

# Pupil Premium Strategy Statement: Parklands High School

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	1105
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers.	3 Years (2025-2028)
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Clare Batson (Headteacher)
Pupil Premium Lead	Steph Rhodes (Assistant Headteacher)
Governor/Trustee lead	Jenny Wright (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,900
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£354,900</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Parklands, our core aim is to ensure that all pupils reach their full potential, regardless of the challenges they face. We use the Pupil Premium Grant to provide targeted support that addresses barriers to learning and meets the individual needs of our pupils. Our focus is on impact, ensuring measurable improvements in progress and attainment that enable disadvantaged pupils to achieve alongside their peers.

Guided by Best Practice Our approach is informed by robust, evidence based research from leading educational organisations, which shape our strategic priorities and ensure that resources are used effectively.

### **The EEF Tiered Approach**

We follow the Education Endowment Foundation's (EEF) evidence-based tiered model, which identifies three key strands for improving outcomes for disadvantaged pupils:

- **High Quality Teaching:** Ensuring excellent classroom instruction as the foundation for all learning.
- **Targeted Academic Support:** Providing precise intervention, including one-to-one and small group tuition.
- **Wider Strategies:** Tackling non-academic barriers such as attendance, behaviour, and access to enrichment opportunities.

### **The NFER Building Blocks**

Research by the National Foundation for Educational Research (NFER), commissioned by the Department for Education (DfE), reinforces this strategy. It identifies seven 'building blocks' common to schools that are highly successful in raising attainment for disadvantaged pupils:

1. A whole-school ethos of high attainment for all
2. Addressing behaviour and attendance
3. High-quality teaching first
4. Meeting individual learning needs
5. Effective deployment of staff
6. Using data to respond to evidence
7. Clear and responsive leadership

### **A Whole-School Commitment**

By combining the evidence from the EEF and NFER, we deliver quality-first teaching alongside a comprehensive programme of targeted academic support and wider strategies. This approach forms a coherent, whole school strategy underpinned by high expectations and aspirations for every pupil. It ensures that our disadvantaged pupils are supported to achieve as well as, and alongside, all other pupils in our school.

# Challenges

This review covers the academic year 2024-2025. During this period, 30% of our cohort were eligible for the Pupil Premium Grant, and this proportion is increasing steadily year on year, reflecting a growing level of need within our local community. Analysis of the Income Deprivation Affecting Children Index (IDACI) confirms that while Chorley generally performs well compared to regional and national averages, it contains pockets of deprivation that necessitate a targeted Pupil Premium strategy. Several of our main feeder primary schools are located in these higher deprivation areas, meaning that a significant proportion of children join us already facing socio-economic disadvantage.

The overall IDACI score for Chorley indicates that a significantly lower proportion of children (aged 0-15) live in income deprived families compared to the national average for England. However, deprivation is not evenly distributed, and a ward level analysis is crucial for ensuring the Pupil Premium strategy is effective. Some wards, such as Chorley East, have the highest concentrations of children in relatively low income families and are statistically among the most deprived nationally on this measure. While this demonstrates that Chorley has relative affluence overall, the Pupil Premium strategy must be meticulously focused to ensure that resources and support are directed to these high-need neighbourhoods, where the impact of income deprivation on educational outcomes is most pronounced.

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

Challenge	Detail of challenge
1	The reading ages and literacy levels of some pupils on entry to Parklands are below age related expectations. Additionally, some pupils lack the background knowledge, cultural capital, language skills, subject specific knowledge, and motivation required to access academic reading. This is more prevalent among pupils eligible for Pupil Premium compared with their peers.
2	Some pupils qualifying for the PPG have lower numeracy levels on entry to Parklands, particularly in Maths.
3	The attainment of pupils qualifying for the PPG is lower than that of their peers, which can limit their post GCSE opportunities.
4	Persistent absence (P.A.) rates are higher for some PPG pupils compared to their peers.
5	Fixed term suspensions and permanent exclusions are higher for some PPG pupils than for their peers.
6	Behavioural concerns are more prevalent among a minority of PPG pupils. This is a focus for both pastoral and academic staff.
7	Pupils qualifying for the PPG are less likely to participate in extracurricular clubs and activities than their peers.
8	Some PPG qualifying pupils have lower career, academic, and work aspirations compared to their peers.
9	The ongoing impact of the cost of living crisis and Covid restrictions has disproportionately affected some PPG pupils and their families. Referrals from Encompass and other external agencies, alongside additional social, emotional, and mental health support, have all increased significantly in recent years.

