

# Pupil premium strategy statement – Penwortham Priory Academy 2025-28

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	746
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Dec 2025-July 2028
Date this statement was published	15th December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	M. Eastham
Pupil premium lead	K. Thornton
Governor / Trustee lead	J. Oliver

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£197,800

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to ensure that all of our pupils, particularly those who are vulnerable through experiencing social and economic disadvantage, have equitable access to opportunities from our whole school curriculum, both academically and enrichment.

The focus of our Pupil Premium strategy is to gather and use data to inform us of the needs and challenges that face individuals in our community, so that we can plan, provide and evaluate the support we offer whilst maintaining high expectations and levels of challenge to develop our pupils into young adults who can thrive in the world.

This is secured in the knowledge that high quality teaching, targeted interventions and wider strategies for pupil well-being are our best bets for success. We will continue to use research-informed strategies and interventions to plan, provide and evaluate our effectiveness in serving the pupils in our community.

We understand that in order to deliver this we need robust staff development to bridge any knowing-doing gap and support all staff to further develop their expertise.

The central principles driving our strategy are:

- A commitment to assessment not assumption
- Celebration of progress and achievements
- Continued development of a culture where everyone feels they belong and can attain success for themselves
- Regular evaluation of our systems and support to ensure a strong level of efficacy

## Challenges

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

Challenge number	Detail of challenge
1	<b>Reading</b> NGRT assessments show that 38% of pupils with SAS of 99 or below are disadvantaged. This is disproportionate to the percentage of DP pupils on roll at 25.5%
2	<b>Attendance</b>

	<p>In the academic year 2024-25, our DP pupils' attendance was close to national levels of DP attendance (86.2% compared to 88.2% respectively). However, all pupils attendance for the same year within our school was 91.6%. This is an improving trend from our IDSR but still a gap to narrow to impact upon the attainment of our DP pupils.</p> <p>Our Persistent Absence of DP pupils for 2024/25 shows a larger gap between national and school data for disadvantaged cohorts (43.9% compared with 34.5% respectively).</p> <p>This data highlights the need for targeted interventions to support DP pupils in improving their attendance rates.</p>
3	<p><b>Narrowing the gap in English and Maths attainment</b></p> <p>Using A8 data from 2024-25 cohorts there are still gaps in English and Maths attainment between DP and non-DP cohorts. English average A8 for DP was 8.35 and for all pupils 9.38. Maths average A8 for DP was 7.30 and for all pupils was 8.33.</p> <p>IDSR data also informs us that 53.5% of our DP pupils attained English and Maths at grade 4 or better. Nationally, 72.7% of DP pupils attained English and Maths at grade 4 or better. Whilst the trend for our school is narrowing trend for the last two years this data indicates that this should continue to be an area of focus.</p>
4	<p><b>Improved use of internal data, both academic and pastoral, for early intervention to take place</b></p> <p>In recent years we have developed our pastoral team significantly and invested in different data and MIS systems to evolve the systems and support we have in place for our pupils. This has led to notable changes in school based provision for mental health, family support, attendance and BfL interventions from our Pastoral team. Academically, Heads of Year now have a progress role and our internal assessment systems are evolving, including screening assessments for reading.</p> <p>Refining and systematising the use of the data we collect is now needed to enact early interventions, both academically and pastorally, for all of our pupils.</p>
5	<p><b>Refined formative assessment principles and systems to support high quality teaching</b></p> <p>We need to refine our formative assessment practice to ensure that all pupils can adopt a mastery approach to our curriculum and receive levels of challenge appropriate to their starting point. Once staff have a deepened understanding of the principles of highly effective formative assessment and are gathering these with ease, we can then use the data in three ways to support high quality teaching and impact upon pupil attainment. Firstly, staff can use the data they gather with pupils as assessment for learning and allow our pupils to be more agentic and develop metacognitive understanding from iterative progress data. Secondly, staff can use formative assessment data to more readily adapt the levels of challenge presented to pupils. Thirdly, staff can use formative and summative assessment data to explore and refine their curriculums both in terms of content and delivery.</p> <p>This will impact all pupils, but increased levels of agentic learning, improved feedback and metacognitive ability have been proven to have an even greater impact on DP pupils.</p>

