Madeley School
Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Madeley School
Number of pupils in school	778
Proportion (%) of pupil premium eligible pupils	16.8%
Academic year/years that our current pupil premium strategy plan covers	2025/2028
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	L Nixon, Headteacher
Pupil premium lead	E Boustead, Assistant Principal
Governor / Trustee lead	R Millington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	109,954.75
Total budget for this academic year	£140,000.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make outstanding academic and wider progress. While we strive for every child to make the very best academic progress, we seek to instil our Core Values and develop their; Confidence, Resilience, Aspiration, Positivity, Enjoyment, Politeness and Pride & Respect to create a culture of aspiration and belonging.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including promoting progress for those who are already high attainers. We consider the challenges faced by vulnerable pupils, using a data-informed approach and deploy evidence-based strategies and resources which intend to address and rapidly close gaps.

High-quality teaching and professional development are at the heart of our approach, with a focus on areas where disadvantaged pupils are more likely to require the greatest support, such as numeracy and literacy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, where gaps in learning may have emerged from school moves for looked after/care experienced children and the legacy of the Covid-19 pandemic, through tutoring and small-group intervention for those whose education has been most affected.

Our digital strategy supports disadvantaged pupils by purchasing iPads to ensure they have access to revision materials and classwork. This is recognised as high impact by the Education Endowment Foundation and is one of their 5-a-day recommendations to improve curriculum accessibility.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the nature or impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challeng e number	Detail of challenge
1	**Attendance** **Issues relating to _school_ attendance** According to attendance data, we have found that the most disadvantaged pupils are more likely to have low attendance and higher persistent absence levels in KS3 and KS4. This has a negative impact on their GCSE results due to the cumulative impact of lost learning. <table><tr><th>Pupil Premium</th><th>Sept</th><th>Oct</th><th>Nov</th><th>Dec</th><th>Jan</th></tr><tr><td>PP 2022-23</td><td>92.27</td><td>91.91</td><td>90.96</td><td>90.12</td><td>89.87</td></tr><tr><td>PP 2023-24</td><td>91.65</td><td>90.71</td><td>90.68</td><td>90.16</td><td>90.19</td></tr><tr><td>PP 2024-25</td><td>95.3%</td><td>93.8%</td><td>92.80%</td><td>92.27%</td><td>92.50%</td></tr><tr><td>PP 2025-26</td><td>89.89%</td><td>89.66%</td><td>89.97%</td><td>89.77%</td><td>89.38%</td></tr></table> Pupil premium attendance has declined this academic year, compared to previous, after significant improvement over the past 3 academic years. Action plans are in place for those students who are persistently absent (PA) and regular meetings take place with Heads of Year (HoY) and the attendance team with students with and without parents and carers. <table><tr><th></th><th>No:</th><th>PA</th><th>%</th><th>SA</th><th>%</th></tr><tr><td>Non PP</td><td>676</td><td>105</td><td>16</td><td>4</td><td>0.59</td></tr><tr><td>PP</td><td>102</td><td>33</td><td>32</td><td>3</td><td>2.9</td></tr></table> Our rate of persistent absences is 3.3% lower than the national average, but there remains a gap between the attendance of our disadvantaged cohort compared to their non-disadvantaged peers.
2	**Academic Progress** **Low _numeracy_ levels on entry** The attainment of disadvantaged pupils as they join Madeley School is generally lower than that of their peers, and teacher diagnostic assessments suggest a lack of key numeracy skills and fluency. **Low _literacy_ attainment on entry** This is particularly pertinent with specific cohorts of students who have missed significant episodes of teaching. Baseline tests suggest that a large proportion of disadvantaged pupils have noticeably weaker technical accuracy skills in their writing compared to previous cohorts and to their non-disadvantaged peers. We assess reading ages and then we undertake further diagnostic testing to ascertain which literacy skill is creating a barrier to their learning