# Intended Outcomes

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

Intended outcome	Success criteria
<p><b>1. Improved literacy and reading levels for those qualifying for the PPG. Pupils achieving at least age related expectations.</b></p>	<p><b>Actions:</b></p> <p>a) Daily Morning Reading Initiative::</p> <ul style="list-style-type: none"> <li>● Daily structured reading for all pupils to improve fluency, comprehension, and vocabulary.</li> <li>● Texts selected for quality, age appropriateness, and cultural enrichment.</li> <li>● Explicit vocabulary acquisition focus, supporting PP pupils’ cultural capital gaps.</li> </ul> <p>b) Targeted Morning Reading Intervention Groups:</p> <ul style="list-style-type: none"> <li>● Small groups based on reading need (NGRT data).</li> <li>● Prioritises weakest readers, typically PP/SEND pupils for precision support.</li> <li>● Stretch and challenge groups for higher attaining pupils.</li> <li>● PP specific groups for additional support around reading.</li> </ul> <p>c). Diagnostic Assessment and Monitoring (NGRT):</p> <ul style="list-style-type: none"> <li>● Establish reading ages at the start of the academic year and again at the end to identify gaps, and track progress over time.</li> <li>● Categorise reading capacity to inform curriculum planning.</li> </ul> <p>d). Reading Across the Curriculum:</p> <ul style="list-style-type: none"> <li>● NGRT derived reading categories shared with staff.</li> <li>● Teachers plan scaffolding, pre teaching of vocabulary, and subject specific texts.</li> </ul> <p>e) Phonics Programme (Targeted Intervention):</p> <ul style="list-style-type: none"> <li>● Small group, structured phonics for weakest readers.</li> <li>● Regular progress reviews to support transition to mainstream reading groups.</li> </ul> <p>f) Connect Provision and Pupil Reintegration:</p> <ul style="list-style-type: none"> <li>● Literacy focused support for pupils unable to access mainstream lessons.</li> <li>● Monitored progress and clear reintegration pathways.</li> </ul> <p>g) Writing and Oracy Leadership:</p> <ul style="list-style-type: none"> <li>● Staff lead oversees writing and oracy development across school.</li> <li>● Supports CPD and curriculum planning, focusing on PP pupils’ academic language.</li> </ul> <p>h) Vocabulary, Etymology and Staff Training:</p> <ul style="list-style-type: none"> <li>● School wide etymology and vocabulary instruction embedded across subjects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Supports long term retention and PP pupils' comprehension of complex texts.</li> </ul> <p>i) KS3 Pupil Premium Book Club:</p> <ul style="list-style-type: none"> <li>• PP specific club promoting reading for pleasure and discussion.</li> </ul> <p>j) Bookbuzz (Years 7 &amp; 8):</p> <ul style="list-style-type: none"> <li>• Free books to encourage independent reading and library use.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Increased reading stamina, confidence, and engagement.</li> <li>• NGRT reading ages show sustained improvement over time.</li> <li>• Pupils access and discuss increasingly complex texts independently.</li> <li>• PP pupils "graduate" from interventions into independent reading pathways.</li> <li>• Improved comprehension and use of subject specific vocabulary.</li> <li>• Increased voluntary reading and reading enjoyment.</li> </ul>
<p><b>2. Improved numeracy levels for those qualifying for the PPG. Pupils achieving at least age related expectations.</b></p>	<p><b>Actions:</b></p> <p>a) Whole School Improvement in Maths Attainment and Progress:</p> <ul style="list-style-type: none"> <li>• High quality, sequenced curriculum with fluency, reasoning and problem solving.</li> <li>• Assessment data used to identify gaps and deploy support for all pupils including PP pupils.</li> </ul> <p>b) Targeted Support Through Overstaffing:</p> <ul style="list-style-type: none"> <li>• Small group and in class support for all PP pupils addressing misconceptions.</li> </ul> <p>c) White Rose Maths Intervention (Lowest KS2 Attainers):</p> <ul style="list-style-type: none"> <li>• Structured intervention to rebuild foundational numeracy.</li> </ul> <p>d) Diagnostic Assessment Using NGMT (Lowest KS2 Attainers):</p> <ul style="list-style-type: none"> <li>• Establish baseline, identify gaps, inform targeted intervention.</li> </ul> <p>e) Connect Provision: Targeted Numeracy Support and Reintegration:</p> <ul style="list-style-type: none"> <li>• Small group teaching for vulnerable PP pupils.</li> <li>• Clear graduation criteria for full integration into mainstream lessons.</li> </ul> <p>f) Strategic Setting for PP Pupils:</p> <ul style="list-style-type: none"> <li>• Placement in groups offering appropriate challenge and support.</li> <li>• Regular review to prevent low expectation pathways.</li> </ul> <p>g) GCSE Maths Tuition Programme for PP Learners:</p> <ul style="list-style-type: none"> <li>• Small group or 1:1 tuition targeting exam skills, gaps, and confidence.</li> </ul> <p>h) Maths Across the Curriculum &amp; Classroom Practice:</p> <ul style="list-style-type: none"> <li>• Consistent use of mathematical language, visual aids, and problem solving strategies.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Termly assessment shows improved progress and attainment.</li> <li>• Closing of attainment gaps between PP and non-PP pupils.</li> <li>• Accelerated progress for targeted pupils, improved engagement and confidence.</li> </ul>

