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Scott Medical and Healthcare College

Scott Medical and Healthcare College **Pupil Premium Strategy Statement**

Scott Medical and Healthcare College is part of the Greenshaw Learning Trust.
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Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Scott Medical and Healthcare College
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	Annually
Statement authorised by	Matthew Oakes
Pupil premium lead	Matthew Oakes
Governor / Trustee lead	Jan Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,023.86
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	£58,023.86

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all children will receive disruption free lessons, quality teaching, a wealth of opportunities and be encouraged to take an active role in our school community.

As an inclusive Medical and Healthcare College, our intention is to provide a World Class, inspirational and inclusive environment with outstanding teaching and learning with a strong focus on the medical profession. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy
2	Low levels of numeracy
3	Poor attendance levels
4	Lacking cultural capital and low aspirations for future destinations
5	A combination of a lack of skills to study effectively independently accompanied by an environment not conducive to such learning.

Intended outcomes

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

Intended outcome	Success criteria
<p>Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+ / 5+ in English and Maths.</p>	<ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students • Reduce the number of behaviour incidents, including suspensions, logged for PP students, and bring in line with average for all students. • Increased engagement is evident in the classroom, access to the curriculum and progress. Improve pupil progress and outcomes for all and especially for key cohorts.
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p>	<ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages (where applicable), in line with national averages for all students. • PP students to achieve, or exceed, A8 averages, in line with national averages for all students.
<p>Improve literacy and numeracy levels so that pupils are able to access the whole curriculum through embedding Tier 3 vocabulary within lessons and timely interventions.</p>	<ul style="list-style-type: none"> • 100% of students read at, or above, chronological reading age by the end of Year 10. • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Standardised reading scores are in line, or above, national averages.
<p>Improve attendance levels.</p>	<ul style="list-style-type: none"> • PA rate for PP will be in line, or lower than national averages.

	<ul style="list-style-type: none"> • PP students will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through home visits log. • Attendance - First Day Calls - see PP students prioritised
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.</p>	<ul style="list-style-type: none"> • 100% of PP students attend a meeting with the careers officer in year 11. • NEET figures for PP are in line with, or lower than, national average. • Number of students attending Extra curricular clubs shows a higher proportion of PP students than 'other'

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy – all teachers are teachers of literacy. Appointment of literacy lead and commission of a literacy audit.	EEF research highlights the following as low cost high impact strategies - Reading comprehension, phonics, oral language interventions,	1, 2
Disruption free learning in every classroom	Quality teaching is the most effective way to reduce the PP gap. By enabling all teachers to teach and all students to learn sets the right environment.	2
All teachers to receive development drop ins throughout the year to improve the quality of teaching and learning in every classroom across the College	Improving the quality of teaching will subsequently improve the outcomes for young people.	1, 2
All teachers to receive intensive curriculum CPD. Focusing on developing student subject knowledge, memory, cognition, knowledge retrieval etc so that they can ensure students have access to a World Class curriculum.	Improving the quality of teaching will subsequently improve the outcomes for young people. Understanding how students learn will improve our ability to teach them. The best performing schools in the country have a focus on curriculum.	1,2,5
All students have access to online learning platforms which are used effectively (SPARX maths, Science, Reader and Carousel) and Uplearn at Post 16.	Evidence suggests that there is a positive correlation between the amount of hours completed on these platforms and the corresponding GCSE/A-Level grade	1,2, 5

All Post 16 students have timetabled independent study/assessment lessons on their timetable which are staffed and resources shared.	Independent learning and students' ability to do this effectively is supported by a wide range of research in improving outcomes - we will teach our students HOW to do this and give them the time to do this.	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Recruitment of specialist English and Maths teachers/tutors to deliver intervention and targeted support.	Literacy and numeracy skills entering Year 9 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress.	1, 2
Focus and support for TTRP, use of literacy lead to support and monitor, additional tutor groups enable smaller reading groups and regular assessments to track and monitor reading ages.	Literacy and numeracy skills of those entering Year 9 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress throughout their years at SMHC.	1
All students to receive reading assessment and those students highlighted will receive access to the Read Write Inc programme from our trained staff who have had the CPD	Literacy intervention (i.e. RWI) is proven to make rapid gains in a students reading and writing skill.	1

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Magic Breakfast (breakfast clubs) – implement effectively and increase the number of students taking advantage of the magic breakfast scheme.</p>	<p>Healthy meal to start the day, a large number of our PP students in particular did not have breakfast. PP students who attend clubs also tend to have a better attendance. Healthy lifestyle, healthy mind - supports our mental wellbeing work.</p>	<p>3, 4</p>
<p>Increase the number of enrichment opportunities for our students. Ensure finance is not a barrier to any child attending an extracurricular club/trip.</p>	<p>Research suggests a strong correlation between engagement in enrichment opportunities and improved attendance and wellbeing.</p>	<p>3, 4, 5</p>
<p>Attendance – improve levels of attendance for disadvantaged students - PP students are always prioritised with first day calling. Appointment of 3 new members to attendance team including an outreach worker to do home visits.</p>	<p>PP attendance nationally is below ‘other’. Attainment/progress v attendance are positively correlated.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 100,000

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.

Results for PP v Other

Attainment 8 (2024/25) 43.05 (whole school), 44.92 (PP). Gap +1.87.

Attendance remains a priority for the school, particularly for Year 11 students. Some lower than expected attainment was largely affected by higher rates of absence. The additional funding for the attendance team is designed to improve attendance, thus improving outcomes.

Quality of teaching further improved, evidenced through regular learning walks and drop ins. Teachers have responded well to the EEF work, focusing on Embedding Formative Assessment.

The drive to improve literacy through tutor time reading and identification of key vocabulary within lessons, has had positive feedback, as has the strategy to improve written responses through extended writing opportunities.

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
Embedding Formative Assessment	EEF/SSAT