	and provide targeted and relevant intervention to close this attainment gap. We utilise the diagnostic data produced by the STAR Reading Age test as well as further 1:1 testing to identify areas of weakness. We review their progress on a termly basis and assess the impact of intervention both in and outside of class, where appropriate. ***Low <u>reading</u> comprehension levels on entry*** We have found that disadvantaged pupils have lower levels of **reading comprehension** than their peers when they join Madeley School. This is evidenced through standardised scores, age-related reading scores, assessments, and observations of pupils. This impacts their progress in all subjects. Disadvantaged students are also less likely to be exposed to (or have access to) a range of challenging reading materials and therefore their vocabulary can be limited. This can also be connected to a **cultural capital** deficit between the disadvantaged students and their peers.
3	***Emotional and pastoral support needs*** Our observations, discussions with pupils and families and teacher referrals for support have identified **social and emotional issues** for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem as an issue impacting on attendance, behaviour and academic outcomes. This is partly driven by; long term effects of lockdowns, concern about catching up lost learning and prospects, and the **lack of enrichment opportunities** due to the pandemic. The waiting times and thresholds for external agency support has increased, leading to pupils with complex needs having to wait for specialist support and or diagnosis.
4	***Aspiration and Enrichment*** ***Raising <u>aspirations</u>*** Our disadvantaged pupils can come from families with limited experience of higher education, which can make university-level study seem like an unattainable goal. These students require additional support and exposure to higher education to help them understand their options and to challenge preconceptions that this is out of their reach. **Access to <u>revision and classwork opportunities</u> and materials through funded iPads for disadvantaged pupils** **Attendance at <u>extra-curricular</u> clubs and <u>enrichment</u> activities** Attendance at extra-curricular clubs and enrichment activities can be inconsistent for disadvantaged pupils and they need structured and financial support to ensure they access this cultural capital.

Clubs – % attended ≥1 by Year (Y8–Y11)

Trips – % attended ≥1 by Year (Y8–Y11)
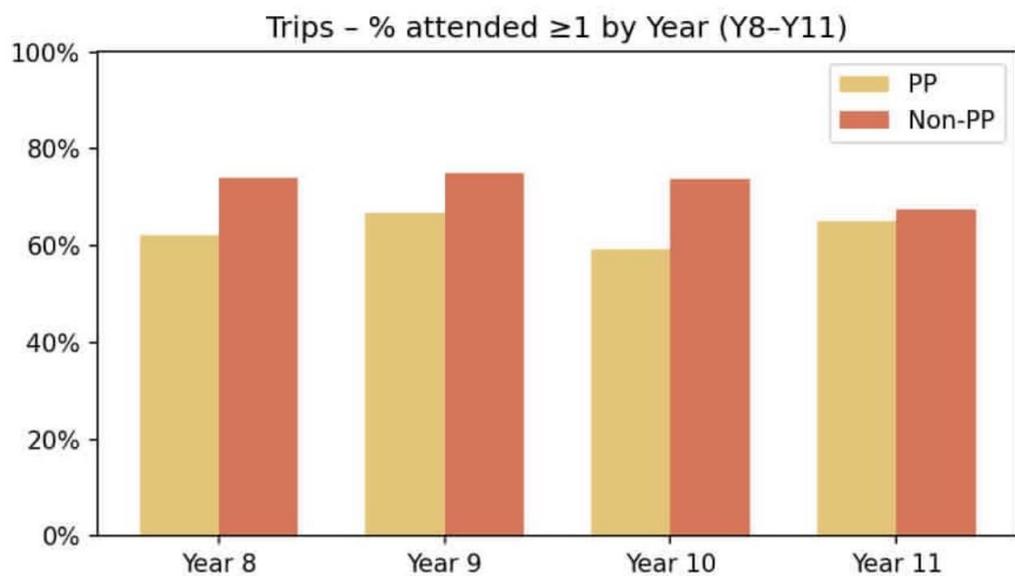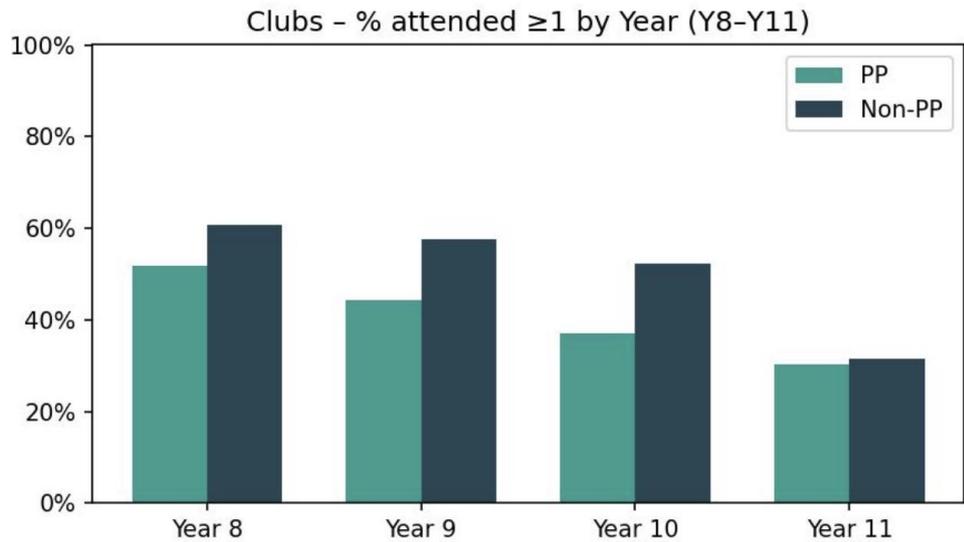
The gap in attendance to clubs and participation in educational visits between disadvantaged and non-disadvantaged is closing, but less rapidly for some year groups.

