Pupil premium strategy statement

School overview

Detail	Data
Number of pupils in school	1115 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	30.1% (Y7-Y11)
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)**	2025-2028
Date this statement was published	01/09/26
Date on which it will be reviewed	01/09/27
Statement authorised by	M Bedford
Pupil premium lead	M Holliday
Governor / Trustee lead	D Bailiff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£369,600
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*	£369,600

Part A: Pupil premium strategy plan

Statement of intent

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our children and see everything they bring as a strength.
A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our pupils. This shared responsibility is captured in the activities laid out below, but it also exists in the thousands of tiny interactions all our staff have with our pupils each day, where we relentlessly seek to challenge the impact of disadvantage on our pupils' ability to achieve. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our pupils, but particularly our most vulnerable.

Our philosophy is to direct our limited resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high quality teaching and strong relationships with our pupils we have the most control over their development. We can significantly improve all pupils' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day.

A significant focus remains the development of our pupils' language ability. We know that high levels of literacy are vital in unlocking success and influencing how children see themselves in relation to others and to the world around them. We will therefore continue to improve our teachers' ability to support pupils' reading comprehension, but also their oral language development too. Tutor Time Reading and reading interventions and the picture news across the Curriculum programme remain core activities all our children benefit from.

We want our children to thrive in every sense of the word, which is why we are also directing our collective resource and energy to improving pupils' well-being and their sense of connectedness to the school community. Our approach includes providing a varied and accessible enrichment programme, an inclusive rewards system and a breakfast club targeted at some of our most vulnerable pupils, where each morning students can come and interact socially with their friends and their teachers. It also includes ensuring that the work tutors and pastoral leaders do in terms of getting to know our students is mirrored in the classroom. We have invested greater resources into our inclusion offer, such as the appointment of a Life coach and the creation and staffing of our Student Support Centre and Reflection room.

Challenges

Challenge number	Detail of challenge
1 Attainment	**The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils**, particularly in subjects that rely on high levels of literacy and/or background knowledge, such as English where attainment is lower than that of their peers. Similarly, the attainment of disadvantaged pupils in GCSE subjects that require more sophisticated problem-solving skills or contain multi-step tasks, like Maths and Science, is lower than non-disadvantaged pupils.
2 Reading and Oracy	Assessments, observations and discussion with KS3 pupils indicate that **disadvantaged pupils generally have lower levels of reading comprehension than their peers**. Most of our pupils, including those from more disadvantaged backgrounds, arrive with the ability to decode and are generally secure in their phonics ability. Discrepancies open-up, however, as pupils progress through the school where the role of wider reading, background knowledge and vocabulary come in to play and become more important to achieving success across the curriculum.
3 Dysregulation	Our data on behaviour, including **number of behaviour incidents, and internal and external suspension rates, show a disproportionate representation of disadvantaged pupils**. Suspension rates for disadvantaged pupils are broadly in line with the national averages but still nearly double the in-school average. Observations and data suggest a lot of these pupils are low-prior attaining pupils and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning.
4 Belonging and sense of connection	Our assessments of pupils' sense of belonging through internal school data and surveys, as well as discussions with pupils and families, have identified some lack of connectedness with aspects of school life, particularly amongst our most vulnerable pupils. The clear desire from our students is to build deeper relationships with teachers in more informal settings and for further opportunities outside of lessons to connect with friends and the wider school community. Despite rising numbers in vulnerable students attending enrichment clubs and in the amount of rewards received, we are committed to narrowing the gap between our vulnerable and non-vulnerable students in these areas.
5 Attendance / SEMH need	Our attendance data indicates that attendance among disadvantaged pupils is on average about 5% lower than the figure for all students across years 7-11. Whilst attendance for all students and disadvantaged students is consistently in the top 25% of similar schools and marginally higher than the national average figure, there is nevertheless a strong desire to narrow our internal gap in attendance rates, including persistent absence, where there is the same discrepancy between student groups. Observations and data indicate that SEMH need is significant factor in pupil absence

