

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Bede's Catholic School and Byron Sixth Form College.
Number of pupils in school	895
Proportion (%) of pupil premium eligible pupils	36.75%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	19/12/2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Frances Cessford, Headteacher
Pupil premium lead	Lisa Ord, Assistant Headteacher
Governor / Trustee lead	Tony McCourt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£360,168
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£360,168

Part A: Pupil premium strategy plan

Statement of intent

"With resources and a strong determination to improve the life chances of all disadvantaged young people, schools have shown that progress can be made" Sir John Dunford

At St. Bede's, our mission is to nurture every pupil as a whole person, rooted in the values of the Gospel. We believe that all pupils, regardless of background or personal challenges, deserve the opportunity to thrive spiritually, academically, socially, and emotionally. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are fully supported to achieve their potential and flourish in every aspect of their education.

We believe every pupil is capable of excellence. We encourage all students to work diligently and realise their full potential, preparing them for their chosen paths in life, whether that is university, a high-quality career, or an apprenticeship. Educational research shows that high-quality teaching is the most effective way to maximize learning and ensure excellent progress for all pupils, including those from disadvantaged backgrounds. Our aim is for first-class teaching to sustain high attainment for non-disadvantaged pupils while closing the attainment gap for disadvantaged learners.

Our pupil premium strategy focuses on ensuring that disadvantaged pupils are supported to reach these goals, including high attainers. We recognize the challenges faced by vulnerable pupils, such as those with social workers or young carers. The programs and routines outlined in this strategy are designed to meet these needs, whether pupils are disadvantaged or not.

Our approach to meeting individual needs is assessment driven. Accurate assessment enables systematic, informed judgments about a pupil's knowledge, skills, understanding, and attitudes. Using these insights, we implement targeted actions swiftly to ensure that disadvantaged pupils receive the support and challenge they need.

Our ultimate goal is that all pupils, including those from disadvantaged backgrounds, achieve excellence, experience personal growth, and are prepared to take their next steps in life with confidence, guided by the values of justice, compassion, and respect central to our Catholic ethos.

"Children have a right to knowledge as a fundamental requirement for the recognition of human dignity." Pope Leo XIV

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading and literacy attainment on beginning KS3. The average reading and literacy age of pupils entering year 7 is low, particularly among students from disadvantaged backgrounds. In 2025-26 on entry, 57% of Year 7 pupils in receipt of pupil premium funding are below expected reading age (11 years) with 40% of those pupils having a reading age of less than 8, following assessments in September 2025 using NGRT. Low literacy levels pose a barrier to students' accessing the curriculum and performance in assessments.</p>
2	<p>Issues relating to attendance Our students from disadvantaged backgrounds are more likely to have low attendance. Attendance for disadvantaged pupils in the year 2024-2025 was 7.2% lower than for non-disadvantaged pupils. During KS4, disadvantaged pupils are more likely to become persistently absent; persistent absenteeism for the year 2024-2025 was 32% higher for disadvantaged than non-disadvantaged pupils, this negatively impacts their GCSE results.</p>
3	<p>Poor Physical and Mental Health Our disadvantaged pupils are more likely to come from families affected by poor mental and/or physical health and disabilities. The English indices of deprivation 2025, show that our school neighbourhood is more deprived than most neighbourhoods in England; 83% of neighbourhoods in England are less deprived, and in particular, only 8% of neighbourhoods are more deprived in relation to health and disability. Some pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. 87% of pupils accessing the quiet room during breaktimes and lunchtimes come from disadvantaged backgrounds. This term, 27 Pupil Premium pupils have accessed school counselling services, with 11 pupils successfully discharged following intervention and 16 continuing to receive support. Demand for mental health provision remains high, with 14 Pupil Premium pupils currently on the waiting list. In addition, the school has made 14 referrals to Piece of Mind, of which 5 were for Pupil Premium pupils, reflecting our commitment to prioritising emotional wellbeing for disadvantaged learners. These interventions aim to reduce barriers to learning by supporting pupils' mental health, improving engagement, and promoting positive outcomes.</p>
4	<p>Need for High Quality Inclusive Teaching. GCSE outcomes indicate that the attainment gap between PP and non-PP Year 11 pupils still needs to be reduced. Pupils from disadvantaged backgrounds must access high quality teaching grounded in genuine inclusion. Inclusive practices</p>