	<ul style="list-style-type: none"> <li>● Successful reintegration from Connect provision with sustained numeracy progress.</li> </ul>
<p><b>3. A narrowing of the gap in attainment and engagement between those qualifying for the PPG and their peers.</b></p>	<p><b>Actions:</b></p> <p>a) Termly monitoring by Year Group Leads monitoring of progress, behaviour, and attendance.</p> <p>b) Targeted support for key pupils and families to address barriers.</p> <p>c) Interventions implemented and monitored where required.</p> <p>d) Frequent discussion between all stakeholders regarding attainment of PP pupils.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Improved attainment and progress for PP learners across all phases.</li> <li>● KS3 and KS4 progress tracked from starting points demonstrates expected or accelerated progress.</li> <li>● Consistently strong Behaviour for Learning.</li> <li>● PP attendance in line with non-PP learners.</li> </ul>
<p><b>4. Improved attendance and reduction in Persistent Absence (P.A) for pupils qualifying for the PPG.</b></p>	<p><b>Actions:</b></p> <p>a) Weekly review:</p> <ul style="list-style-type: none"> <li>● Attendance reports discussed between the Attendance Lead and AHT to identify gaps, review absence bandings and to flag persistent absence.</li> </ul> <p>b) Individual interventions:</p> <ul style="list-style-type: none"> <li>● Home visits, group call, phone calls, emails to parents and guardians regarding attendance.</li> </ul> <p>c) Parent Engagement:</p> <ul style="list-style-type: none"> <li>● Weekly drop ins in the community for parents and guardians wishing to meet elsewhere to discuss concerns and to increase engagement.</li> </ul> <p>d) Parental Meetings:</p> <ul style="list-style-type: none"> <li>● Attendance hotspots meetings with pupils and parents to create individual plans.</li> </ul> <p>e) Incentives:</p> <ul style="list-style-type: none"> <li>● Form and House based attendance competitions and rewards. Reward trip points system for end of term trips.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Attendance gap between PP and non-PP pupils reduced or eliminated.</li> <li>● Reduced persistent absence among PP pupils.</li> <li>● Increased family engagement and improved behaviour and academic outcomes.</li> </ul>
<p><b>5. A reduction in fixed term suspensions and permanent exclusions of pupils qualifying for the PPG.</b></p>	<p><b>Actions:</b></p> <p>a) Monitoring:</p> <ul style="list-style-type: none"> <li>● Frequent monitoring of behaviour and exclusion data to identify trends and to implement interventions.</li> </ul> <p>b) Governance Monitoring:</p>

	<ul style="list-style-type: none"> <li>● Regular reports to Governors and SLT regarding Behaviour for Learning Data and trends.</li> </ul> <p>c) Student Support</p> <ul style="list-style-type: none"> <li>● Holistic BfL system, behaviour support plans, mentoring, restorative approaches, and parent engagement.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Reduced gap in suspension rates between PP and non-PP pupils.</li> <li>● Fewer repeat incidents and overall reductions in exclusions.</li> <li>● Improved behaviour and engagement for targeted pupils.</li> </ul>
<p><b>6. Equally positive Behaviour for Learning (BfL) and fewer Social Strikes for pupils qualifying for the PPG.</b></p>	<p><b>Actions:</b></p> <p>a) Monitoring:</p> <ul style="list-style-type: none"> <li>● Daily behaviour logs, lesson observations, and sanction analysis monitored by AHT and House Leaders.</li> </ul> <p>b) Restoration:</p> <ul style="list-style-type: none"> <li>● Curriculum Leader support for teaching staff and restorative conversation after BfL infraction.</li> </ul> <p>c) Student Support</p> <ul style="list-style-type: none"> <li>● Individual behaviour plans, mentoring, restorative approaches, and pastoral support.</li> </ul> <p>d) Holistic Approach to BfL:</p> <ul style="list-style-type: none"> <li>● Staff CPD ensures consistency in expectations and management. Training on the use of a holistic systems for Behaviour for Learning (BfL).</li> </ul> <p>e) Incentives and Rewards:</p> <ul style="list-style-type: none"> <li>● BfL incentive, reward, POTW, Headteacher’s Award, Reward Trips.</li> </ul> <p>f) Alternative Site Provision:</p> <ul style="list-style-type: none"> <li>● Use of local centres to support pupils e.g.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● BfL levels for PP pupils in line with non-PP peers.</li> <li>● Fewer Social Strikes, internal inclusions, and fixed term suspensions.</li> <li>● Improved classroom engagement and conduct.</li> </ul>
<p><b>7. Greater engagement and participation in extra curricular and enrichment opportunities for pupils qualifying for the PPG.</b></p>	<p><b>Actions:</b></p> <p>a) Form Time Promotion:</p> <ul style="list-style-type: none"> <li>● Regular discussion of clubs and enrichment, focusing on PP pupils identified through tracking data.</li> <li>● Discussions with non-attendees</li> </ul> <p>b) Staff Responsibility:</p> <ul style="list-style-type: none"> <li>● Dedicated staff member to track participation, with specific focuses including PP pupils.</li> <li>● Trip leaders consider the distribution of pupils attending to ensure a fair representation and priority given if appropriate.</li> <li>● Tracking of attendance at extra curricular events and activities.</li> </ul> <p>c) Targeted Support:</p>