Previous pupil voice indicated a number of pupils did not take part in re-vision activities out of school and found barriers, such as a lack of access to technology to complete home learning.

Intended outcomes

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

Intended outcome	Success criteria
1. Attendance To raise the levels of attendance and punctuality for our disadvantaged pupils.	• Attendance and punctuality statistics and comparisons (weekly and termly) will show that the gap between disadvantaged and non-disadvantaged pupils closes, and significant improvements made with those who are PA and SA. That it continues to compare favourably to national and local authority benchmarks. • Parents/carers will be partners, working alongside school staff, to improve their child's attendance. • Parents/carers and students will be aware of the impact of non-attendance on their progress and outcomes. • Raised staff awareness and interventions to support the improvement of disadvantaged students and attendance and ultimately progress.
2. Progress To ensure disadvantaged pupils make comparable academic progress to their peers. Improved reading comprehension levels for our disadvantaged pupils across KS3.	• Positive progress 8 score in line with their non-disadvantaged peers in all elements (Maths, English, EBacc and Open). • Percentage passing English and Maths GCSEs. • Pupils achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally. • Online tracking will be used to baseline and monitor student progress in the core components of reading, using the STAR Reading Age test and subsequent data. • Improved reading and contextualised literacy skills of the disadvantaged students and a 'closing of the gap' between them and their non-disadvantaged peers. • Improved engagement with Sparx Reader over time, demonstrated in increased percentage completion. • Engagement in lessons and book scrutiny will subsequently improve. More PP students will be

	• observed reading aloud in lessons and using subject-specific vocabulary in their verbal and written responses to demonstrate progress in comprehension.
3. Emotional and pastoral needs To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observations. 90+% of stakeholders are saying they have high levels of wellbeing. • All pupils will be supported to achieve a positive behaviour target of 97% • The role of pastoral support officers will be embedded, with clear referral processes and external support obtained, where required.
4. Aspiration and Enrichment All our pupils, including our disadvantaged pupils have high aspirations	• Our disadvantaged pupils experience a high quality CEIAG programme and have priority and enhanced access to Careers advice and support. • School culture focuses on Core Values which raise aspirations. • All disadvantaged pupils will continue with education, or training post 16. • Disadvantaged students receive priority and additional careers interview sessions. • All students, including those who are disadvantaged, will have a meaningful work experience, with support where required.
To improve attendance at extra-curricular and enrichment activities To close the gap in homework completion between disadvantaged and non-disadvantaged pupils	• Increased participation in extracurricular and enrichment activities, particularly among disadvantaged pupils. • All disadvantaged pupils will have the necessary financial support and encouragement to access extra-curricular clubs, enrichment activities and will have the uniform or equipment required to participate. • There will be improved homework quality and completion.

