Pupil Premium strategy statement

2025-2027

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	Brownedge St. Marys Catholic High School
Number of pupils in school	773
Proportion (%) of pupil premium eligible pupils	23.03%
Academic year/years that our current pupil premium strategy plan covers – 2 year plan	2025-2027
Date this statement was published	November 2025
Date on which it was reviewed	September 2026
Statement authorised by	Nicola Oddie (Headteacher)
Pupil premium lead	Mrs Catherine Godbold (Senior DHT)
Governor / Trustee lead	Frances Fordyce (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,665
Recovery premium 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	£207,665

Part A: Pupil premium strategy plan

Statement of intent

The Mission Statement of Brownedge St Mary's expresses our intention to ensure that ALL pupils are given the opportunity to fulfil their potential using their unique talents gifted to them by God. Irrespective of background or any challenges pupils face, we are committed to providing opportunities that allow all pupils to develop as independent, confident and successful learners with high aspirations who enjoy learning and make good progress. Building on knowledge of pupils' prior learning, we will ensure that pupils from day one will be challenged through new and engaging learning which matches their varied needs and aspirations of all learners; the focus of our Pupil Premium Strategy is to achieve this.

At Brownedge St Mary's, we use our pupil premium funding to ensure all pupils benefit from the following:

- High quality teaching that effectively promotes motivation, high aspiration and accelerated learning for all. This teaching will focus on the needs of individual learners and identifies where disadvantaged pupils may need greater levels of support. This teaching is delivered by passionate and knowledgeable teachers, using pedagogy that adapts and engages all.
- A broad, rich and personalised curriculum that and equips learners to transition into appropriate progression routes so that they lead successful and fulfilling lives, whether it be traditional, technical or vocational. Our curriculum is characterised by the retention, interleaving, spacing and retrieval of knowledge and skills and will promote resilience and determination as key qualities for success and will demonstrate that challenge and ambition develop a healthy mindset equipping them for life and all its diversity.
- Exceptional pastoral care with bespoke, personalised provision for pupils who need additional support.
- Enrichment and extracurricular opportunities that develops personal and social skills, confidence in learning, builds pupils' cultural capital providing access to funding for those suffering hardship, to meet costs for access to enrichment opportunities.

Challenges

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

	Detail of challenge
1	**Raise achievement outcomes** Disadvantaged pupils enter Brownedge St Mary's with generally lower attainment levels than their peers. 2025 KS2 data shows average entry for disadvantaged pupils is 98.5, whilst non-disadvantaged pupils it is 104.5, with 55% of disadvantage pupils failed to reach expected standards in Maths and Reading. Outcomes in KS4 also shows a gap with leavers in 2025 cohort achieving an A8 of 49.5 for non-disadvantaged pupils, compared to 33.4 for disadvantaged pupils. In meeting Basics expectations of 4+ in English and Maths 35.5% of PP pupils achieved this in 2025 compared to 72.8%. Parental engagement is lower than expected across year groups with attendance at parents' evening at roughly 20% difference between PP and nPP e.g in year 7 in 24-25 was 76% vs 53% for PP and in year 9 it was 81% vs 61%. The impact of this is likely to affect pupil achievement as well as other indicators of development
2	**Address attendance, attitude and aspiration** Evidence indicates that a significant proportion of our persistent absentees come from disadvantaged backgrounds, and many pupils with low overall attendance also fall into this group. In 2024–25, disadvantaged pupils had an attendance rate of 85.5%, which was below the national average for this group, compared with 93.3% for their non-disadvantaged peers. Persistent absence shows a similar pattern: 40.4% of disadvantaged pupils were persistently absent, compared with 10.9% of non-disadvantaged pupils. Although persistent absence among disadvantaged pupils has improved, the gap between the two groups has not reduced, with Year 8 and Year 11 showing the most pronounced differences. Disadvantaged pupils also experience a greater number of sanctions, including low-level behaviour consequences and both internal and external suspensions. In 2022–23, 66 pupils received external suspensions, 34 of whom were disadvantaged. However, none of the seven permanent exclusions that year involved disadvantaged pupils.
3	**Literacy and reading development to a standard that matches their peers.** Teacher insights and assessment data highlight a recurring trend: disadvantaged pupils often enter with, and continue to display, lower reading comprehension skills than their classmates. This reduced proficiency has a knock-on effect on learning across all subject areas. NGRT outcomes reflect this pattern, showing that in Year 7, 41% of disadvantaged pupils were working below expected standards, with Year 8 displaying almost identical results. Overall, these pupils scored on average 22% below their non-disadvantaged peers.
4	**Increase participation in enrichment and extracurricular activities** In general, disadvantaged pupils are less likely to take part in the full range of extra-curricular and enrichment opportunities offered by the school. Non-disadvantaged pupils are much more active in activities such as educational visits, residential trips, enrichment programs, intervention sessions, and CASEO clubs, highlighting a notable disparity in engagement.
5	**Appropriate support for the Social and Emotional issues** Discussions with pupils and their families, alongside school observations, reveal that many students face social and emotional difficulties, such as clinically diagnosed anxiety and depression, as well as low self-esteem. These challenges are especially prevalent among disadvantaged pupils, with pastoral records showing that 74% of students need support from a combination of internal services, like the school counsellor, and external mental health professionals.
6	**Ensuring equitable access to equipment and educational resources** Parental conversations and teacher observations, highlight the need for additional support in the provision of ICT equipment e.g. iPads, uniform, educational materials and transport services.