## 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
Improve reading SAS scores for disadvantaged pupils	By the start of the next academic year, SAS scores will demonstrate that most disadvantaged pupils have increased their reading comprehension and this is a sustained trend over time. Teachers should also recognise this improvement through engagement in lessons and work produced.
Achieve and sustain improved attendance for all pupils, especially disadvantaged individuals and reduce persistent absence.	An upward trend in attendance data which is sustained over the life of this plan. Narrowing the gap between disadvantaged and non-disadvantaged pupils' attendance Reduce the percentage of persistent absence with disadvantaged pupils especially. Attendance data should equal or better national attendance figures/DfE set attendance targets for PPA.
Improve outcomes for disadvantaged pupils in Maths and English	KS4 outcomes continue to show a positive trend in English and begin to show a positive trend in Maths when disadvantaged pupils' outcomes are compared with their non-disadvantaged peers. Outcomes in both subjects are in line with or better than outcomes for disadvantaged pupils nationally in English and Maths
Early interventions to enable pupils to keep up rather than catch up lead to a sustained narrowing of the gap between outcomes for disadvantaged pupils.	More robust and refined data collection and use will lead to: <ul style="list-style-type: none"><li>- Early interventions being implemented to meet individual needs</li><li>- Higher engagement and attainment in lessons and outcomes</li><li>- Sustained higher levels of wellbeing for all pupils identified through stakeholder surveys.</li></ul>
Improve and sustain high attainment for disadvantaged pupils via a refined use of AfL leading to metacognition.	By the end of our current plan, we will see a sustained improvement in the outcomes of disadvantaged pupils and results broadly in line with or better than outcomes for disadvantaged pupils nationally.

## 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: £69,948

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for reading. Training provided to ensure that results are interpreted accurately and planned interventions are targeted.	The EEF report that when used effectively, diagnostic assessment can indicate areas of needs for individual pupils, across classes or year groups.  <a href="#">Diagnostic assessment   EEF</a>	1, 3, 4
Delivery of CPD for all teaching staff (teachers and teaching assistants). This will focus on high challenge, refinement of assessment for learning and developing student oracy. We will focus on closing the knowing-doing gap by sustaining our coaching programme and extending this to our teaching assistants.	Effective CPD for staff is one of the most impactful levers we can pull on to enact high quality teaching for all.  Mechanisms to make CPD effective are outlined in:  <a href="#">Effective Professional Development   EEF</a>  By including teaching assistants we will also upskill this team of staff alongside our teachers.  <a href="#">Deployment of Teaching Assistants   EEF</a>	3,5
NPQ qualifications 5 staff completing these in the academic year – training is free but cover costs will be incurred.	Recruitment, retention and development of high quality staff.  <a href="#">Improving the impact of teachers on pupil achievement in the UK – interim findings - The Sutton Trust</a>  <a href="#">National professional qualification (NPQ) courses - GOV.UK</a>	2,4,5
Plickers software for retrieval practice and formative assessment data collection	<a href="#">Embedding Formative Assessment   EEF</a>  <a href="#">Using Digital Technology to Improve Learning   EEF</a>	2,4,5
Embedding and refining formative assessment strategies to develop	Once we have developed better use of formative assessment and AfL strategies which are pupil focused we	4,5

greater agency and intrinsic motivation amongst all pupils.	<p>have the foundations to really boost metacognition for our learners.</p> <p><a href="#">Feedback   EEF</a></p> <p><a href="#">Embedding Formative Assessment   EEF</a></p> <p><a href="#">Metacognition and Self-Regulated Learning   EEF</a></p>	
<p>Develop a whole school disciplinary numeracy provision.</p> <p>Starting with a diagnostic screening and then development of universal provision and specialist provision to reduce barriers that will be preventing some from better attainment.</p>	<a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	3,4
Internal recruitment of Assistant Leader of English	<p>Recruitment, retention and development of high quality staff.</p> <p><a href="#">Improving the impact of teachers on pupil achievement in the UK – interim findings - The Sutton Trust</a></p>	2

