



Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	126/153 Data correct as at Jan 26 Census
Proportion (%) of pupil premium eligible pupils	82% As per Jan 26 Census
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)	2024-2027
Date this statement was published	15/11/2025
Date on which it will be reviewed	01/09/2026
Statement authorised by	<i>Victoria O'Farrell</i>
Pupil premium lead	Vic O'Farrell
Governor / Trustee lead	



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ (2025-26)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 101,180 As per Sept 25 allocation based on single registered students at Educational Diversity only



Part A: Pupil premium strategy plan

Statement of intent

The purpose of our Pupil Premium Strategy is to support each student in their academic, spiritual, moral, cultural, social, emotional and physical development. We recognise that many of our students experience a variety of challenges that present barriers, which can impact upon their ability to achieve their potential.

Educational Diversity has an approach which aims to identify, understand, nurture and meet the various needs of our students, so as to develop resilient learners who are confident to engage, thrive and flourish. Every effort is made to build positive relationships and to give young people the sense of belonging to our community. From this, their self esteem improves, impacting upon their engagement with learning. We believe that every young person has a strength to be harnessed, even if they themselves have not yet identified it.

We recognise that some of the barriers for our school community include: attendance to school, financial hardship, poor literacy skills, low aspirations, mental ill-health, undiagnosed and unmet SEND including Speech Language and Communication Needs (SLCN)

Our aim is to re-engage students in their learning and prepare them for the future so that they can achieve the best that they can, progress into meaningful further education, employment or training and make a positive contribution to society.

The key principles of this plan are to:

- Cultivate positive relationships so that all students engage with their learning and believe they can achieve
- Improve our students' literacy skills
- Improve our students' attendance
- Improve opportunities so that all students widen their experiences and enrich their lives
- Improve life chances so that when our students leave school they are successful

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and literacy skills</p> <ul style="list-style-type: none"> • Language and literacy skills are low, with a high percentage of our cohort working at Stanine 1, 2 or 3 in reading. • A high proportion of our students have a speech, language and communication need, which influences their ability to comprehend and access learning. • A high proportion of children join Educational Diversity with undiagnosed or unmet learning needs which in turn reduces academic progress.
2	Attendance rates of pupils

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	<ul style="list-style-type: none"> Attendance and punctuality rates are low, therefore reducing access to school hours and learning opportunities. Due to the high level of mental health needs, including suicidal ideation and CASHER NHS referrals, an increase in the need for reduced timetables has been required, impacting on access to learning opportunities. Due to a need to manage and support the high risk behaviours of individuals, there is a need to provide a bespoke curriculum that meets their holistic needs. Students in KS4 can struggle with their motivation, impacting upon their attendance and engagement.
3	<p>Social skills and emotional resilience</p> <ul style="list-style-type: none"> Many young people join Educational Diversity with prior negative experiences of education and learning. This impacts on their confidence, attitude and engagement in learning. A significant number of children engage in anti-social and offending behaviour in the community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts on the child holistically. A high proportion of our cohort experience some form of SEMH needs. SEMH issues for pupils can have a detrimental impact on their academic progress and that of their peers. Many lack confidence in themselves and their ability and do not have the resilience to cope with setbacks and face new challenges. An increasing number of children have mental health needs that escalate to hospitalisation. There is a risk of developing negative and harmful coping strategies, impacting on their confidence and resilience.
4	<p>Motivation to engage in positive learning and behaviours</p> <ul style="list-style-type: none"> A significant number of children engage in anti-social and offending behaviour in the community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts holistically, including motivation to attend and engage in learning. Students can struggle with their motivation, impacting upon their attendance and engagement. Many students have low aspirations.
5	<p>Undiagnosed / unmet SEND</p> <ul style="list-style-type: none"> A high proportion of children who arrive in Educational Diversity have undiagnosed and / or unmet needs which in turn reduces academic progress, engagement and impacts on their emotional wellbeing and resilience.
6	<p>Aspiration (risk of NEET)</p> <ul style="list-style-type: none"> Pupils often arrive with low aspirations and limited engagement in learning, which increases their risk of not being prepared for post-16 and becoming NEET. Between 17-20% of our Y11 leavers become NEET.