	must be applied consistently across the curriculum to ensure that individual needs are fully supported. Year 11 STEP (intervention) in the first half term of 2025 consisted of 46.6% disadvantaged pupils and 53% non-disadvantaged pupils, with 87% attendance for disadvantaged pupils and 94% for non-disadvantaged. Engagement with homework is lower for pupils from disadvantaged backgrounds. 61% of pupils who failed to engage with homework in the first half term of 2025-26 were from disadvantaged backgrounds, this leads to disadvantaged pupils falling behind their peers.
5	Aspirations Some of our disadvantaged pupils have low self-esteem and low aspirations. For a number of disadvantaged pupils, restricted access to enrichment and cultural experiences remains a significant barrier. This limitation impacts cultural capital, personal development, and exposure to broader life experiences that underpin academic progress and future aspirations.
6	Behaviour Our data suggests that some disadvantaged pupils are more likely to display behaviour issues that lead to internal isolation, suspensions or permanent exclusions. In the year 2024-25, 93% of permanent exclusions and 60% of pupils suspended came from disadvantaged backgrounds.

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
Disadvantaged pupils make comparable progress to non-disadvantaged pupils.	<p>A narrowing of the attainment gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>An increase in the numbers of disadvantaged pupils entering Byron Sixth Form</p> <p>Comparable percentage of disadvantaged pupils passing English and Maths GCSE with non-disadvantaged pupils in St Bede's and nationally.</p> <p>Positive school progress 8 score</p>
Improved reading comprehension and literacy for all, particularly disadvantaged pupils, supporting swift academic progress.	Results from reading comprehension assessments will reflect improved comprehension among disadvantaged pupils and a diminished disparity between their outcomes and those of non-disadvantaged pupils.

	<p>By the end of the strategy, 80% of students will have a reading age that matches or exceeds their chronological age.</p> <p>Formative and summative assessments will show that disadvantaged pupils have greater fluency in subject-specific vocabulary, reading, writing, and oracy.</p>
<p>Sustained improvements in attendance and punctuality for all pupils, especially those who are disadvantaged.</p>	<p>Three times a year, attendance-related gaps will be reviewed during data drops, and appropriate intervention plans will be carried out.</p> <p>Persistent absenteeism among disadvantaged pupils decreases.</p> <p>The overall attendance rate for disadvantaged pupils improves compared to the previous academic year.</p> <p>Disadvantaged pupils will achieve attendance levels similar to their non-disadvantaged peers.</p> <p>Whole school attendance will exceed the minimum expected improvement (ABIE) for each year.</p>
<p>Consistent delivery of high-quality, inclusive teaching across all key stages and curriculum areas.</p>	<p>Attainment per year group will rise across each assessment cycle.</p> <p>Inclusive practices are fully integrated across the curriculum and observable during learning walks.</p> <p>Inclusive approaches are used across the academy, with staff jointly taking responsibility for their implementation.</p> <p>Continued professional development is in place and embedded for all staff.</p> <p>Learners show evidence of mastery in both formative and summative assessments.</p>
<p>Disadvantaged pupils show lasting behavioural improvements and greater participation in learning and school activities.</p>	<p>Over the duration of the strategy, suspensions and repeat suspensions of disadvantaged pupils are substantially reduced from one year to the next.</p>

	<p>Behaviour records indicate a year-on-year reduction in the number of disadvantaged pupils requiring internal isolation.</p> <p>Behaviour records demonstrate that disadvantaged pupils experience negative incidents at rates comparable to non-disadvantaged pupils.</p> <p>Students are able to self-regulate and demonstrate the values ethos of our school.</p>
A reduction in the gap in homework completion between disadvantaged and non-disadvantaged pupils.	<p>Learning walks and book scrutinies reveal that homework is being completed more consistently and to a higher standard.</p> <p>The number of homework-related detentions will be low for both disadvantaged and non-disadvantaged pupils.</p>
Disadvantaged pupils show lasting improvements in resilience and aspiration, positively impacting their social and emotional wellbeing.	<p>Consistently high levels of wellbeing, as evidenced through pupil voice, surveys from pupils and parents, and teacher observations.</p> <p>Disadvantaged pupils, in particular, show marked growth in involvement in enrichment activities.</p> <p>Referrals to Mental Health Support Services decrease significantly.</p>