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 outcomes particularly in English and middle prior attaining students.	2027/28 KS4 outcomes demonstrate: • Top quartile for progress made by disadvantaged students set amongst similar schools. • Progress to be in line national average for the attainment of all students • A reduction in the A8 gap between our disadvantaged and non-disadvantaged students
Improve delivery of codified teaching principles across all lessons.	2027/28 evidence on improved teaching to included: • Survey results from students, staff and parents. • Staff book reviews. • Quantitative data from CAR reviews and lesson drop ins.
Improved progress of disadvantaged students through specifically targeted support in English and Maths ensuring:	2027/28 evidence improved English and Maths outcomes include: • Establish foundational curriculum to ensure all students are able to able to access the KS3 curriculum and beyond. • Gaps in English/Maths performance between disadvantaged and non disadvantaged at GCSE is narrowing. • External examination results in top quartile for disadvantaged students when compared to similar schools
High levels of wellbeing and a clear sense of belonging and inclusion.	2027/28 evidence on wellbeing and belonging to include: • Qualitative data from pupil voice, parent surveys and teacher observations. • Small disparity in internal isolation and suspension rates between disadvantaged and non-disadvantaged pupils. • An increase in the participation at enrichment activities for all students

	and a narrowing of the gap between disadvantaged and line non-disadvantaged students.
Raise aspirations and standards through whole school development of all aspects of disciplinary literacy, with a specific focus on reading	2027/28 evidence on high language levels to include: • A small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments. • Attainment gap between disadvantaged and non-disadvantaged students in GCSE English Language/Literature is reduced • Improve English outcomes for all students
Strengthened links with families to increase parental engagement in supporting disadvantaged students	• Increased attendance of parents at progress evenings/SLT progress evenings across all year groups. • Increase numbers of students at enrichment clubs and increase the number of rewards achieved by students. • Parental working party to support SLT in improving communication and relationship with local community and parents/carers
High attendance levels to school and to lessons	2027/28 evidence on high attendance to include: • Attendance gap between disadvantage pupils and non-disadvantaged pupils well above Northwest benchmarks. • persistent absence among disadvantaged pupils no more than 30% • Disadvantaged attendance to above 90%

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: £*80,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop teachers' ability to ensure ALL pupils are actively participating in their learning in lessons, such as through turn and talk and use of Mini white boards. Use personal projects to improve teaching practice, in line with codified teaching principles (Teaching and learning handbook) Adopt Ambition coaching model as a tool to improve teaching practice	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF EEF-Effective-Professional-Development-Guidance-Report.pdf There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.	1, 2, 4
Ensure teachers continue to support pupils' reading and vocabulary development. Use personal projects and/or refresher CPD sessions in departments where necessary.	There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	1, 2, 4
Make sure ALL year 7 students are actively engaged in daily Tutor Time reading activities designed to improve their reading ability. Ensure all KS3 students are actively involved curriculum reading lessons designed to improve their reading ability. Picture News develops critical thinking, oracy and cultural capital.	Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. Oxford University Press - Word Gap - Oxford Language Report (Oxford University Press). Developing reading strategies has a strong evidence base for improving outcomes Reading comprehension strategies | EEF	1, 2, 4
Ensure teachers meet the needs of their students through careful lesson planning and high-leverage adaptive teaching strategies. This is supported through diagnostic assessment, curriculum reviews and regular lesson visits.	Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence adaptive teaching comes from a range of different sources, including the SEND Guidance Report. Special Educational Needs in Mainstream Schools | EEF and the Five a Day strategies, such as explicit instruction and scaffolding.	1, 2, 4

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

Budgeted cost £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of English and Maths HLTAs across KS3/4 lessons to provide one to one and small group support. Timetabled and bespoke reading intervention programmes, including those for our most vulnerable students resulting for NGRT assessments. Visual Acuity Test for all students, to inform parents of potential eye test need and to inform seating plans.	When used effectively the evidence shows that teaching assistants can support pupils through structured interventions that must be well-chosen, evidence based, structured interventions where appropriate Deployment of Teaching Assistants | EEF	1, 2, 4
School based Tutoring Programme – to address gaps in knowledge in core subjects in particular Tutor time intervention and study programmes - revision strategies across the curriculum Year 11 targeted intervention groups in core subjects.	When creating our tutoring and intervention programmes evidence from Tutoring_Guide_2022_V1.2.pdf has been used to ensure its effectiveness and that it occurs under the right conditions. The Revision Revolution by Helen Howell has inform our tutoring time study programme.	1, 2, 4
Provide life coach (for students and staff) and ELSA provision/support for pupils with emotionally-based school avoidance issues to ensure they gain GCSE qualifications in English, Maths and Science. Targeted SLT progress evenings to support Parents in supporting their child. Providing revision support packs and English specific support packs.	Evidence from trial showed promising results for EBSE pupils achieving passes in core GCSE subjects. Embedding principles of good practice set out in EEF Guidance EEF_Parental_Engagement_Guidance_Report.pdf	4, 5