	• Arbor analysis will show high numbers of disadvantaged pupils completing homework on time and to a good standard.
	• All disadvantaged pupils in Year 7,8, 9 and 10 have iPads so that they have access to high quality revision and classwork materials.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and **professional development** (RM/SN)	• Using the revised Inspiring Excellence: The Madeley Way approach to teaching and learning. • Focused feedback and use of the marking and feedback policy to accelerate progress. • Programme of sharing best practice at development sessions, through the teaching and learning bulletin and through the Lesson Visit Enquiry Project. • High quality, research and evidence based CPD materials to improve central pedagogical approaches, including supporting pupils with SEND. • Calendared time for sharing of best practice and improving teaching quality • SENDing pupils soaring begins its second year and embeds the EEF's 5 principles of scaffolding, explicit instruction, use of technology, cognitive and metacognitive approaches and flexible grouping to raise outcomes for disadvantaged learners. • PP and SEND focus in Spring term health check. EEF Toolkit Feedback: Very high impact for very low cost based on extensive evidence.	2, 4

	EEF: Teacher Feedback to Improve Pupil Learning	
Expansion of the **digital strategy** (MH/KB)	• iPads purchased for all disadvantaged pupils • Technology to support home learning and completion of homework. • Parent and pupil training to use accessibility featues • Access to high quality revision and classwork materials • Improved engagement in class • Support with the cost of home Wi-Fi. EEF: The Impact of Digital Technology on Learning: A summary for the Education Endowment Foundation	2, 4
Phonics delivery intervention and quality first teaching resources (EB)	• The EEF toolkit has found that phonics has "high impact for very low cost based on very extensive evidence." The estimated impact of phonics is +5 months.	2

Mastery approach to **Maths** teaching. (RM/WW)	• Assess pupils' prior understanding using high quality formative and summative assessment.
	  • Baseline assessment provides rich topic level analysis to inform future planning and personal targets for students
	• Recap and retrieval practices consistently.
	• Non secondary ready pp students placed in smaller nurture groups in the Maths Hub.
	  • Staff strategically placed to teach key students.
	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:
	Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)
		2

	To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.	
Whole school literacy strategy (SN/LF)	• Improving literacy in all subject areas in line with the whole school literacy strategy • Reading focus in KS3 to accelerate progress and increase engagement: • Whole School Reading Strategy – Use of Tier 1 strategies to maximise reading skills across all subjects of PP students identified as having a below chronological age reading age • Development of the literacy hub Improving Literacy in Secondary Schools guidance. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
Purchase of standardised **diagnostic assessments**. (TO/SL/WW/RM/SN)	• Cognitive ability tests caried out in Y7 • Sparx Reader, Sparx Maths Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	2
Accountability cycle (**intervention weeks**) involving progress for all year groups (TO/AS)	• Pupils to complete SWAN assessments (strength, weaknesses, and next steps) • In class interventions and adaptive teaching used to close	2

	gaps daily and following assessments. [Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)](#)	

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention RAPP / Tutoring programme (TO)	• Small group intervention / tutoring programme in place. A significant proportion of the pupils who receive tutoring will be disadvantaged. • Tutoring for selected pupils Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: • Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	2
Online education platforms (such as Sparx Maths and Sparx Reader). (RM/WW/LF/SN/EB)	• We have found that online platforms are an accessible way for our pupils to access resources easily at home. • Sparx Maths shows a high percentage of disadvantaged pupils accessing and improving. • Sparx Maths engagement is positive for all students including disadvantaged students.	2, 4
Buzz words. (SN)	• Focus on key words during form time every week that are used around school.	2
Sparx Reader (SN)	• Structured reading programme. • Students read stage-appropriate texts and answer comprehension questions. • Reading ages and Comprehension skills tracked	2
Online Literacy tools. (SN)	• Online tool to assess literacy skills so that interventions can be put into place.	2