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.

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Intended outcome	Success criteria
Improved language and literacy skills	Increased NGRT scores Improved English GCSE / Functional Skills results for Y11 students Evidence of progress in reading, writing and oracy at KS1/ KS2 / KS3
Improved attendance, include improved individual attendance	Increased attendance rates as a whole school, broken down by provision and individual students: <ul style="list-style-type: none"> • Pegasus KS 1/2/3/4, Athena KS3/4, HHM, Specialist & Alternative, REACH/LINK KS2 • Reduced number of progression plans with more students gradually accessing full time provision
Increase in emotional and social resilience	Improved levels of wellbeing and resilience demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Improved PASS scores and Boxall Profile outcomes • Increased participation in enrichment activities
Motivation and engagement in learning and positive behaviours	Improved motivation and engagement demonstrated by: <ul style="list-style-type: none"> • Analysis of behaviour data (DTs, suspensions etc.) • Qualitative data from student voice, lesson observations • Improved PASS scores • Engagement in broadening curriculum offer (catering, sports, enrichment, extra curricular clubs) • Pop-ins to monitor typicality of behaviours
Greater use of diagnostic tools to plan strategies and interventions for SEND pupils	SEND needs to be identified and supported consistently, evidenced within ILPs. To include: <ul style="list-style-type: none"> • Diagnostic assessments on induction (NGRT, GL Suite, BKS)BKS • Wider implementation of Boxall Profiles • SAL needs identified and strategies implemented • Dyslexia screening • Access arrangements to identify needs for KS4 examinations
Increase in EET	Successful transition of Y11s to Y12 with reducing % becoming NEET.



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: £1500 to contribute towards the cost of the following:

- GL Assessments (NGRT)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing self-regulation skills in all pupils, to include whole staff CPD on Trauma Informed Practices and Strategies for Behaviour	<p>Teaching and learning across the school uses evidence based pedagogy to ensure gaps in progress and attainment close.</p> <p>EEF - Metacognition & self-regulated learning guidance report highlights the evidence of this approach to improve learning behaviours</p> <p>What is a Trauma Informed School? highlights the evidence of this approach to support and improve learning behaviours</p>	1,3,4
NRGT assessments used to identify stanine 1&2 pupils for universal interventions Use of ReadWriteInc. assessment tools and resources for phonics screening and support Disciplinary literacy CPD across the whole school to improve literacy skills across all subjects Embedding of daily reading (The Day) Literacy focus included in all subjects	<p>Literacy is key to learning all subjects across the curriculum. The EEF Improving Literacy in Secondary Schools guidance report highlights the impact of using a disciplinary literacy approach to improving wider skills in literacy, outside of the subject of English.</p> <p>ReadWriteInc- Ruth Miskin is a well researched developed programme that suits our context.</p> <p>We were part of the well researched and developed Key Stage 3 Literacy Project - Right to Succeed. We look to continue with the impactful strategies.</p>	1
Consistent use of SLCN strategies / interventions used in all classrooms SAL CPD by external provider (Happy Talk)	<p>The Bercow report, 10 years on (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.</p>	1, 5



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

Budgeted cost: £ 42,000 to contribute towards the costs of the following:

- *ReadWrite Inc*
- *SALT (Happy Talk Ltd)*
- *EP*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions, including: <ul style="list-style-type: none"> • IDL (International Dyslexia Learning) • ReadWriteInc 	Improved NGRT scores and teacher assessments Reading comprehension strategies have a positive impact on ability to understand text, especially when interventions are delivered over a shorter timespan (see EEF reading comprehension strategies) IDL was developed and based on research as an approach to improve literacy outcomes for dyslexic learners. Summary of research and case studies can be found here .	1, 5
Additional days of EP time utilised to identify areas of SEND and support. CPD for SENDCO to include: <ul style="list-style-type: none"> • Access Arrangements course • New to SENDCO • SENDCO Network 	There is often a larger attainment gap between children with SEND than their peers (EEF SEND guidance report). Having a holistic understanding of pupils' needs is essential if they can be supported effectively.	1, 5
Suite of diagnostic assessments completed upon induction (including GL Assessments, SLCN, Boxall). Staff allocated to complete induction baseline assessments	as above	1, 5
Commission SALT x 2 days per week to provide specialist SLCN assessments and consultations to inform and support interventions for students	The Bercow report, 10 years on (2018) highlights the importance of identifying and meeting SLCN in schools to improve access to learning. It also makes a strong connection between SLCN and presenting behaviours.	1, 5