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
Raise achievement outcomes	Improved attainment scores for disadvantaged pupils and narrow with their peers Reduced gap between outcomes (national and internal) for disadvantaged and non-disadvantaged pupils.
Address attendance, attitude and aspirations patterns	Enhanced monitoring and parental engagement strategies by pastoral/attendance officer Increased attendance patterns for disadvantaged pupils currently between 90% and 97%. Reduction in the number of disadvantaged pupils with less than 90% attendance and pupils below 90% achieve attendance closer to it. Improved attendance of our hard-to-reach persistent absentees. Alternative curriculum to support school refusers and support in place to integrate back into school life. Reduced numbers of sanctions particularly for disadvantaged pupils and to reduce the gap between the disadvantaged and non-disadvantaged. Strong engagement of disadvantaged pupils in careers guidance and post-16 planning, with higher proportion accessing appropriate post 16 pathways to further close the gap with peers.
Literacy and reading development to a standard that matches their peers	Reading comprehension tests demonstrate improved fluency and comprehension among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non disadvantaged peers. Disadvantaged pupils who are identified as struggling readers will have access to appropriate interventions such as specialist teaching and/or IDL reading intervention. Diagnostic testing provides evidence that reading interventions have been impactful. Those disadvantaged pupils not identified as struggling will engage with in Form Tutor reading activities twice a week.
Increase participation in enrichment and extracurricular activities	Full enrichment programme for Ks3/4 for all pupils to engage in at least one activity a week. Pupil voice to indicate preferred enrichment activities are on offer. At least all Year 7 and 8 disadvantaged pupils engage in the Brownedge Beacon Award At least 50% of Year 9 and 10 disadvantaged pupils engage in the Duke of Edinburgh Award scheme Use of Pupil Premium funding to ensure all disadvantaged pupils have access to curriculum related enrichment activities and additional extra-curricular trips such as exposure to theatre performances, trips and residentials. Tracking of enrichment attendance data shows high levels of participation of disadvantaged pupils across the array on offer.
Appropriate support for the Social and Emotional issues	Nurture Group for pupils who need support with attendance or social and communication issues (Year 7). 1:1 support from our Intervention and Behaviour teams, pastoral support, key workers, tutors and HOH to support management of homework and personal organisation. Support from the school counsellor and lay chaplain. Improved home school relationships through work to maintain a high Parents' Evening and Information Evening attendance for disadvantaged families. Email, text, letters, guidance booklets, regular feedback and phone calls for identified families. Disadvantaged pupils feel safe, supported and ready to learn
Ensuring equitable access to equipment and educational and digital resources	Ensuring all disadvantaged pupils have access to all items of equipment and resources which are considered necessary to provide full access to the curriculum. Evidenced by stakeholder voice.