Year 11 intervention during and after school (TO)	• A morning intervention programme for Y11 pupils (RAPP) • After school revision programme in place • Supports pupils to close their learning gaps in a few subjects. • Focus on retrieval and recap	2, 4
Support for LAC pupils / PP+ interventions (EB)	PP+ funding for LAC pupils is currently used to provide 1:1 maths and English tuition, emotion coaching and revision materials. PEPs are used to inform how funding is spent and the impact is reviewed termly. PP pupils are currently receiving the following interventions: • Form time Sparx mastery to support numeracy and homework engagement • Read, Write Inc Fresh Start • EPATT • Guided reading • Precision teaching Maths • Pre-teaching in Science • IXL literacy • IXL numeracy • Emotion coaching • 1:1 SALT programme • 1:1 physio • Small group social skills • Small group literacy hub • Small group numeracy hub	2, 3, 4

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

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative Practice Programme (SH/LR)	• Restorative practice programme for specific pupils who require	3

	• support with regulating their behaviour and emotions. • This includes training for school staff. • EEF: Improving Behaviour in Schools	
Mental health strategy (SH)	• Work with mental health support team in school's mental health nurse practitioner. • Communicate mental health support to staff, pupils and community • To have a positive mental health culture within school • Implement a programme of training for pupil mental health ambassadors	3
Attendance monitoring office member of staff and attendance interventions based on weekly data (SH/JC/JB)	• Target pupil's attendance and punctuality through weekly analysis. • To identify pupils at risk of PA and instigate attendance clinics and parental support. • Raise the profile of attendance through use of TVs, form tutors, assemblies, competitions, reward assemblies • greater use of VIP education through targeted actions and pupils • Quicker use of statutory action • Further CPD for staff involved in attendance and how to improve it	1
Hardship fund (EB, all staff)	• Funding to support with the purchase of equipment, payment of extracurricular opportunities or other costs that will support our disadvantaged pupils.	3, 4
Comprehensive **extracurricular and enrichment** programme (LR/CL)	• Staff track and encourage disadvantaged pupils to attend extracurricular and enrichment activities to develop their cultural capital. • Arts participation, including participation in music has been found	4

	by the EEF to have a strong positive impact at relatively low cost. • Changing Education give impartial career related advice to pupils. • Financial support provided to ensure PP pupils can attend residential and non-residential visits. EEF Toolkit Arts participation	
Pastoral Support Worker (JC/JB)	• Addition of an additional non-teaching Head of Year, to support pastoral and social, emotional and mental health intervention programme. • CPD for ELSA practitioners and introduction of Thrive.	3
CEIAG and external speakers programme (SK/RM)	• Madeley School has organized several external speakers to explain about different careers paths as part of the revamped CEIAG programme. • PP pupils targeted to ensure they have opportunities to visit Further Education providers. • PP pupils have additional Careers meetings. • PP pupils are interviewed and supported to gain aspirational Work Experience placements. • Where placements are not secured a work place experience trip is arranged through the Stoke Careers Hub	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

2025 Impact Summary: Pupil Premium Strategy

Closing the Gaps: Supporting Disadvantaged Pupils

A significant focus of Madeley School's work over the past five years has been geared towards improving outcomes for disadvantaged pupils, including the 2024 and 2025 cohort. Despite relatively small cohort numbers for disadvantaged pupil, the impact of our Pupil Premium strategy has been record-breaking in terms of attainment. This success is attributed to a combination of targeted strategies, including:

- Enhanced reading and literacy interventions
- Quality-first adaptive teaching
- Improved attendance tracking and support
- Targeted in-class support and formative tracking
- Morning RAPP sessions and after-school boosters
- Rigorous and consistent implementation of the Pupil Premium strategy

Madeley School remains relentless in its mission to ensure our Pupil Premium (PP) cohort achieves on par with, or exceeds, both the non-PP cohort in school and national non-PP averages. The data highlights notable achievements in this effort, with outcomes detailed below:

The outcomes of our 2025 Pupil Premium cohort was strong, particularly when looking at PP Eng & Maths 4+ & 5+ figures.