	<ul style="list-style-type: none"> <li>● Identify less engaged PP pupils and provide encouragement or support.</li> <li>● Subsidised music tuition for PP eligible pupils.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Increased participation in after school and lunchtime clubs.</li> <li>● Equity of access for PP and other targeted groups.</li> <li>● Pupils demonstrate increased awareness and engagement.</li> </ul>
<p><b>8. An increase in aspirations for further or higher study.</b> Attendance on enrichment visits for Year 10 pupils qualifying for the PPG.</p>	<p><b>Actions:</b></p> <p>a) Enrichment Attendance for Year 10 PP Pupils:</p> <ul style="list-style-type: none"> <li>● Participation in enrichment visits.</li> </ul> <p>b) Comprehensive CIEAG Programme:</p> <ul style="list-style-type: none"> <li>● Careers education and guidance across all year groups.</li> </ul> <p>c) 1:1 Year 9 PP Specialisms Interviews with SLT:</p> <ul style="list-style-type: none"> <li>● Guides option choices aligned to aspirations.</li> </ul> <p>d) Lunchtime Careers Drop-ins:</p> <ul style="list-style-type: none"> <li>● Informal sessions for career advice and pathway awareness.</li> </ul> <p>e) KS4 Careers Interviews with CIEAG Lead:</p> <ul style="list-style-type: none"> <li>● Targeted support for PP pupils and KS5 transition.</li> </ul> <p>f) PP Visits to Sixth Form Colleges and Universities:</p> <ul style="list-style-type: none"> <li>● Exposure to post-16/higher education.</li> </ul> <p>g) Year 10 taster sessions at local colleges (Wigan &amp; Leigh, Runshaw):</p> <ul style="list-style-type: none"> <li>● Opportunities to experience areas of interest.</li> </ul> <p>h) Destinations Tracking:</p> <ul style="list-style-type: none"> <li>● Post-16 outcomes monitored to prevent NEET.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>● Engagement in enrichment and CIEAG activities.</li> <li>● Alignment of options with student aspirations.</li> <li>● Positive impact of careers support (feedback, attendance).</li> <li>● Participation in college/university visits.</li> <li>● Successful post-16 transitions for PP learners.</li> </ul>
<p><b>9. Improvement in health, well-being, and pastoral support for PP pupils and their families</b></p>	<p><b>Actions:</b></p> <p>a) Targeted pastoral and mental health support including mentoring and counselling.</p> <p>b) Early identification and monitoring to prevent escalation.</p> <p>c) Collaboration with Encompass and other external agencies.</p> <p>d) Family support initiatives to improve well being and reduce dependency on interventions.</p> <p>e) In house Achievement Leads:</p> <ul style="list-style-type: none"> <li>● Non teaching staff dedicated to pastoral support, monitoring engagement, attendance, and wellbeing of PP pupils.</li> <li>● Early Health Assessments completed with pupil, parent and additional children's voices heard. Implementation of wider support for the family to prevent CIN/CP plans.</li> </ul>

f) DSL Expertise:

- The Designated Safeguarding Lead is a trained social worker with strong community links, ensuring pupils and families receive expert support and swift intervention.
- Encompass referrals to alert staff to concerns for a child's welfare.

g) Trauma Informed Practice:

- All staff trained in trauma informed approaches during INSET sessions to improve understanding and support for vulnerable pupils.

h) Weekly Pupil Concerns Briefings:

- Staff briefings to highlight pupils who may be at risk or require additional support.

i) PP Pathways:

- Pupils categorised based on level of need (e.g., PP High Need) to tailor support for barriers to learning.

j) Data Tracking and Analysis:

- Systems being developed to highlight potential needs early and provide targeted support.

k) PASS Survey:

- All Year 7 pupils complete the survey to assess wellbeing, inform planning, and track progress over time.
- Follow-ups completed depending on arising concerns.

l) Holistic and Preventative Support:

- Integration of academic, social, and emotional support with links to community services and preventative interventions.

**Success Criteria:**

- Reduction in Encompass/external agency referrals.
- Fewer pupils and families requiring intensive support.
- Positive outcomes in wellbeing monitoring, PASS surveys, and staff observations.
- Increased engagement, confidence, and resilience in school for PP pupils.
- Clear identification and effective support for pupils with high level needs.
- Strengthened family support networks and preventative impact on pupil welfare.