Activity in 2025-27

Teaching   Budgeted cost: **£70,600**

Activity	Evidence that supports this approach
Targeted CPD for Heads of Faculty and all teaching staff to strengthen the use of effective assessment for learning (AfL) strategies. This will focus on improving the timely and accurate identification of gaps in pupils' knowledge and understanding, enabling teachers to respond swiftly through adaptive, responsive teaching to close these gaps.	EEF Toolkit (2021) highlights: • Feedback gives +6 months of additional progress, reflecting the substantial gains made when assessment information is used to guide next steps in learning. • Metacognition and self-regulated learning, which are strengthened through high-quality AfL practices that help pupils understand and evaluate their own learning, provide an average of +7 months' progress. • Reading comprehension strategies, supported through diagnostic assessment and checking for understanding, contribute around +6 months of progress. • The EEF's 2021 report "Teacher Feedback to Improve Pupil Learning" further emphasises that diagnostic assessment and responsive teaching are particularly effective for addressing gaps in knowledge and are especially beneficial for disadvantaged pupils. **Challenge number(s) addressed = 1, 2, 3**
Develop Quality Assurance Strategies, supported by distributed middle leadership to promote consistency and improve the amount of Quality First Teaching	• 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring that every teacher is supported in delivering high quality teaching is essential for achieving the best outcome for all pupils, particularly the most disadvantaged amongst them' EEF Toolkit 2021: High Quality Teaching. • Professional development combined with classroom observation and feedback contributes to measurable gains in pupil outcomes, particularly when middle leaders are actively involved (EEF, 2021). • Distributed leadership supports the consistent implementation of evidence-based teaching strategies, ensuring all teachers have access to guidance, coaching, and accountability, which research shows can improve overall pupil progress (Leithwood et al., 2004; EEF, 2021) **Challenge number(s) addressed = 1, 3**
Use of assessments to:- • benchmark pupils starting points. and measure impact of interventions • identify gaps in learning and inform targeted support • inform curriculum design and planning.	• Diagnostic assessments identify gaps in learning: GL assessments provide reliable data on pupils' strengths and weaknesses, allowing teachers to target interventions effectively, which is particularly beneficial for disadvantaged pupils (EEF, 2021). • Targeted interventions improve progress: Using assessment data to guide small-group or one-to-one support can accelerate learning, with evidence from the EEF showing linked gains of +6 months for feedback and intervention strategies. • Assessment informs curriculum planning: Analysis of pupil performance helps leaders and teachers adjust curriculum content, sequencing, and lesson focus to better meet the needs of all learners (Black & Wiliam, 1998; EEF, 2021). • Responsive curriculum benefits disadvantaged pupils: Adapting teaching and curriculum based on assessment ensures that disadvantaged pupils are supported in areas of greatest need, helping to close attainment gaps (EEF, 2021; Sutton Trust, 2011). • Formative assessment drives teaching and learning improvements: Effective use of data to shape both instruction and curriculum design strengthens overall teaching quality and learning outcomes (Hattie, 2009; Black & Wiliam, 1998). **Challenge number(s) addressed = 1, 3**