GCSE Measure	2025 Madeley GCSE Results (PP Pupils)	20245 National Average Results (PP Pupils)	2025 National Average Results (All Pupils)	2025 National Average Results (Non-PP Pupils)	2025 Madeley Results (All Pupils)	2025 Madeley Results (Non-PP Pupils)
PP Maths 4+	63%	54%	71%	77%	82%	85%
PP Maths 5+	53%	35%	52%	59%	79%	72%
PP Maths 7+	16%	10%	19%	23%	31%	33%
PP English & Maths 4+	58%	48%	66%	72%	74%	76%
PP English & Maths 5+	37%	29%	46%	52%	54%	57%
PP English & Maths 7+	5%	6%	23%	25%	14%	15%
PP English 4+	68%	61%	76%	82%	79%	81%
PP English 5+	42%	45%	61%	67%	59%	62%
PP English 7+	11%	14%	23%	27%	21%	22%
PP P8 Modelling	0.24	-0.43	0.01	0.18	0.50	0.53
PP Attainment 8	4.26	3.75	4.63	4.97	4.94	5.05

Furthermore, PP students achieved:

- 11% of total PP GCSE grades awarded at grade 8 or above.
- 16% of total PP GCSE grades awarded at grade 7 or above.
- 10% of total PP GCSE grades awarded at grade 6 or above.
- 49% of total PP GCSE grades awarded at grade 5 or above.
- 68% of total PP GCSE grades awarded at grade 4 or above.
- 100% of PP GCSE grades in Biology awarded at grade 5 or above.
- 100% of PP GCSE grades in Chemistry awarded at grade 6 or above.
- 100% of PP GCSE grades in Physics awarded at grade 6 or above.
- 25% of GCSE grades in Computer Science awarded at grade 8 or above.
- 56% of PP GCSE grades in History at grade 6 or above.
- 75% of PP GCSE grades in Photography at grade 4 or above.
- 63% of PP GCSE grades in Spanish at grade 5 or above.

GCSE Measure	2024 Madeley GCSE Results (PP Pupils)	2024 National Average Results (PP Pupils)	2024 National Average Results (All Pupils)	2024 National Average Results (Non-PP Pupils)	2024 Madeley Results (All Pupils)	2024 Madeley Results (Non-PP Pupils)
PP Maths 4+	78%	54%	71%	77%	89%	91%
PP Maths 5+	56%	35%	52%	59%	77%	81%
PP Maths 7+	11%	10%	19%	23%	33%	37%
PP English & Maths 4+	67%	48%	66%	72%	83%	86%
PP English & Maths 5+	44%	29%	46%	52%	65%	69%
PP English & Maths 7+	11%	6%	23%	25%	23%	26%
PP English 4+	72%	61%	76%	82%	85%	87%
PP English 5+	50%	45%	61%	67%	70%	73%
PP English 7+	11%	14%	23%	27%	32%	36%
PP Provisional P8 without 3 outliers	0.06	-0.43	0.01	0.18	0.43	0.51
PP Attainment 8	4.20	3.75	4.63	4.97	5.37	5.57
PP Maths Progress Without 3 outliers	0.22	-0.42	0.00	0.16	0.58	0.73
PP Eng Progress Without 3 outliers	-0.19	-0.40	0.00	0.33	0.17	0.33

Exceptional Subject Performance

- **10%** of all PP GCSE grades were awarded at Grade 8 or above.
- **17%** of all PP GCSE grades were awarded at Grade 7 or above.
- **28%** of all PP GCSE grades were awarded at Grade 6 or above.
- **48%** of all PP GCSE grades were awarded at Grade 5 or above.
- **66%** of all PP GCSE grades were awarded at Grade 4 or above.