## Activity in this academic year

This section 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: £266,175**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching CPD programme, Read, Write, Inc, 'Fresh Start' Phonics programme, staff training for delivery and purchase of programme.</p>	<ul style="list-style-type: none"> <li>• 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' <a href="#">EEF High quality teaching</a></li> <li>• Targeted phonics interventions improve decoding skills more quickly for pupils who have experienced barriers to learning such as having been exposed to fewer words spoken and books read in the home. <a href="#">EEF Teaching &amp; Learning Toolkit Phonics</a></li> <li>• Strengths and gaps in reading and core subjects identified through standardised assessments. Additional and targeted support implemented Evidence of progress provided.</li> </ul>	<p>1, 2, 3, 6</p>

<p><b>Purchase of diagnostic tests: GL assessments Reading Programme.</b></p>	<ul style="list-style-type: none"> <li>• Development of pupils’ reading, writing, vocabulary and the mechanics of grammar. Teachers can set different skills based on individual or group needs and analyse the results, identifying any areas of weakness on a whole class or individual level. <a href="#">EEF Reading Comprehension strategies</a></li> <li>• “Reading for pleasure is not only important because it improves performance in reading tests; it has a much wider significance for children’s education. Research shows that it brings benefits that help pupils achieve more across the whole curriculum. These include a broad vocabulary, text comprehension, grammar and general knowledge. Reading for pleasure has also been found to be linked to greater progress in spelling and mathematics skills. Recent longitudinal research found the impact of reading for pleasure on progress in vocabulary, arithmetic and spelling between the ages of 10 and 16 to be four times greater than the impact of having a parent with degree” (DfE, 2015)</li> <li>• “Schools that already had a well-planned and implemented curriculum have been best placed to assess and adjust their teaching to get children to where they need to be. For children to really regain a sense of normality in their lives and their education, we should not focus solely on bridging gaps in learning. Schools must once again become places where children can enjoy a rounded experience: a rich and broad curriculum, sport and physical activity, and extra-curricular opportunities that broaden their horizons.” <a href="#">Ofsted Annual report 2020/21</a></li> </ul>	<p>1, 2, 3, 6</p>
<p><b>Whole school writing &amp; oracy development: staff training.</b></p>	<ul style="list-style-type: none"> <li>• EEF evidence shows explicit teaching of academic language improves pupils’ comprehension and writing, particularly for PP pupils. <a href="#">EEF Literacy Guidance KS3-KS4</a></li> </ul>	<p>1, 3</p>

<p><b>Comprehensive curriculum review - post lockdown curriculum adaptations made and reviewed.</b></p> <p><b>High quality remote learning Google Classroom resources produced during lockdowns and continue to be produced for pupils for learning away from school.</b></p> <p><b>Connect Pathway offered for learners whose starting point at KS3 is below the expected level.</b></p> <p><b>Additional support and intervention for KS4 for pupils whose needs continue.</b></p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>EEF Remote Learning Report</u></a> <ul style="list-style-type: none"> <li>→ Teaching quality is more important than how lessons are delivered</li> <li>→ Ensuring access to technology is key, particularly for disadvantaged pupils</li> <li>→ Peer interactions can provide motivation and improve learning outcomes</li> <li>→ Supporting pupils to work independently can improve learning outcomes</li> <li>→ Different approaches to remote learning suit different tasks and types of content.</li> </ul> </li> </ul>	<p>1, 2, 3, 8, 9</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £35,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose Maths Intervention.	<ul style="list-style-type: none"> <li>Structured curriculum and mastery approaches for foundational numeracy accelerate progress for lower-attaining pupils. <a href="#">EEF Improving Mathematics KS2-KS3 Guidance</a></li> </ul>	2, 3
GCSE core subject Tuition Programme (1:1 or small group).	<ul style="list-style-type: none"> <li>Intensive, targeted tuition yields 5 months progress; effective for high-stakes exam preparation, particularly for disadvantaged pupils. <a href="#">EEF One-to-One Tuition Sutton Trust: Potential for Success (2018)</a></li> </ul>	1, 2, 3
Regular review of sets at KS3 and 4.	<ul style="list-style-type: none"> <li>It is important to ensure that all pupils follow a challenging curriculum, including lower attaining pupils. Ensuring flexibility in grouping arrangements, and regular monitoring of learning will minimise the risk of misallocation for pupils that learn at different rates. <a href="#">EEF Setting and Streaming</a></li> </ul>	1, 2, 3
Reading group: post phonics bridging.	<ul style="list-style-type: none"> <li>'Reading for pleasure has been found to be linked to greater progress in spelling and mathematics skills.' DfE</li> </ul>	1, 3
Y11 After school programme: targeted revision and subject enhancement in preparation for mock and summer exams.	<ul style="list-style-type: none"> <li>Gaps in learning and impact of school closure due to COVID</li> <li>Internal assessment data</li> <li>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: <a href="#">One to one tuition   EEF</a> and small groups: <a href="#">Small group tuition EEF</a></li> </ul>	1, 2, 3
Y11 Easter school.		1, 2, 3