Develop pupils' writing skills across the curriculum through disciplinary writing tasks, modelling, faded scaffolding, with a focus on vocabulary, grammar and sentence structure	• Disciplinary literacy improves outcomes: Explicit teaching of writing across subjects strengthens progress (EEF, Improving Literacy in Secondary Schools, 2021). • Addressing disadvantage: Pupils from low-income backgrounds may have vocabulary gaps of up to 27%, limiting writing skills and comprehension (Sutton Trust, Low Income and Early Cognitive Development in the UK). • Targeted literacy support works: Structured writing programs and enrichment close gaps in writing and communication, particularly for disadvantaged pupils; combined with feedback, this can add up to +6 months' progress (EEF Toolkit, 2021)
Develop pupils' speaking and listening skills through structured discussion, debate, and presentation across subjects.	• Oracy interventions improve outcomes: Oral language programs enhance speaking, listening, reading comprehension, and writing, with average impacts of +6 months' progress (EEF, 2021). • Structured talk benefits weaker language learners: Discussion, debate, and guided conversation are particularly effective for pupils with weaker language skills, including disadvantaged learners. • Broader academic gains: Developing oracy strengthens reasoning, critical thinking, and engagement across the curriculum.
Employ an additional English teacher to provide targeted support pupils who are further behind their peers. This role will focus on closing literacy gaps, enabling disadvantaged pupils to achieve basic standards in English, and ensuring they are prepared to access appropriate post-16 pathways	• Targeted, small-group teaching accelerates progress: The EEF Teaching and Learning Toolkit shows that small-group tuition can deliver +4 months' progress, particularly benefiting disadvantaged pupils. • Structured English interventions improve literacy: Research from the EEF *Improving Literacy in Secondary Schools*and the English Research Review Series demonstrates that explicit teaching of reading, writing, vocabulary, and oracy in targeted sessions accelerates literacy development. • Disciplinary literacy and subject-specific instruction: Evidence highlights the importance of all teachers embedding literacy within their subjects, helping pupils access complex texts and develop subject-specific writing and communication skills. • Formative assessment and feedback: Regular assessment, retrieval tasks, and targeted feedback are essential to identify gaps and plan responsive teaching. • Closing gaps for disadvantaged pupils: Pupils from lower-income backgrounds disproportionately experienced learning loss during partial closures; intensive, expert-led English teaching is effective in reducing these disparities (Sutton Trust, 2020; EEF, 2021). **Challenge number(s) addressed = 1, 3**
Build capacity in Maths by strengthening teaching and learning across the department. This includes deploying additional specialist staff, supporting classroom teachers with targeted intervention strategies, developing adaptive teaching strategies for low- and high-attaining pupils, and embedding evidence-based approaches to close gaps in numeracy and reasoning for disadvantaged pupils.	• Targeted tuition accelerates progress: Small-group and 1:1 support can add +4–5 months for pupils below age-related expectations (EEF, Small-Group and One-to-One Tuition). • Differentiation and mastery improve outcomes: Structured support for lower- and higher-attaining pupils reduces gaps and extends learning (EEF, Improving Maths in Secondary Schools, 2021). • Evidence-based teaching approaches: DfE KS3 guidance and NCETM research highlight the importance of assessing prior knowledge, using manipulatives, teaching problem-solving strategies, and developing mental models. • CPD in mastery approaches: Teachers engaged in mastery-focused professional development can improve pupils' mathematical understanding, with EEF evidence showing +6 months for Maths and Science (EEF Toolkit). **Challenge number addressed = 1**

Develop and embed a whole-school professional learning pathway combining ECTP for early career teachers, NPQs for leadership development, bespoke middle-leadership programmes, alongside a strategic school CPD model to strengthen teaching and curriculum leadership.	• Targeted CPD boosts attainment: Well-structured professional development can improve pupil outcomes by +4–6 months (EEF, Teacher Professional Development Toolkit, 2021). • Leadership development drives improvement: NPQs and middle-leadership training enhance teaching quality and curriculum oversight, benefiting all pupils (EEF, Leadership Toolkit, 2021). • Early career support is effective: ECF improves teacher practice, confidence, and retention, particularly for staff supporting disadvantaged learners (DfE, Early Career Framework Guidance, 2021). • Collaborative and sustained CPD is most effective: Research shows CPD that is ongoing, collaborative, and closely linked to classroom practice has the greatest impact on teaching quality and pupil outcomes (EEF, Teacher Professional Development Toolkit, 2021) **Challenge number addressed = 1**