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

Budgeted cost: £63,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of two reading intervention packages and training for 4 members of staff.	<p>Whilst not included in the EEF review, there is an independent evaluation from the National Literacy Trust to support the validity of our choice here:</p> <p><a href="#">Lexonik Advance - NLT evaluation report 2022 - Final.pdf</a></p> <p><a href="#">Phonics   EEF</a></p>	1

Staffing of short term impactful reading intervention – Lexonik Ratio of 1 staff member to 4 pupils 1 teacher full time 1 teaching assistant part time	Both of these reports indicate that these can be highly effective ways to raise attainment for pupils providing the staff delivering the intervention are well trained and supported.  <a href="#">One to one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a>	1
Staffing of LEAP phonics – age appropriate phonics intervention 1 teacher part time 1 teaching assistant part time	The impact of phonics intervention is well documented and vital for pupils to access the curriculum with ease.  <a href="#">Phonics   EEF</a>  <a href="#">One to one tuition   EEF</a>  <a href="#">Small group tuition   EEF</a>	1
Peer tutoring reading scheme Training cost for staff and older pupils to act as peer readers. UPR payment for member of staff to supervise and evaluate impact.	<a href="#">Improving Literacy in Secondary Schools   EEF</a>  <a href="#">Peer tutoring   EEF</a>	1
Reading Pens for pupils with specific reading difficulties and exam access arrangements. Use of them in lessons will give our pupils confidence and automaticity to better support them in attaining better outcomes in external assessments.	<a href="#">Using Digital Technology to Improve Learning   EEF</a>	1,3

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

Budgeted cost: £ 64,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Further development of our attendance strategies to close the gap. Purchase of software package to refine analysis of attendance data plus training for relevant staff.	<a href="#">Working together to improve school attendance - GOV.UK</a>  <a href="#">Supporting school attendance   EEF</a>	2
Continued employment of Pastoral staff: 1 Attendance Officer 1 Attendance and Family Support Officer – part time.	<a href="#">Working together to improve school attendance - GOV.UK</a>  <a href="#">Supporting school attendance   EEF</a>	2
Breakfast club provision Food collection and purchase costs 1 member of catering staff (extended hours)	<a href="#">New EEF podcast: breakfast club provision in schools   EEF</a>	2
Summer School Provision Resources Staffing	Supporting the transition from primary to secondary school is the core aim of our summer school provision and allowing key staff to build relationships with pupils and families as soon as possible  <a href="#">Summer schools   EEF</a>	2
Providing and supporting all pupils to access and engage with extra-curricular opportunities, resources and materials to access the curriculum and attend school with equity. E.G. Uniform, revision materials etc.	Pupils who feel that they belong in the school are far more likely to attend regularly and be an active citizen in our community.  <a href="#">Working together to improve school attendance - GOV.UK</a>	2

**Total budgeted cost: £ 197,800**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the academic year 2024-25.

Attainment 8 scores are used in the absence of P8 for this cohort.

2025 Results	National	Priory
All pupils	45.9	43.1
DP pupils	34.9	36

Attainment 8 English and Maths at Grade 5 or above

2024 Results	National	Priory
All pupils	45.2	37.4
DP pupils	25.6	18.6

In 2023-24 Priory DP pupils P8 was -0.78. Nationally, DP pupils P8 was 0.16.

In the absence of P8 data for 2025 results but using A8 data we can see that our DP pupils are attaining broadly in line with this cohort nationally but not in English and Maths. The last P8 data we have also suggests that we must continue to focus on our areas of improvement for DP attainment and wider outcomes.