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

Budgeted cost: £57,680 to contribute towards the costs of the following:

- *CPI training*
- *NRG/ enrichment activities*
- *When the Adults Change*
- *Boxall Profiles*
- *Duke of Edinburgh*
- *Breakfast supplies/ family support (uniform, food and toiletries)*
- *Rewards*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed 'soft landings' and breakfast clubs	Maslow's hierarchy of needs in relation to learning - if the basic physiological needs are not met (such as food, shelter), it is not possible to focus on anything else, including learning.	2
Embed rewards systems used to promote good attendance and behaviour	A research report by the DfE found that, in a study on 'Behaviour Management Systems in Schools Rated Outstanding', 100% of all schools utilised reward systems as a proven method of encouraging positive behaviour. Our Relationships and Behaviour Policy outlines the different rewards we offer. We have applied the DfE https://www.gov.uk/government/publications/working-together-to-improve-school-attendance to write our new Attendance Policy.	2
Safety Intervention: Instructor training and Training for all staff	Safety Interventions with Crisis Intervention Prevention Institute This approach to responding to risk behaviours is based on trauma-informed and emotionally intelligent approaches. Our evidence in ED has demonstrated safer, calmer environments since the introduction of this training model.	3, 4
Boxall Profile assessments used to identify and support the social and emotional development needs of students	There is strong evidence (see commissioned research by nurtureuk) to suggest that embedding the 6 principles of nurture, including the use of nurture groups, increases the social and emotional development in children and young people. The Boxall Profile is an important factor in assessing social and emotional skills.	1, 2, 3
Staff training with When the Adults Change, Everything Changes	WTAC promotes the development of powerfully positive relationships that nurture aspirations, develop deep trust and support the highest standards of behaviour. WTAC is deep rooted in relational practice and offers bespoke programmes and online courses to	1, 2, 3

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	help transform settings. https://www.whentheadultschange.com/	
All children have opportunity to participate in OAA: <ul style="list-style-type: none">• NRG activities• Duke of Edinburgh	The English Outdoor Council identifies the benefits of OAA for young people, to include improving confidence, self esteem and resilience.	3, 4, 6
Support available in a bespoke response to need (e.g. uniform, equipment, food parcels, etc)	Child poverty was a big problem prior to the pandemic but has become increasingly worse since. As a result, there is a need to be aware of how support can be provided to help tackle this issue in schools, using the pupil premium. The Children Society highlights why it is an issue.	3, 4

Total budgeted cost: £101,180

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

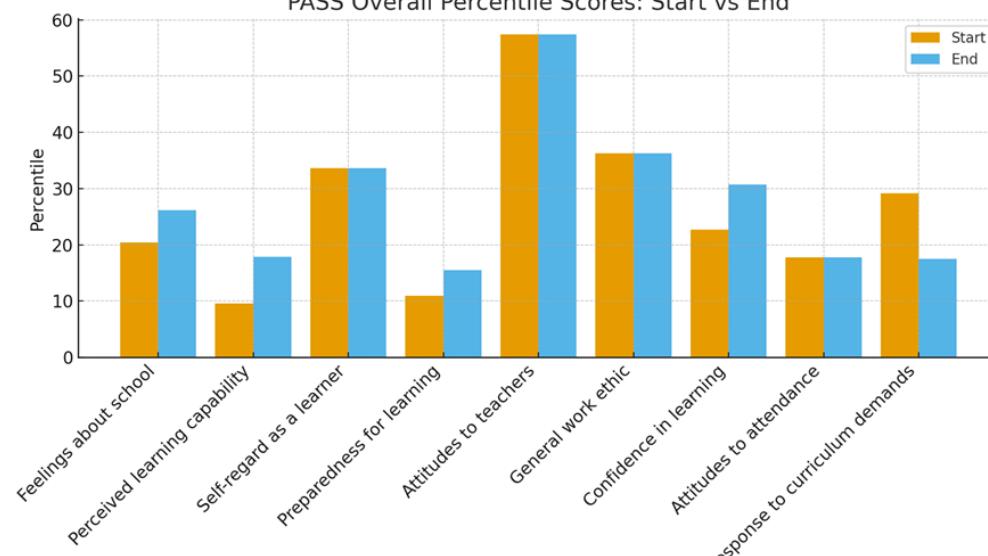
You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