<p><b>Y11 Boarding school: intense week long stay at hotel. Strict and structured regime to encourage and enforce targeted revision with specialist support from core subjects.</b></p>		<p>1, 2, 3</p>
<p><b>KS3 Breakfast Club.</b></p>	<ul style="list-style-type: none"> <li>Improved: concentration in class, energy levels, readiness to learn, general behaviour, healthy eating habits, emotional and physical wellbeing, attendance and attainment in pupils  <a href="#">NSPB Impact Report</a> and <a href="#">EEF Breakfast clubs</a></li> </ul>	<p>1, 2, 3, 4, 9</p>

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

**Budgeted cost: £53,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further strengthen the Achievement Team by appointing an additional Support Worker.</p>	<ul style="list-style-type: none"> <li>• ‘Identifying each individual’s barriers to learning is the key to success with the pupil premium’. (Effective pupil premium reviews, Teaching Schools Council)</li> <li>• Research from the Education Endowment Foundation shows that understanding and addressing pupils’ attitudes, wellbeing, and engagement is a key factor in improving behaviour, attendance, and academic outcomes, particularly for disadvantaged pupils. Tools such as PASS help schools identify pupils’ social, emotional, and attitudinal barriers early, enabling targeted intervention rather than reactive support. Evidence indicates that effective SEL approaches can lead to improved engagement and progress, especially when embedded at transition points such as Year 7. <a href="#">EEF Social and Emotional Learning</a></li> </ul>	4, 5, 6, 9
<p>Pupil Attitudes to Self and School (PASS) for Year 7 focusing on three broad areas: how a pupil feels about themselves, their engagement with the curriculum, and their feelings about school. This will provide the foundation for targeted support.</p>		3, 4, 5, 6, 7, 8, 9
<p>School Counsellor to increase the ratio of PP learner sessions to those of non-PP learners.</p>		4, 5, 6, 9

<p><b>Increased focus on extra curricular activities and enrichment for pupils to increase uptake from PP pupils.</b></p>	<ul style="list-style-type: none"> <li>• Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. <a href="#">EEF Wider Strategies</a></li> <li>• Attending extra-curricular clubs during secondary school is associated with a range of positive outcomes later in life, including a higher likelihood of progressing to higher education and being in employment. The study also highlights that these activities can support educational aspirations and engagement, particularly for pupils who might otherwise face barriers to participation. <a href="#">Education Policy Institute Access to Extra Curricular and Outcomes.</a></li> </ul>	<p>4, 5, 6, 7, 8, 9</p>
<p><b>PP Trip subsidies: policy to enable PP pupils to access a range of educational trips through an annual allowance of up to £150 for FSM qualifying pupils and £100 for PP pupils.</b></p>		<p>3, 4, 5, 6, 7, 8</p>
<p><b>Breakfast passes additional subsidies for PP learners. Additional break time funding for all PP/FSM qualifying pupils.</b></p>	<ul style="list-style-type: none"> <li>• Pupils are ready to learn, based on research that has shown eating a good breakfast - made up of dairy, cereal, fruit and bread can improve educational performance. 'Breakfast provision helps ensure that no child has to learn when they're hungry.' (<a href="#">EEF Breakfast club research</a>)</li> <li>• A large controlled study funded by the Education Endowment Foundation found that offering a free, before-school breakfast club led to the equivalent of +2 additional months' progress in reading, writing and maths for younger pupils and also improved pupil behaviour and attendance in schools offering the provision. This suggests that structured breakfast clubs can support learning readiness and classroom engagement, which is particularly relevant for disadvantaged pupils. <a href="#">EEF Magic Breakfast</a></li> </ul>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