Targeted academic support   Budgeted cost: **£37,565**

Activity	Evidence that supports this approach
Deliver specialist provision to overcome barriers to learning for pupils below age-related expectations and EAL learners. Provide small-group or one-to-one support, using screeners and diagnostic assessments to identify needs, and implement targeted interventions such as Lexonik, IDL Literacy, and TRUGS to strengthen decoding, comprehension, vocabulary, and fluency.	• Phonics and structured reading interventions are effective: Targeted phonics and decoding programmes improve reading accuracy and comprehension for struggling readers, including older pupils (+4 months, EEF Phonics Toolkit, 2021). • Assessment identifies gaps for targeted support: Diagnostic screeners and evaluations pinpoint learning barriers, enabling precise interventions (+6 months, EEF Assessment & Feedback Toolkit, 2021). • Targeted literacy programmes benefit disadvantaged pupils: Small-group literacy interventions improve reading comprehension, writing, and broader academic outcomes for disadvantaged and EAL learners (+6 months, EEF Reading Comprehension Strategies, 2021). • Specialist programmes accelerate progress: Evidence shows that interventions such as Lexonik, IDL Literacy, and TRUGS improve decoding, spelling, vocabulary, and fluency in 1:1 or small-group settings (EEF, 2021). • Small-group and 1:1 interventions are particularly effective for disadvantaged pupils: Focused, personalised support helps close gaps in attainment and builds confidence in reading (+4–5 months, EEF Small-Group and One-to-One Tuition, 2021 **Challenge number addressed = 1,3**
Utilise our Year 11 intervention programme for disadvantaged pupils, combining evidence-based revision strategies, exam technique coaching, independent study skill development, and small-group or one-to-one tuition. The programme is data-driven, focuses on closing knowledge gaps, and uses motivational elements and rewards to sustain engagement.	• Small-group and 1:1 tuition accelerates progress: Targeted tuition (e.g period 6) for pupils behind age-related expectations can improve attainment by +4 to +5 months (EEF, Small-Group and One-to-One Tuition). • Revision strategies and exam technique improve outcomes: Structured, evidence-based revision and exam preparation increase retention and exam performance (EEF, Metacognition & Self-Regulated Learning; +7 months). • Extended learning time benefits disadvantaged pupils: Structured additional study time, including revision sessions, increases engagement, reinforces knowledge, and supports exam preparation for pupils who may have fewer learning opportunities at home (EEF, Homework +2 months, EEF, Metacognition & Self-Regulated Learning +7 months when combined with effective strategies).

	• Independent study and self-regulation support learning: Teaching pupils to plan and manage their own learning develops independence and boosts achievement (EEF, Metacognition & Self-Regulated Learning; +7 months).
	• Data-driven targeting ensures focus on needs: Using assessment to identify gaps allows for responsive teaching and focused interventions, improving progress (EEF, Assessment & Feedback; +6 months).
	• Motivational elements and rewards maintain engagement: Recognition, incentives, and positive reinforcement increase participation and persistence, particularly for disadvantaged pupils (EEF, Behaviour Interventions; +3 months)
	Challenge number(s) addressed = 1, 2, 3
Provide bespoke one-to-one online tutoring for disadvantaged and vulnerable pupils, tailored to address gaps in knowledge, build confidence, and strengthen self-esteem, supporting progress in key subjects	• One-to-one and small-group tuition accelerates progress: Targeted 1:1 tutoring can improve attainment by +4–5 months, particularly for pupils behind age-related expectations (EEF, One-to-One and Small-Group Tuition Toolkit, 2021).
	• Online tutoring is effective: Evidence indicates that well-structured online tutoring can deliver comparable outcomes to in-person tutoring when it is tailored and focused (EEF, Remote Learning Evidence Review, 2021).
	• Impact on confidence and self-esteem: Bespoke, targeted support increases pupil engagement, motivation, and self-efficacy, which contributes to improved learning outcomes (EEF, Social and Emotional Learning Toolkit, 2021)
	Challenge number(s) addressed = 1, 2, 3
Ensure all disadvantaged pupils can access the curriculum by providing structured Homework Club and Breakfast Club support, offering a quiet, supervised space for learning, independent study, and access to resources.	• Homework support improves attainment: Structured homework support can increase learning outcomes by +2 months (EEF, Homework Toolkit, 2021).
	• Access and engagement benefits disadvantaged pupils: Supervised study and breakfast reduce barriers to learning, improving attendance, concentration, and readiness for lessons (EEF, Parental Engagement Toolkit, 2021).
	• Wider social and emotional benefits: Breakfast Clubs and supervised study foster confidence, self-discipline, and engagement, supporting academic progress (EEF, Social and Emotional Learning Toolkit, 2021).
	• Structured school-based support narrows gaps: Additional learning time through clubs helps reduce attainment gaps by improving engagement, independent learning skills, and task completion (EEF, Small Group Tuition and Homework Support, 2021).
	Challenge number(s) addressed = 1, 2, 3, 4, 5