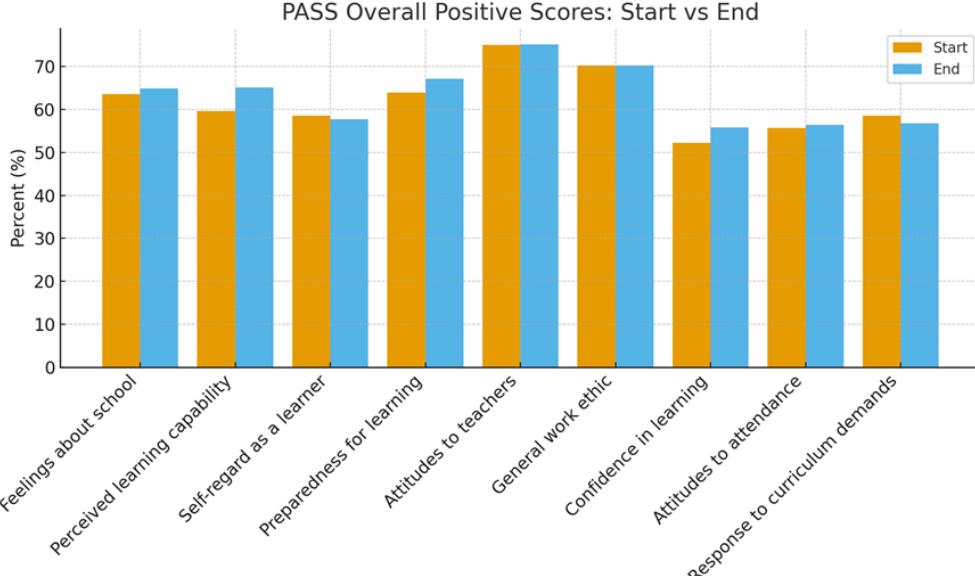
If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended outcome	Success criteria	Progress narrative	RAG
Improved language and literacy skills	<ul style="list-style-type: none"> • Increased NGRT scores • Improved English GCSE / Functional Skills results for Y11 students 	<p>NRGT Progress 2024-25:</p> <p>Of 92 students who have NGRT results from both admission and assessment in June 2025 48.9% showed an increase in SAS scores.</p>	AMBER