<p><b>Careers programme. KS4 PP learners are prioritised in the schedule of interviews and CEIAG guidance.</b></p>	<ul style="list-style-type: none"> <li>• Our data indicates that some PP learners underperform at GCSE and are at greater risk of becoming NEET. Clear aspirations and informed choices help support those at risk and aid KS5 transition.</li> </ul>	<p>4, 5, 6, 7, 8</p>
<p><b>Targeted attendance support (tracking and meetings).</b></p>	<ul style="list-style-type: none"> <li>• Research shows that responsive, personalised attendance strategies are particularly effective for disadvantaged pupils when barriers are identified early and addressed consistently. EEF Evidence Brief on Improving Attendance: Responsive, tailored attendance strategies improve outcomes, especially for disadvantaged pupils. <a href="#">EEF Attendance Interventions</a></li> </ul>	<p>3, 4, 6, 9</p>
<p><b>Parental engagement strategies to support attendance and behaviour.</b></p>	<ul style="list-style-type: none"> <li>• Evidence indicates that meaningful parental engagement strengthens attendance, behaviour, and academic progress, particularly for disadvantaged learners. According to the EEF, parental engagement improves attendance and academic progress. <a href="#">EEF - Parental Engagement</a></li> </ul>	<p>3, 4, 6, 9</p>
<p><b>Incentives and positive reinforcement for attendance.</b></p>	<ul style="list-style-type: none"> <li>• Research suggests that rewards and incentives can improve attendance and engagement when used alongside pastoral support rather than as standalone measures. NFER research: Rewards (trips, prizes) improve attendance and engagement when combined with pastoral support. <a href="#">NFER research</a>.</li> </ul>	<p>3, 4, 9,</p>
<p><b>Behaviour interventions and restorative practice, reduction in suspensions.</b></p>	<ul style="list-style-type: none"> <li>• Evidence shows that targeted behaviour interventions and restorative approaches reduce disruption and exclusions, leading to improved learning time. <a href="#">EEF Behaviour Interventions Toolkit</a>: Average impact +3 months; reduces disruptions and exclusions.</li> </ul>	<p>5, 6, 7, 9</p>
<p><b>Participation in enrichment (clubs, arts, sports).</b></p>	<ul style="list-style-type: none"> <li>• Studies show that enrichment activities support attendance, engagement, confidence, and the development of cultural capital for disadvantaged pupils. <a href="#">Centre for Young Lives Enrichment Research</a> and <a href="#">Sutton Trust Cultural Capital Research</a></li> </ul>	<p>3, 4, 5, 6, 7, 8</p>

<p><b>Aspiration-raising activities (careers, university visits, taster sessions).</b></p>	<ul style="list-style-type: none"> <li>● Research indicates that sustained exposure to careers and higher education experiences raises aspirations and supports improved long-term outcomes. <a href="#">Archer et al., STEM Engagement Research.</a></li> </ul>	<p>3, 4, 5, 6, 7, 8</p>
<p><b>Pastoral mentoring and wellbeing support.</b></p>	<ul style="list-style-type: none"> <li>● Evidence supports mentoring and wellbeing-focused pastoral support in building resilience, reducing SEMH barriers, and improving engagement. EEF SEL/Mentoring evidence supports building resilience, reducing SEMH barriers, and improving engagement. <a href="#">EEF</a></li> </ul>	<p>3, 4, 5, 6, 7, 8, 9</p>

**Total budgeted cost: £354,900**

# Part B: Review of the previous academic year

This section reviews the impact of our Pupil Premium Strategy for the academic year 2404-2025. We analyse outcomes for disadvantaged pupils across attainment, progress, attendance, behaviour, engagement and wellbeing, referencing both internal assessment data and external measures where available. We also comment on whether we are on track to meet the intended outcomes outlined in Part A.

## Purpose

This review covers the academic year 2024-2025. During this period, 30% of our pupils were eligible for the Pupil Premium Grant. The proportion has been steadily increasing year on year, reflecting a rising level of need within our local community.

## Outcomes for disadvantaged pupils

### 1. Attainment:

Data (2024-2025):

Measure	PP Pupils	Non-PP Pupils
Year 7 Attainment (Bands E-F)	2.69	3.65
Year 8 Attainment (Bands E-F)	2.69	3.19
Year 9 Attainment (Bands E-F)	2.66	3.18
Year 10 Attainment (GCSE 9-4 (%))	57.0%	79.9%
Year 11 Attainment (GCSE 9-4 (%))	40.7%	70.5%

### Summary of Findings:

Analysis of attainment data shows that Pupil Premium (PP) pupils continue to attain below their non-PP peers in all year groups, reflecting a national trend. However, the data also shows that targeted support can be effective, particularly where pupils receive early, structured intervention. This is reflected in some gaps narrowing between Years 7 and 8, which has informed the school’s strong emphasis on early KS3 provision, particularly around literacy and numeracy.

The larger gap evident on entry in Year 7 highlights that many PP pupils arrive with lower starting points, particularly in reading and foundational numeracy. In response, the school has prioritised a comprehensive literacy strategy, including daily structured morning reading, diagnostic assessment through NGRT, targeted reading intervention groups, and phonics provision for the weakest readers. These approaches are designed to rapidly improve fluency, comprehension, and vocabulary, ensuring that pupils can better access the curriculum across all subjects. Reading across the curriculum, supported by staff training in vocabulary and etymology, directly addresses the higher literacy demands identified in subjects such as English and Maths.

As curriculum and assessment demands increase, particularly in KS4, attainment gaps widen further. This has shaped a targeted focus on sustained academic support through Years 9-11. In Maths, this includes a sequenced curriculum, diagnostic assessment using NGMT for some pupils, structured White Rose interventions for lower prior attainers, and small group or 1:1 GCSE tuition for many PP pupils. Strategic setting and overstaffing ensure that PP pupils are challenged appropriately alongside timely intervention, preventing low expectation pathways while addressing misconceptions early.