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

Budgeted cost: £100,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a varied and accessible enrichment programme to ensure all students have the opportunity to enrich their experience of the curriculum outside of the classroom.	As well as being valuable in itself, wider participation can have a positive impact on resilience, confidence, attendance and attainment - Extracurricular activities to develop life skills - findings and lessons for practice	4, 5
Engage students and hard to reach families through targeted support via Attendance and Welfare officer & learning provision team Supporting parents in understanding examination requirements at Key Stage 4 through targeted SLT progress evenings. Improve rewards and incentives to increase a sense of belonging. Identify trusted adults and complete 'Getting to Know you' activity. Create WA Parental Working Party	The evidence for this intervention is drawn from a range of different sources. Evidence for Parental engagement comes from Working together to improve school attendance - GOV.UK and the Parental engagement | EEF Evidence for wider participation and behaviour interventions is detailed above through other activities.	3, 4, 5
Ensure each Year Group has a Director and Deputy director of Learner as well a Year group Manager a to oversee the provision for all students but particularly those experiencing vulnerability. Creation of a Student Support Centre and employment of a life coach to provide support and reengage some of our most vulnerable students.	Behaviour interventions designed to reduce challenging behaviour in schools have a moderate evidence base for improving outcomes, particularly those that focus on pupil self-management. Behaviour interventions | EEF Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation	3, 4, 5
Run a daily Breakfast Club for targeted pupils so that they can eat and socialise in a welcoming and supportive environment and have the opportunity to build purposeful relationships with staff and peers. Provide all students with opportunity to have a free breakfast (Bagels)	There is some existing evidence that breakfast clubs help improve attainment and attendance though it is more in a primary setting. Magic Breakfast - trial | EEF	4, 5

Total budgeted cost: £ *378,400*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Year 11 Tutoring programme started in September 2024**

  Our 2025 outcomes remain in the DfE 'average' category for the 5th year running, the first active ingredient had a significant role to play in this success. We extended the programme in 2024-2025 to include after school tuition alongside the weekend sessions. 141 students were identified as requiring additional support across the subject areas and attended sessions.
  Disadvantaged students attending over 17 hours of tutoring (26%) gained 3.97 average points, whilst those who attended less than 17 hours of tutoring gained 3.69 average points. Those attending no tutoring (29%) gained 1.8 average points. Disadvantaged boys attending over 17 hours tutoring gained 3.8 average points score, whilst those attending less or no tutoring gained 3.3 average points score. Disadvantaged girls attending over 17 hours tutoring gained 4.1 average points score, whilst those attending less or no tutoring gained 2.7 average points score. Where students were identified more than once, the students were spread over the blocks so that all relevant subjects had an input. Blocks were also organised into Ebacc/Non Ebacc subjects so all relevant departments were given an equal opportunity to tutor students. No student had more than two extended tutoring sessions in a week to avoid cognitive overload. Groups were a maximum of six students and all students were provided with hot food, in order to stay until 5pm. Attendance was tracked weekly and absences followed up by the year group team and teachers delivering tutor sessions. Overall attendance was excellent, with 85% or more attendance each week. All PP students in Year 11 were selected for after school and weekend tutoring. The Headteacher delivered CPD in effective tutoring based on the NFER research published in January 2023. The resources developed for this session were shared with Whitehaven Academy.

- **Year 13 tutoring block began January 2024**

  73 students took part in after-school tutoring across the subject areas for 2 six-week block Jan- March 2024 and April-May 2024. Attendance was tracked and absences followed up by the year group team. Attendance was very good, as equally strong as in Year 11. These sessions were designed to prepare the students for the A-Level series. Of the 73 students selected all of the PP cohort for Year 13 was included in the tutoring block.

