12/Ofsted-Report-Oct-2008.pdf</p> <p>Enriching Education Recovery; The Centre for Education & Youth https://wearencs.com/sites/default/files/2021-10/Enriching%20Education%20Recovery%20the%20role%20of%20non%20formal%20learning.pdf</p>	1,2,3,4

Total budgeted cost: £ 160,249

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 pupils in the 2024 to 2025 academic year.

The same challenges but in a different order. What has become apparent is that attendance is the bigger concern going forward; the limiting factor!

Challenge 1.

Disadvantaged students at FSG traditionally and consistently have outperformed their non-disadvantaged counterparts nationally. This is true year-on-year and in 2016/17/18 and 19 when the school was placed in the top quintile for Disadvantaged P8 overall - and in English, Ebacc & Open elements & the second quintile for Mathematics. Academic outcomes therefore have been traditionally and consistently outstanding but as outlined in our strategy and indeed across our entire school curriculum and ethos FSG is equally concerned to deliver much broader outcomes and in our extensive extra-curricular programme and the levels of engagement therein, and through provision of such life changing opportunities as the Turing Scheme, there is much impact to be proud of.

Summer 25 Results

Summer 25 results are not prone to the same national scrutiny in that there will be no P8 calculations. Internal data shows though a modest positive P8 score which would see us return to pre-pandemic norms.

Challenge 2.

It remains challenging to consider in-school variations in **attendance** in light of covid-19 and its ongoing impact – nationally and indeed internationally. ‘Children’ just haven’t returned to school in much the same ways that homeworking has impacted on the working life of many adults. That said there is a marked difference in attendance for disadvantaged students. There are though green shoots in the improving attendance statistics among lower year groups; Perhaps the worst is behind us? Ofsted were extremely positive in their inspection of Apr 24 of the lengths the school has gone to, and success it has had, in supporting attendance; **“Pupils who need help to manage their social, emotional and mental health receive sensitive support to help them improve attendance to school. The school is tenacious in its work to promote good attendance for disadvantaged pupils. Effective interventions such as bush-craft and mentoring develop pupils’ confidence and resilience. Consequently, most pupils attend school very well”**

Challenge 3.

Impact on extra-curricular engagement is extremely pleasing;

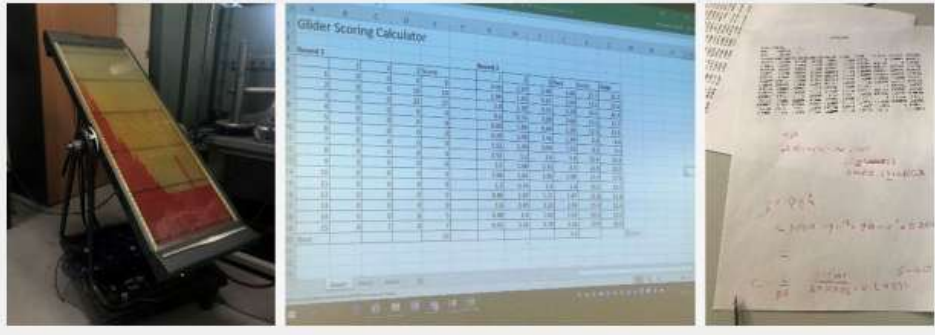
2025 Disadvantaged engagement 85%	Non-Disadvantaged engagement 85%	No Gap
2024 Disadvantaged engagement 80%	Non-Disadvantaged engagement 84%	Gap 4%
2023 Disadvantaged engagement 88%	Non-Disadvantaged engagement 88%	No gap
2022 Disadvantaged engagement 79%	Non-Disadvantaged engagement 92%	Gap 13%
2021 Disadvantaged engagement 57%	Non-Disadvantaged engagement 73%	Gap 16%

The school also successfully bid for £2000 from the KCC Reconnect Programme to offer Disadvantaged students in years 7 and 8 a high-octane personal development package, in line with our FSGBacc ideology and curriculum vision, incorporating water sports, water assault course and high ropes over 4 groups x 3 sessions.



Aerospace Engineering (3 day residential course) - A 'red letter day' student experience

"I had an amazing experience at Kingston University on the Aerospace Engineering course. Flight has always fascinated me and the course was a perfect opportunity to learn more and gain experience. Each day we had lectures from a professor at the university where we learnt about how aircraft function, the forces that act on them and the features aircrafts have to enhance their fuel efficiency and steady state flight.



On the second day of the course I was able to use the flight simulator at the university, the task was to land the plane on the runway and it was a great way to see how much I enjoyed it and what the university has to offer. On the same day I also took part in 3 other activities. We did wind tunnel tests and analysed the angles of a glider inside, this allowed us to gain knowledge on dynamic pressure and how the angle of attack caused stalling on the gliders. Afterwards we used motion tracking to see the trajectory change when we put different forces on a glider. The last activity we took part in was a tour of the full size leer jet where we were able to sit in the cockpit with the controls, view the shape and size of the aircraft and understand how ailerons, spoilers and flaps change the speed and angle of attack when flying.



Throughout the course we were designing gliders for efficiency; our first activity on the first day was to design a glider with any knowledge we previously had. By the end of the course, with all the information we had learned and the hands on experience we had to gained, we were set the same task at the end of day 3 to see how our gliders could improve. Within my team we were able to win both rounds and it was so much fun to dive into the tasks and make friends along the way.

The course has inspired me to look more towards the engineering side of aircraft rather than flying and I am even more interested in physics than before as it has been an eye-opener for what I want to do in the future. Thank you so much for this opportunity."

Having now, very successfully completed her GCSEs and A-Levels and after a change of heart/direction as a result of her studies this budding young engineer is now off to Kingston University to study Chemistry at degree level; she is the first person in her family to ever attend university – and the sky is the limit! This was to have been after a life changing visit to Nepal as part of our successful Turing Scheme bid – until Covid-19 intervened. Nonetheless this students' experiences, and should-have-been experiences, are indicative of the ambition, and impact, of the school and the aspiration raising events at the heart of our strategy.

Challenge 4.

Proportion of disadvantaged students requiring level 3+ (Intensive and specialist) pastoral support in 2021 is 19.5% compared with 7% for non-disadvantaged.

Our challenge was to reduce that. There has been a national upturn in EBSA and ACE as part, perhaps, of the post pandemic era and it is a well-established fact that disadvantaged students have been more acutely

impacted by the pandemic. Therefore, this remains an ongoing challenge and the desire to reduce this against such a backdrop proved unachievable.