<ul style="list-style-type: none"> Evidence of progress in reading, writing and oracy at KS2 / KS3 	<p>KS4 English Outcomes 2024-25 for PP and non PP:</p> <table border="1"> <thead> <tr> <th></th> <th>All students</th> <th>FSM/ non FSM ()</th> <th>PP/ non PP ()</th> </tr> </thead> <tbody> <tr> <td>Proportion of students leaving with a qualification in English</td> <td>84%</td> <td>76.5% / 100 %</td> <td>77.1% / 100%</td> </tr> <tr> <td>Proportion of students who were gaining a higher grade in English 4-9 or equivalent</td> <td>26%</td> <td>16% / 32.25%</td> <td>22.9% / 33.3 %</td> </tr> </tbody> </table> <p>GCSE English Targets Versus Actual</p> <table border="1"> <thead> <tr> <th>Below</th> <th>Met</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td> ATHENA - (12 out of 22 students sat) 75% PEGASUS - (13 out of 19 students sat) 69.2% SPEC + ALT - N/A </td><td> ATHENA - 16.7% PEGASUS - 23.1% SPEC + ALT - N/A </td><td> ATHENA - 8.3% PEGASUS - 7.7% SPEC + ALT - N/A </td></tr> </tbody> </table> <p>Functional Skills English Targets Versus Actual</p> <table border="1"> <thead> <tr> <th>Below</th> <th>Met</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td>ATHENA - 50%</td><td>ATHENA - 50%</td><td>ATHENA - 0%</td></tr> </tbody> </table>		All students	FSM/ non FSM ()	PP/ non PP ()	Proportion of students leaving with a qualification in English	84%	76.5% / 100 %	77.1% / 100%	Proportion of students who were gaining a higher grade in English 4-9 or equivalent	26%	16% / 32.25%	22.9% / 33.3 %	Below	Met	Exceeded	ATHENA - (12 out of 22 students sat) 75% PEGASUS - (13 out of 19 students sat) 69.2% SPEC + ALT - N/A	ATHENA - 16.7% PEGASUS - 23.1% SPEC + ALT - N/A	ATHENA - 8.3% PEGASUS - 7.7% SPEC + ALT - N/A	Below	Met	Exceeded	ATHENA - 50%	ATHENA - 50%	ATHENA - 0%	
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Improved attendance	<p>Increased attendance rates as a whole school and broken down by provision:</p> <ul style="list-style-type: none"> • Pegasus KS2/3/4, Athena KS3/4, HHM, Specialist & Alternative, Chrysalis KS2/3 • Reduced number of progression plans with more students accessing full time provision 	<p>Attendance for 24/25</p> <p>Whole school 43.81% Pupil Premium 41.15%</p> <p>Average Attendance Pupil Premium Cohort: PP average attendance across the year 2024-25 was 41.15% (whole school 43.81%)</p> <p>HT1- 43.68% HT2- 42.9% HT3- 42.51% HT4- 41.18% HT5- 38.29% HT6- 37.75%</p> <p>Average attendance over years and cohorts:</p> <table border="1"> <caption>Official Centre Attendance 2024/25 - Half Termly</caption> <thead> <tr> <th rowspan="2">Centre</th> <th colspan="3">Autumn Term</th> <th colspan="3">Spring Term</th> <th colspan="3">Summer Term</th> </tr> <tr> <th>Half term 1</th> <th>Half term 2</th> <th>whole term</th> <th>Half term 1</th> <th>Half term 2</th> <th>whole term</th> <th>Half term 1</th> <th>Half term 2</th> <th>whole term</th> </tr> </thead> <tbody> <tr> <td>Whole school</td> <td>48.21</td> <td>45.59</td> <td>46.76</td> <td>44.6</td> <td>43.72</td> <td>44.28</td> <td>41.14</td> <td>38.89</td> <td>40</td> </tr> <tr> <td>S&A</td> <td>44.3</td> <td>39.21</td> <td>41.41</td> <td>36.7</td> <td>29.31</td> <td>32.19</td> <td>23.24</td> <td>19.61</td> <td>22</td> </tr> <tr> <td>Pegasus KS2/3</td> <td>52.98</td> <td>43.31</td> <td>46.74</td> <td>42.6</td> <td>42.4</td> <td>42.93</td> <td>40.64</td> <td>42.88</td> <td>42.26</td> </tr> <tr> <td>Athena</td> <td>51.92</td> <td>48.33</td> <td>49.63</td> <td>47.4</td> <td>47.24</td> <td>47.12</td> <td>48.77</td> <td>44.1</td> <td>45.2</td> </tr> <tr> <td>Pegasus KS4</td> <td>42</td> <td>45.42</td> <td>44.46</td> <td>43.36</td> <td>44.93</td> <td>44.56</td> <td>36.84</td> <td>28.21</td> <td>32.16</td> </tr> <tr> <td>LINK/Reach</td> <td>50.55</td> <td>58.27</td> <td>55.22</td> <td>95.5</td> <td>62.35</td> <td>75.82</td> <td>81.3</td> <td>79.2</td> <td>80.1</td> </tr> </tbody> </table>	Centre	Autumn Term			Spring Term			Summer Term			Half term 1	Half term 2	whole term	Half term 1	Half term 2	whole term	Half term 1	Half term 2	whole term	Whole school	48.21	45.59	46.76	44.6	43.72	44.28	41.14	38.89	40	S&A	44.3	39.21	41.41	36.7	29.31	32.19	23.24	19.61	22	Pegasus KS2/3	52.98	43.31	46.74	42.6	42.4	42.93	40.64	42.88	42.26	Athena	51.92	48.33	49.63	47.4	47.24	47.12	48.77	44.1	45.2	Pegasus KS4	42	45.42	44.46	43.36	44.93	44.56	36.84	28.21	32.16	LINK/Reach	50.55	58.27	55.22	95.5	62.35	75.82	81.3	79.2	80.1	RED
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<ul style="list-style-type: none"> ● Improved PASS scores and Boxall Profile outcomes, resilience trackers ● Increased participation in enrichment activities 	<p>The following chart compares start vs end percentile scores across PASS categories.</p> <div style="text-align: center;"> <p>PASS Overall Percentile Scores: Start vs End</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Start (Percentile)</th> <th>End (Percentile)</th> </tr> </thead> <tbody> <tr> <td>Feelings about school</td> <td>21</td> <td>27</td> </tr> <tr> <td>Perceived learning capability</td> <td>10</td> <td>18</td> </tr> <tr> <td>Self-regard as a learner</td> <td>34</td> <td>35</td> </tr> <tr> <td>Preparedness for learning</td> <td>11</td> <td>16</td> </tr> <tr> <td>Attitudes to teachers</td> <td>58</td> <td>58</td> </tr> <tr> <td>General work ethic</td> <td>37</td> <td>37</td> </tr> <tr> <td>Confidence in learning</td> <td>22</td> <td>31</td> </tr> <tr> <td>Attitudes to attendance</td> <td>18</td> <td>18</td> </tr> <tr> <td>Response to curriculum demands</td> <td>30</td> <td>18</td> </tr> </tbody> </table> <p>Overall Positive Response Scores</p> <p>The following chart compares the proportion of positive responses across PASS categories.</p> </div>	Category	Start (Percentile)	End (Percentile)	Feelings about school	21	27	Perceived learning capability	10	18	Self-regard as a learner	34	35	Preparedness for learning	11	16	Attitudes to teachers	58	58	General work ethic	37	37	Confidence in learning	22	31	Attitudes to attendance	18	18	Response to curriculum demands	30	18
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		 <p style="text-align: center;">PASS Overall Positive Scores: Start vs End</p> <p>The chart displays PASS Overall Positive Scores for various categories at the start (orange) and end (blue) of the year. The y-axis represents Percent (%) from 0 to 70. The x-axis categories are: Feelings about school, Perceived learning capability, Self-regard as a learner, Preparedness for learning, Attitudes to teachers, General work ethic, Confidence in learning, Attitudes to attendance, and Response to curriculum demands.</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Start (%)</th> <th>End (%)</th> </tr> </thead> <tbody> <tr> <td>Feelings about school</td> <td>63</td> <td>65</td> </tr> <tr> <td>Perceived learning capability</td> <td>60</td> <td>65</td> </tr> <tr> <td>Self-regard as a learner</td> <td>58</td> <td>58</td> </tr> <tr> <td>Preparedness for learning</td> <td>64</td> <td>68</td> </tr> <tr> <td>Attitudes to teachers</td> <td>74</td> <td>74</td> </tr> <tr> <td>General work ethic</td> <td>70</td> <td>70</td> </tr> <tr> <td>Confidence in learning</td> <td>53</td> <td>57</td> </tr> <tr> <td>Attitudes to attendance</td> <td>57</td> <td>57</td> </tr> <tr> <td>Response to curriculum demands</td> <td>59</td> <td>58</td> </tr> </tbody> </table>	Category	Start (%)	End (%)	Feelings about school	63	65	Perceived learning capability	60	65	Self-regard as a learner	58	58	Preparedness for learning	64	68	Attitudes to teachers	74	74	General work ethic	70	70	Confidence in learning	53	57	Attitudes to attendance	57	57	Response to curriculum demands	59	58	
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Motivation and engagement in learning and positive behaviours	<p>Improved motivation and engagement demonstrated by:</p> <ul style="list-style-type: none"> Implementation of Class Charts Qualitative data from student voice, lesson observations Improved PASS scores Engagement in broadening curriculum offer (catering, workshop, sports, OAA, extra curricular clubs) Teacher observation of increased metacognitive and self-regulation skills across all subjects 	<p>Classcharts has not been implemented but we have transitioned over to Arbor from SIMs.</p> <p>Enrichment activities:</p> <p>We have a full programme of enrichment opportunities for KS3 as part of our Flourishing Fridays curriculum. Students are engaging in outdoor education, therapeutic activities and cultural engagement.</p> <p>We are also offering more Educational Visits and have registered for Duke of Edinburgh Awards delivery.</p> <p>Zones of Regulation (ZOR) has been implemented across the school. In some areas it is embedded practice, and ZOR implementation forms our School Improvement Plan with staff CPD provided.</p>	GREEN																														