Wider strategies   Budgeted cost: **£74,500**

Activity	Evidence that supports this approach
Embed the principles of effective attendance practice as outlined in the DfE's Improving School Attendance guidance, focusing on increasing pupil/parent engagement, reducing absences, and supporting disadvantaged	• Attendance strongly influences attainment and engagement: Research shows that poor attendance is consistently associated with lower academic achievement, reduced engagement, and sometimes behavioural issues across all key stages.
	• Small improvements can have meaningful impact: Even modest increases in attendance can lead to measurable improvements in learning outcomes.
	• Disadvantaged pupils are disproportionately affected: Evidence highlights that disadvantaged pupils are more likely to be absent, reinforcing the need for targeted support.

pupils to attend school consistently.	• Parental engagement supports attendance: Strategies involving parents are effective in improving attendance and engagement, with the EEF Toolkit indicating an average impact of +4 months' progress when parental involvement is included. **Challenge number(s) addressed = 1, 2**
Further embed and refine whole-school reading strategy to develop pupils' fluency, comprehension, vocabulary, and enjoyment of reading. This includes reading across subjects, independent reading for pleasure, reading enrichment, and targeted support for struggling readers	• Disciplinary literacy improves outcomes: Reading embedded across subjects strengthens comprehension, vocabulary, and achievement (EEF, Improving Literacy in Secondary Schools, 2021). • Targeted interventions accelerate progress: Structured programmes for struggling readers improve decoding, fluency, and comprehension (+6 months, EEF, Reading Comprehension Strategies, 2021). • Reading for pleasure benefits disadvantaged pupils: Independent reading enhances vocabulary, comprehension, and engagement, particularly for disadvantaged learners (EEF, Reading for Pleasure Toolkit, 2021). • Access to texts reduces inequity: Providing age-appropriate reading materials supports literacy development and mitigates cumulative disadvantage (Sutton Trust, 2017) **Challenge number(s) addressed = 1, 2**
Continue to enhance pastoral support available to pupils including counselling, Intervention mentoring and behaviour support, lay chaplain	• Cognitive Behavioural Therapy (CBT) is highly effective: Research from the Youth Endowment Fund shows CBT can significantly reduce risk behaviours and support behavioural improvements. • School-based mental health interventions improve outcomes: EIF's systematic review finds CBT and similar interventions enhance social-emotional skills and reduce symptoms of anxiety and depression in adolescents. • Mentoring supports engagement and resilience: Evidence from the EEF indicates that structured one-to-one or small-group mentoring can improve attendance, motivation, and behaviour, with greater gains for disadvantaged pupils. • Whole-school approaches are most effective: Embedding social-emotional learning (SEL) across the curriculum and pastoral systems leads to improvements in wellbeing, behaviour, and academic outcomes (EEF, *Social and Emotional Learning*), particularly for pupils at risk. • Behaviour interventions have measurable impact: Targeted behaviour support, including restorative practices and positive behaviour strategies, can reduce exclusions and classroom disruptions while increasing engagement (EEF Toolkit: Behaviour Interventions, +3 months progress). • Early intervention prevents escalation: Providing access to counselling and mentoring for pupils with emerging difficulties is more effective than reactive approaches, helping pupils develop coping strategies before problems become set in. **Challenge number(s) addressed = 1, 2, 5**
Ensure that the most disaffected pupils access Work-Related Learning and bespoke external provision, providing personalised pathways that support engagement, skill development, and post-16 readiness	• Personalised learning and aspirations improve engagement: Tailored curriculum and aspirational pathways are crucial for managing behaviour in vulnerable pupils, helping them stay motivated and connected to learning. • Work-related and real-world experiences support attainment: Research indicates that providing personalised learning opportunities, including work-related learning, can positively impact behaviour, engagement, and long-term academic outcomes (EEF Toolkit: Behaviour Interventions link). **Challenge number(s) addressed = 1, 2, 5**
Provide comprehensive careers provision for all pupils, including mentoring, work-related	• High-quality careers education improves attainment and progression: Evidence from the EEF and Gatsby Benchmarks shows that pupils with access to structured careers guidance are more likely to make informed post-16 choices and achieve better academic and vocational outcomes.