Notable Subject Highlights:

- **100%** of PP GCSE grades in Biology, Chemistry, and Physics awarded at Grade 8 or above.
- **100%** of PP GCSE grades in Spanish and Computer Science awarded at Grade 5 or above.
- **83%** of PP GCSE grades in History awarded at Grade 6 or above.

- **75%** of PP GCSE grades in Photography awarded at Grade 5 or above.

Reading: Fundamental to Improving Outcomes

Improving reading outcomes remains a cornerstone of our strategy to enhance life chances for disadvantaged pupils. Our enhanced reading programme, supported by iPad technology and resources, has enabled precise tracking and significant progress. The Sparx Reader programme has notably increased reading time and engagement, with data demonstrating positive trends in the number of words read and hours spent reading by pupils.

Purchase	Total cost	Impact measure	PP Pupils	Non-PP Pupils
Sparx Maths WW/RM	**£2000**	Maths progress 8 2024	PP P8 0.22 (excluding non-attenders)	Total P8 0.54
Renaissance STAR Reading Age Test	**£910**	% On/above track in English July 2024	72%	76%
Instrumental Music lessons AP	**£1000**	Pupil engagement and well-being questionnaires	86%	89%
Support staff and additional teaching staff **EB**	**£35000**	% on/above in all subjects July 2024	84%	89%
Careers programme (Changing Education / Careers interviews) SK/RM	**£11000**	**%** of pupils attending careers interviews % of pupils accessing work experience placements	93% 91%	96% 95%

Hardship Fund (inc. extra-curricular & enrichment) EB	**£8,000**	% on/above in all subjects July 2024	83%	88%
Digital Strategy (T&L and h/w focus) MH/AS	**£15,000**	% on/above in all subjects July 2024	84%	89%

Sparx Reader PP/Non PP Completion Rates

Subject	Maths	Reader	Science

Group	Non-PP	PP	Non-PP	PP	Non-PP	PP
Week 4 — Set w/c 15/09/2025	99.6%	98.1%	90.9%	78.3%	97.9%	90.6%
Week 5 — Set w/c 22/09/2025	99.6%	98.8%	92.6%	84.8%	96.9%	85.9%
Week 6 — Set w/c 29/09/2025	99.3%	99.2%	93.0%	84.6%	94.9%	84.9%
Week 7 — Set w/c 06/10/2025	99.3%	98.3%	91.1%	82.3%	94.2%	81.7%
Week 8 — Set w/c 13/10/2025	96.7%	96.8%	89.9%	80.6%	93.3%	80.3%
Week 9 — Set w/c 20/10/2025	94.7%	96.8%	78.0%	73.0%	82.9%	77.8%
Week 10 — Set w/c 27/10/2025						
Week 11 — Set w/c 03/11/2025	95.6%	95.7%	80.0%	72.8%	93.0%	85.7%
Week 12 — Set w/c 10/11/2025	99.0%	96.1%	81.8%	73.7%	90.4%	79.4%
Week 13 — Set w/c 17/11/2025	97.8%	95.2%	86.5%	75.8%	90.7%	79.2%
Week 14 — Set w/c 24/11/2025	98.7%	97.6%	85.6%	74.3%	91.3%	79.4%
Week 15 — Set w/c 01/12/2025	98.5%	96.1%	84.7%	73.5%	90.2%	79.0%
Week 16 — Set w/c 08/12/2025	95.2%	95.1%	82.4%	72.2%	85.0%	72.8%
Week 17 — Set w/c 15/12/2025	96.6%	87.7%	72.3%	59.1%	84.5%	69.0%
Week 20 — Set w/c 05/01/2026	97.6%	94.8%	78.9%	64.6%	92.7%	76.0%
Week 21 — Set w/c 12/01/2026	97.6%	93.4%	85.2%	75.1%	91.5%	81.0%
Week 22 — Set w/c 19/01/2026	96.5%	91.6%	86.3%	77.2%	92.6%	79.4%
Week 23 — Set w/c 26/01/2026	95.6%	92.9%	86.9%	77.4%	92.1%	80.9%
Week 24 — Set w/c 02/02/2026	93.6%	85.5%	84.2%	76.3%	88.9%	76.8%
Week 25 — Set w/c 09/02/2026	93.3%	85.5%	80.1%	74.7%	85.2%	74.2%
Week 27 — Set w/c 23/02/2026	91.5%	84.2%	88.7%	79.4%	82.6%	73.7%