Qualitative evidence from staff and pupil feedback indicates that confidence with independent study, exam preparation, and academic language can act as barriers for some PP pupils. The school's focus on writing and oracy leadership, explicit modelling, structured teaching approaches, and targeted KS4 intervention directly responds to these needs. Pupils consistently report benefiting from clarity, routine, and scaffolded support, all of which are embedded within current teaching and intervention strategies.

## 2. Attendance and Persistent Absence

Data:

Year Group	PP Attendance %	Non-PP Attendance %
7	92.42%	96.24%
8	91.48%	94.81%
9	92.48%	94.12%
10	89.61%	92.85%
11	82.24%	92.83%

### Summary of Findings:

PP pupils have lower attendance than their peers across all year groups, with a relatively stable pattern in Years 7-9 (91-92%) and widening gaps in Years 10-11, most notably in Year 11 (82.2% vs 92.8%). Reduced attendance limits access to lessons, interventions, and exam preparation, contributing to the KS4 attainment gap.

In response, the school implements a proactive attendance strategy. Weekly monitoring, rapid follow-up, mentoring, and parental engagement address emerging concerns, while structured study programmes and catch up support ensure pupils can re-engage with learning. Incentives, competitions, and community based initiatives further promote attendance.

These strategies aim to stabilise attendance in KS3, increase engagement in KS4, and ensure PP pupils can fully access the curriculum, supporting outcomes closer to their peers.

## 3. Behaviour and Exclusions (PP)

**Data:**

Year Group	BfL Average	Fixed-term Suspensions	Permanent Exclusions
7	PP: 2.965 Non-PP: 2.944	PP: 5 Non-PP: 4	PP: 0 Non-PP: 0
8	PP: 2.944 Non-PP: 2.967	PP: 25 Non-PP: 6	PP: 0 Non-PP: 0
9	PP: 2.924 Non-PP: 2.960	PP: 15 Non-PP: 23	PP: 0 Non-PP: 0
10	PP: 2.959 Non-PP: 2.982	PP: 20 Non-PP: 10	PP: 1 Non-PP: 0
11	PP: 2.956 Non-PP: 2.965	PP: 11 Non-PP: 18	PP: 0 Non-PP: 3

**Summary of Findings:**

Behaviour for Learning (BfL) scores show that PP pupils engage positively in lessons, with average scores broadly comparable to non-PP pupils across all year groups. This indicates consistent classroom engagement overall.

However, fixed-term suspensions and permanent exclusions highlight areas for targeted support. PP pupils had higher suspensions in Years 8 and 10 (25 vs 6; 20 vs 10) and some permanent exclusions in Year 10, while non-PP pupils were sometimes higher in Years 9 and 11. This demonstrates that behavioural challenges affect all pupils, though PP pupils are disproportionately represented in exclusion data overall.

The school's PP strategy addresses these challenges through structured mentoring, pastoral support, targeted BfL programmes, and early monitoring linked to attendance and attainment. Staff CPD equips teachers to manage behaviour effectively and prevent escalation, while pupils at risk of exclusion access catch-up and reintegration support to safeguard learning.

Overall, PP pupils show strong engagement in class, and the targeted strategies in place aim to reduce suspensions and exclusions, supporting consistent access to learning and improved outcomes.

**4. Wider Outcomes (Engagement, Enrichment, Wellbeing, Aspirations)****Data:**

Activity / Programme	PP Participation %	Non-PP Participation %
Year 7 Extra Curricular	38/68 = 55.88%	113/149 = 75.84%
Year 8 Extra Curricular	51/74 = 68.92%	115/152 = 75.66%

Year 9 Extra Curricular	36/62 = 58.06%	115/165 = 69.70%
Year 10 Extra Curricular	34/65 = 52.31%	90/147 = 61.22%
Year 11 Extra Curricular	26/59 = 44.07%	72/142 = 50.70%

**Summary of Findings:**

PP pupils participate in extra-curricular activities at lower rates than non-PP pupils across all year groups, with participation peaking in Year 8 (69%) and declining through Years 10-11 to 44% in Year 11 (compared to 51% for non-PP pupils). While participation varies, lower engagement can limit opportunities for personal development, social interaction, and broader school experiences that support motivation, confidence, and attainment.

The school’s PP strategy addresses this through targeted actions: removing barriers to participation with financial support and resources, promoting activities via staff and mentors, linking engagement to pastoral and academic support, and celebrating pupils’ involvement to encourage sustained participation.

These measures aim to increase PP pupils’ engagement in school life, supporting both personal development and academic progress.

## 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
Remote CPD for school staff	The National College
Individual specialist education programmes of support.	National Teaching and Advisory Service

## 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.**

- Access to provision for all disadvantaged pupils, as detailed in this statement.
- Subsidised peripatetic music lessons.
- Year 10 College/University/Careers visits.

**The impact of that spending on service pupil premium eligible pupils.**

Improvement in attendance, engagement, health and well-being.