learning, employer encounters, and guidance sessions, linked to academic support to maximise engagement, appropriate curriculum choices, attainment, and post-16 progression.	• Targeted support benefits disadvantaged pupils: Disadvantaged pupils are less likely to have access to career role models and guidance outside school; school-based careers provision reduces inequalities and increases engagement with post-16 education, training, and employment. • *Navigating Post16 Careers Guidance* research, effective careers provision significantly boosts students' confidence, helps them make informed educational choices, and improves early adult employment outcomes — particularly for those from lower socioeconomic backgrounds. • 2025 *Insight Briefing* from the Careers & Enterprise Company (2025) found that stronger careers education correlates with reduced NEET rates and better transitions to post-16 training or employment, with disadvantaged pupils showing notable gains. **Challenge number(s) addressed = 1, 2, 4, 5**
Deliver a planned programme of enrichment for all pupils, including CASEO, Interhouse competitions, Duke of Edinburgh (DofE), educational visits, and leadership opportunities, to broaden experiences, develop skills, increase engagement and close the cultural capital gap	• Enrichment improves engagement and attainment: Structured extracurricular programmes, including arts, sports, and school clubs, can deliver an average of +3 months' progress in academic and non-academic outcomes for disadvantaged pupils (EEF, *Arts Participation and Enrichment*, 2021). • Leadership and responsibility develop transferable skills: Participation in leadership programmes and awards such as DofE improves self-regulation, teamwork, and resilience, linked to +2–3 months' progress in engagement and attainment (EEF, *Social and Emotional Learning*, 2020). • Access for disadvantaged pupils closes experience gaps: Ensuring disadvantaged pupils can participate fully in enrichment activities helps reduce inequalities in cultural capital and broadens aspirations, supporting long-term outcomes. **Challenge number(s) addressed = 1, 2, 4, 5**
Ensure all disadvantaged pupils have access to the resources and materials needed to support learning and demonstrate progress, including digital devices, software, and other curriculum-related resources	• Access to resources reduces barriers to learning: Providing pupils with essential materials, including digital devices, enables full participation in lessons, homework, and remote learning, which is particularly important for disadvantaged pupils. • Digital inclusion supports attainment and engagement: Evidence shows that access to technology and online learning tools can improve engagement, skill development, and academic outcomes, helping to close gaps between disadvantaged pupils and their peers (EEF, Using Digital Technology to Improve Learning, 2021). **Challenge number(s) addressed = 1, 2, 6**
Ensure all Year 6 disadvantaged pupils experience a smooth transition to secondary school by providing targeted support before and during induction, including a step-up programme, familiarisation visits, mentoring, and personalised guidance, forming part of a wider transition strategy to support social, emotional, and academic adjustment	• Structured transition programmes, help pupils adjust socially and academically, reducing early disengagement and supporting progress in Year 7 (EEF, Transition to Secondary School, 2020). • Disadvantaged pupils are more likely to struggle during school transitions; additional mentoring, orientation activities, and personalised guidance help close gaps and foster confidence and belonging (EEF, 2020). • Planned induction, social-emotional support, and mentoring improve wellbeing and reduce anxiety, enabling pupils to engage more effectively with learning (Anna Freud National Centre for Children and Families). • Early targeted support for disadvantaged pupils improves attendance, engagement, and learning outcomes during the critical transition period (Anna Freud National Centre for Children and Families).Research evidences that if pupils are settled and confident with surroundings then they are more likely to achieve well. **Challenge number(s) addressed = 1, 2, 5**

Total budgeted cost: £286,100

Contingency: £25,000