<p>Greater use of diagnostic tools to plan strategies and interventions for SEND pupils</p>	<p>SEND needs identified and supported consistently, evidenced within ILPs. To include:</p> <ul style="list-style-type: none"> Diagnostic assessments on induction (GL Suite, YARC, SLCN) Implementation of Provision Map software Wider implementation of Boxall Profiles Dyslexia screening Access arrangements to identify exam concessions for KS4 	<ul style="list-style-type: none"> The SENDCO is very much involved in the induction process, meeting with families of those children with an EHCP and also working with previous schools to ensure that we have all the relevant information regarding a SEND child. The SENDCO has established and implemented new systems and approaches to identify pupils' needs. We have an established graduated response; universal offer, targeted support and specialist support. Pupils are assessed on induction using NRGT, GL assessments, BKS (KS4) and Progress Tests in Maths, English and Science (KS3). If testing suggests that a child may have reading and writing difficulties, dyslexia screening may be carried out. After 6 weeks staff may complete an SLCN Identification of Need form and a referral is made to the speech and language therapist where necessary. If further assessment is necessary then further testing may be carried out by the SALT. One Page Profiles for all students are started at induction and results of assessments are communicated through these as well as at staff briefings. One Page Profiles are regularly reviewed to ensure that they are up-to-date and used appropriately to support the student. Access Arrangements are evidenced and applied for by the SEND team. Our SENDCO is currently undertaking a PAPPA course to become a fully qualified assessor for Access Arrangements. 							
<p>Increase in EET</p>	<p>Successful transition of Y11s to Y12 with less than 15% becoming NEET.</p>	<p>EET percentages over the last 3 years:</p> <table border="1" data-bbox="878 1062 1904 1194"> <thead> <tr> <th>2024-25</th> <th>2023-24</th> <th>2022-23</th> </tr> </thead> <tbody> <tr> <td>75%</td> <td>66%</td> <td>78%</td> </tr> </tbody> </table> <p>NEET/EET figures over the last 3 years:</p>	2024-25	2023-24	2022-23	75%	66%	78%	<p>GREEN</p>
2024-25	2023-24	2022-23							
75%	66%	78%							