- **Year 11 workshops: Parental engagement evenings x 2 in September and February. All Year 11 students meet with SLT and extended leadership for 30-minute appointments to discuss reports/trial exam results and agree actions/next steps**
  All Year 11 students either attended or met remotely with SLT/extended leadership twice in Year 11, with bespoke follow up where required. The 'Help your child to succeed' evening was less well attended and will be done differently next year. We improved the parental meetings by developing a systematic approach to exam preparation. A new student support curriculum section has been added to the website and shared with parents. From September 2025 we have further developed this by linking revision strategies into the tutor programme for Year 11 and progress evening meetings have a more targeted approach via the use of student/subject specific action plans. Each week a style of revision is explained by form tutors and teaching staff set homework which is based on the revision style of that particular week.

- **Weekend tutoring carousels: Targeted students are invited to attend either Saturday or Sunday to take part in 3 subject revision sessions (Core plus Geography, according to need)**

  Weekend tutoring took place from March up to the final examinations with 73 targeted students attending small group intensive tutoring in English, Maths, Science and Geography. All sessions were taught by subject specialists. This proved to be very successful as these sessions were designed to be in addition to, not instead

of revision. Students who were lacking in confidence particularly benefited from this process. Geography sessions were particularly impactful and saw significant improvements on 2024 (average grade –4)

- **Safe Study space**
  The use of a safe study for Year 11 students was available for students. This is in one of our IT suites to allow access to IT and internet for students (All PP students require this support at home are provided with a laptop). `

Reading

Reading Intervention Impacts (Sept 24 – Feb 25)

Please note, all growth data has considered the natural growth over the term.
All data is based on comparing NGRT tests from September '24 to February '25 to make for fair comparison.

INTERVENTIONS FOR 'TOWARDS' STUDENTS (reading age more than 18 months below own age)
These were delivered by English HLTA during reading lessons.

Reading Fluency (Delivered by HLTA x1 30-minute session a week)

Tested cohorts

	Average growth	Positive growth	Growth >6 months	Growth >12 months
Year 8 (24)	-1.2 months	50%	37.5%	25%
Year 9 (35)	5.5 months	66%	51%	43%

Disadvantaged students

	Average growth	Positive growth	Growth >6 months	Growth >12 months
Year 8 (11)	-6.9 months	45%	36%	18%
Year 9 (10)	-0.4 months	60%	40%	30%

Comprehension and Reciprocal Reading strategies (Delivered by HLTA x1 30-minute session a week)

Tested cohorts

	Average growth	Positive growth	Growth >6 months	Growth >12 months
Year 8 (15)	6.4 months	47%	47%	33%
Year 9 (8)	-7.5 months	25%	12.5%	12.5%

Disadvantaged students

	Average growth	Positive growth	Growth >6 months	Growth >12 months
Year 8 (7)	7 months	57%	57%	29%
Year 9 (2)	-19 months	0%	0%	0%

YEAR 10 LEXONIK TRIAL
Sessions were delivered by a representative from Lexonik, with 4 students per group on a rotational timetable every Thursday

Tested cohorts

	Average growth	Positive growth	Growth >6 months	Growth >12 months
19	37.7 months	95%	95%	95%

Disadvantaged students

	Average growth	Positive growth	Growth >6 months	Growth >12 months
5	42.8 months	100%	100%	100%

Reading 'Boost' (small group registration sessions with TAs x2 per week)

All students fell into the 'Pre' category, meaning their reading age fell below 9.5 years, or what is seen as being 'functionally literate'.

Tested cohorts

	Average growth	Positive growth	Growth >6 months	Growth >12 months
Year 7 (27)	8.1 months	63%	56%	44%
Year 8 (15)	0 months	47%	40%	33%
Year 9 (12)	5.5 months	67%	58%	42%

Disadvantaged students

	Average growth	Positive growth	Growth >6 months	Growth >12 months
Year 7 (12)	6.2 months	67%	58%	42%
Year 8 (6)	-9.2 months	34%	17%	17%
Year 9 (1)	-24 months	0%	0%	0%

Lexonik Leap – co-ordinated by SEN department, with initial training delivered by Lexonik representative.