***Progress in relation to challenges identified in the 2024 update to this strategy statement.***

#### **Challenge 1: Attendance**

Attendance of disadvantaged pupils has shown in improving trend of 81.3% (2023/24) to 86.2% in 2024/25. Disadvantaged pupils persistent absence has shown an improving trend too, from 51.4% (2023/24) to 43.9% (2024/25), but this is still significantly above the national disadvantaged persistent absent rate of 34.5% (2024/25). Therefore attendance of disadvantaged pupils remains a priority.

### **Challenge 2: Reading**

We gained impact from whole cohort reading package, Reading Plus, in 2023-24 and the percentage of pupils reading at age expected levels rose from 42% in January 2024 to 57% in July 2024.

We also began to refine the way we used the data from the assessments built into this package to address the specific needs of some of the weaker readers.

However, the latest NGRT data from September 2025 indicates that 34% of our pupils are still below age expected reading levels and of this cohort 38% are disadvantaged pupils. Therefore we are refining our reading interventions and investing in new resources and specific staff to deliver these with greater focus and rigour.

### **Challenge 3: Maths attainment**

Progress 8 for disadvantaged pupils in Maths has been in decline since 2022.

2022	2023	2024
+0.08	-0.50	-0.55

Although there is no P8 data for the 2025 cohort, using IDSR data available and the school's internal data there is, as yet, no positive trend here. Therefore, DP attainment in Maths will continue to be a focus area with screening for numeracy barriers being introduced.

### **Challenge 4: English Attainment**

Progress for disadvantaged pupils in English has also been in decline since 2022

2022	2023	2024
-0.51	-0.96	-1.06

There have been significant developments in the leadership, curriculum and teaching of English over the last two years and this is showing positive trends in A8 data and overall percentages of passes at 4+ and 5+ (Avg. A8 English all pupils: 9.38, Avg. A8

English DP pupils 8.35. 74.2% of all pupils gained a 4+ or better in English in 2025. 72.5% of DP pupils gained a 4+ or better in English in 2025).

However, the attainment of our DP pupils in English still remains a focus area.

### **Challenge 5: Behaviour**

Internal data for sanctions has shown a declining trend in percentages of disadvantaged pupils being sanctioned within lessons and removed from lessons over 2023 and 2024. Internal isolations for this cohort have also reduced significantly in line with this trend.

Data gathered so far this year would also indicate that behaviour systems which are in place are supporting disadvantaged pupils with more non-disadvantaged pupils being removed from lesson for negative behaviours (55.17% non DP, 44.8% DP)

However, IDSR data from 2023-24 suggests that disadvantaged pupils still disproportionately figure in our suspension data, with disadvantaged pupils appearing almost twice as frequently as non-disadvantaged pupils in 1+ and 2+ day suspensions.

We will continue to work to reduce this figure significantly whilst also continuing to reduce suspensions overall.

## **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.*

<b>Programme</b>	<b>Provider</b>
Reading Plus	
Bedrock	
Seneca Learning	
Sparx Maths	
White Rose Maths	



## Further information (optional)

We are evolving our approach to pupil premium by considering whether our pupils are in states of vulnerability whilst on their journey with us. This marks a vital step in the maturing culture of inclusivity we have been building over recent years.

This way we will be better framed to make refined diagnostic assessments of each individual's needs and work within the realms of our gift to make difference to every pupil's outcomes, both academically and personally, to enable them to succeed in life, contribute positively to society and go on to further education, employment or training.

We will work towards these principles by:

- Making use of early diagnostic assessment to know our pupils strengths, barriers and needs.
- Collate this information into a context calculator and frequently update this from all of the data sources we have to create and provide targeted interventions, focusing on identifying the underlying barrier and not the symptom.
- We will use a graduated approach to plan, implement and evaluate the provisions we put in place and provide quality staff training so that provisions are shared, understood and supported by all.

By having this overarching use of data, both academic and pastoral, we can ensure that our high quality teaching also matures and evolves further into an inclusive pedagogy and our teaching staff can increasingly expect to be delighted by high levels of pupil attainment and intrinsic motivation.