Year	22-23	23-24	24-25
Total	50	39	48
NEET	11	13	12
EET	39	26	36

Year 12 destination figures for autumn term 2025-26:

Destination Sept	Number	Destination Change Oct	Number
Apprenticeship: Blackpool and the Fylde College	2	Apprenticeship: Blackpool and the Fylde College	1
Apprenticeship: Skills Construction	1	Apprenticeship: Skills Construction	1
Blackpool and the Fylde College	28	Blackpool and the Fylde College	22
Blackpool Sixth Form	1	Blackpool Sixth Form	1
Employment Full-Time	0	Employment Full-Time	2
Employment Part-Time	2	Employment Part-Time	4
Highfurlong School (EHCP)	1	Highfurlong School (EHCP)	1
NEET	3	NEET	4
NEET Not Ready: Mental Health	2	NEET Not Ready: Mental Health	4
NEET referred to The Platform	4	NEET referred to The Platform	4
Online course (SEND funded)	1	Online course (SEND funded)	1
OOA college	1	OOA college	0
Roscon	1	Roscon	1
Unknown	2	Unknown	2
Total	49	Total	48
NEET	9	NEET	12
EET	40	EET	36



Externally provided programmes

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

Programme	Provider
na	na

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

na
The impact of that spending on service pupil premium eligible pupils
na



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 funding.