Tested cohorts

	Average growth	Positive growth	Growth >6 months	Growth >12 months
Year 7 (18)	6.3 months	78%	61%	57%
Year 8 (12)	7.5 months	58%	58%	40%
Year 9 (4)	12 months	50%	50%	50%

Disadvantaged students

	Average growth	Positive growth	Growth >6 months	Growth >12 months

Year 7 (7)	6.7 months	86%	71%	57%
Year 8 (5)	11 months	60%	60%	40%
Year 9 2)	6 months	50%	50%	50%

Reading Intervention Impacts (March 25 – June 25)

Please note, all data analysis is now focussed on SAS (Standard Age Score). This means that whilst reading ages may alter, the student has stayed within the same range.

SAS will be analysed as follows:

Category	Difference in Spring to Summer SAS
Expected	-5 to 5
Higher	6 to 10
Much higher	11 or more

INTERVENTIONS FOR 'TOWARDS' STUDENTS (students with SAS of between 85 and 93)
These were delivered by Literacy HLTA x1 30-minute session per week.

Tested cohorts

	Average difference	Positive Growth	Higher	Much Higher
Year 8 (27)	+3	77%	29.6%	22.2%
Year 9 (30)	+7.2	86%	6.7%	43.3%

Disadvantaged students

	Average difference	Positive Growth	Higher	Much Higher
Year 8 (11)	+3	72%	27.3%	18.2%
Year 9 (8)	+12.25	87.5%	0%	87.5%

Reading 'Boost' (small group registration sessions with TAs x2 registrations a week)

All students fell into the 'Pre' category, meaning their reading age fell below 85 SAS, or what is seen as being 'functionally literate'.

Tested cohorts

	Average difference	Positive Growth	Higher	Much Higher
Year 7 (13)	-0.61	61.5%	9.4%	4.7%
Year 8 (17)	5.06	70.6%	5.9%	47.1%

Disadvantaged students

	Average difference	Positive Growth	Higher	Much Higher

Year 7 (6)	-2.84	50%	0%	16.7%
Year 8 (6)	3	66%	0%	33.4%

Year 7 Fluency – Paired Reading (with WELL) – Year 12 mentors with Year 7 x2 registrations a week

	Average difference	Positive Growth	Higher	Much Higher
Tested cohort (17)	0.35	70.5%	17.6%	5.9%
Disadvantaged (7)	1.14	71.4%	14.3%	14.3%

Fluency for all – WELL project – 1 hour per fortnight through English lessons

	Average difference	Positive Growth	Higher	Much Higher
Tested cohort (211)	-0.55	71%	15.6%	12.3%
Disadvantaged (63)	-1.38	69%	17.5%	11.1%

Attendance

Attendance by Pupil Group

Year Group	All	Boys	Girls	PP	Non PP	FSM6	Non FSM6
7	95.9%	97.1%	94.8%	92.6%	97.4%	92.6%	97.5%
8	94.5%	94.8%	94.2%	91.7%	95.9%	91.9%	95.8%
9	91.7%	93.4%	90.0%	86.3%	94.1%	85.8%	94.2%
10	91.2%	92.5%	90.1%	86.0%	93.4%	84.4%	94.4%
11	92.8%	95.4%	90.2%	85.4%	95.9%	85.5%	95.8%
KS3/KS4 Total	**93.2%**	**94.6%**	**91.9%**	**88.7%**	**95.3%**	**88.3%**	**95.5%**

Rewards data

Subgroups	**Average rewards per student**		
	Nov 24	**Jan 25**	**Apr 25**
All students	**129**	**232**	**394**
PP	**121**	**211**	**353**
Non-pp	**133**	**240**	**409**
Boys	**130**	**235**	**398**

Girls	**129**	**230**	**388**
SEND	**129**	**230**	**382**

Enrichment data

Year	All students		PP		SEND		Male		Female	
	Jan	Apr	Jan	Apr	Jan	Apr	Jan	Apr	Jan	Apr
7 – 9	56%	63%	43%	51%	53%	63%	60%	65%	52%	62%
7 – 11	48%	54%	36%	43%	46%	54%	53%	59%	44%	50%
7 – 13	47%	53%	36%	45%	45%	52%	53%	58%	42%	48%

It is worth noting this data is for clubs that students have chosen to be part of before/after or during school. Whole year group events (trips/guest speakers) do not appear in the data.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.