Conclusion

The success of Madeley School's Pupil Premium strategy is evident in the record-breaking attainment, progress, and attendance data for disadvantaged pupils. Through a

relentless focus on teaching quality, intervention, attendance, and reading, we continue to close the gaps and ensure all pupils reach their full potential.

Externally provided programmes

Programme	Provider/Evidence
Counsellors SH/LR/EB	Targeted counselling due to home/ family and social issues • We have external counsellors who work with several our disadvantaged pupils who are struggling with coping with various difficulties such as family disruption, low mood etc.
Teaching and teaching assistant CPD programme EB	ADHD, ASD, Adaptive teaching CPD provided for all staff. The impact of these CPD opportunities is evident in learning walks, lesson observations and pupil and parent feedback.
Emotion Coaching SH/LR	There is emotion coaching for the support team. A parent session, targeted at parents/carers of LAC and PLAC pupils. All staff trained in emotional coaching VIP education provide 4 hours per week of emotional coaching for pupils
EWO Attendance SH/LR	VIP Education Attendance and Pastoral support

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year? TO/EB	We have a range of after school clubs & enrichment activities and encourage all disadvantaged pupils including service children to attend. For example, the school pays for all music lessons for disadvantaged pupils, and support attendance such as Stanton Bowers residential trips. This supports friendships with service pupils.

	Emotional Coaches support pupils as and when they are needed, particularly during any Service deployment.
What was the impact of that spending on service pupil premium eligible pupils?	Our small cohort of Service pupils have excellent attendance in school, and staff report that they are happy and thriving.

Further information (optional)

Additional activity EB/TO

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- An Agile approach to continual improvement
- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., We have a highlight successful Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported financially to participate.
- Leadership of PP pupils is strongly encouraged and tracked.

Planning, implementation, and evaluation EB/TO

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also had feedback from the The Shaw Education Trust following their Health Check Focus on Pupil Premium across the school over a two-day review involving 7 Shaw Education Trust Leaders on day 1 and 4 Shaw Education Trust leaders on day 2.

Focus Areas:	Feedback & RAG
FOCUS AREA 1: The quality of education in English, mathematics, science, geography and history including the impact of leaders work to support pupils with SEND, those that are disadvantaged and low prior attainers.	Overall the impact of the current in these subjects is positive. There is clear evidence that pupils are learning the intended curriculum and remembering more over time. This is supported by positive outcomes at the end of KS4.

- Attendance to school is strong. Current attendance to date is 94.7%. Persistent absence is 12.6%. Significant absence 1.3%. Pupil premium and SEND attendance is strong. All of these figures are more positive than national averages.
- Seating plans highlight those pupils with SEND and also those who are PP/FSM. Teachers generally use these seating plans well to target key pupils with questions.
- In most cases, the quality of exercise books for disadvantaged pupils is similar to non-disadvantaged. There are clearly high expectations for all pupils in the work that they should produce.

- Middle leaders talk confidently about their subject and are knowledgeable about their curriculum. They can also provide specific examples of how they are supporting pupils with SEND / DA. Curriculum leads also quality assure work with their subjects with a focus on the work of PP / SEND
- Leadership of PP is strong. Leaders understand the main barriers to pupils' education and wider development. Leaders can talk about the impact of their work and the improvements in attendance, literacy and numeracy. Leaders prioritise PP pupils for interventions and trips / activities.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students, and teachers to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.