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
Behaviour Policy: An updated behaviour and relationships policy that applies a consistent and robust approach to expectations, enabling all pupils to thrive in positive learning environments and reflect on the consequences of their actions when issues arise.	<p><i>EEF - 3+ Months.</i> A consistent behaviour policy supports classroom management, reducing the number of permanent or fixed term exclusions which disadvantaged pupils are more likely to receive.</p> <p>Behaviour interventions positively impact learning by increasing the time pupils spend engaged in education. This may involve reducing low-level disruption in the classroom or preventing exclusions that remove pupils from school for extended periods.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	6,2	£36,050
Recruitment of Pastoral Liaison Officer: To support the well-being, personal development and social-emotional needs of pupils, ensuring pupils are supported to thrive both academically and personally.			
Introduction of the Sparks Coaching Programme for all staff. Acquisition of Step Lab to support coaching.	<p><i>EEF Attainment Gap Report 2018 – "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. It is crucial; therefore, that schools focus all their resources on proven ways of improving teaching."</i></p> <p><i>Reviewing 60 studies on teacher programs, Kraft et al. (2018) found that sustained coaching positively impacts both teaching quality and student achievement.</i></p>	4,6	£2385.00

<p>Homework/Knowledge Organisers booklets and homework exercise books for each cycle.</p>	<p>Homework has a positive impact on average (+5 months) particularly with pupils in secondary schools.</p> <p><i>Sutton Trust “Subject to Background” report:</i> Bright, disadvantaged students who did regular homework were nine times more likely to obtain three A-levels.</p>	4,6	£15,285
<p>Purchase of additional classroom visualisers to support modelling and feedback.</p>	<p><i>EEF - Feedback 5+ months.</i> Clear and actionable feedback allows pupils to understand their specific strengths and areas for improvement.</p> <p>Evidence suggests that feedback incorporating metacognitive and self-regulatory approaches may have a disproportionately positive impact on disadvantaged pupils. For pupils to effectively employ metacognitive strategies during learning, feedback must be clear and actionable.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	4	£930.00
<p>Literacy: Appointment of Literacy Coordinator/Librarian.</p>	<p>1 in 8 disadvantaged students will not have access to any books at home (National Literacy Trust & Alex Quigley, Closing the Reading Gap).</p> <p>“Students who are poor, minority, and have IEPs, but who have full-time librarians, are at least twice as likely to have ‘Advanced’ writing scores as their counterparts without full-time librarians.”</p> <p>https://www.slj.com/story/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement</p>	4,1	£36,168

Provision of subject-specific revision guides for all Year 11 disadvantaged pupils to support retrieval practice and self-testing at home.	<p>Retrieval practice benefits both retention and transfer of complex concepts.</p> <p>https://www.sciencedirect.com/science/article/pii/S0959475225001434</p>	4	£5,744
Recruitment of Learning Support Assistant to support small group interventions.	<p>EEF 3-4 months progress over a year when used in one to one or small group settings. Explicit connections need to be made between learning from everyday classroom teaching to structured interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4,6	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
<p>Pupils are taught strategies in small groups to improve their reading comprehension</p> <p>Use of NGRT programme to assess pupil reading ages and reading progress.</p> <p>Use of Accelerated Reader programme to assess and support reading progress in KS3.</p> <p>One Accelerated Reader lesson a week timetabled for all KS3 pupils.</p> <p>Spelling of subject specific vocabulary provided for homework each day and assessed in the Morning meeting each morning.</p>	<p>EEF 7+ months over the course of a year. Helping disadvantaged pupils in particular as they are less likely to own a book or read at home meaning they may not have previously acquired the necessary skills for reading or understanding challenging texts. Oxford Language Report and national case study 2021.</p> <p>Accelerated Reader is effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	1,4	£44,501

<p>A 30-minute reading period for all students at the end of the day</p> <p>pupils are given the opportunity to read out loud in front of peers every day to develop their Oracy skills.</p> <p>Small group interventions for pupils who need support in this area.</p> <p>Vocabulary slides, including morphology, are used each morning in the morning meeting.</p>	<p>EEF 5+ Months over the course of a year. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. Some pupils from lower socio-economic backgrounds are behind their advantaged counter parts.</p> <p>Oxford Language Report and national case study 2021.</p> <p>Research conducted in England demonstrates that pupils eligible for free school meals may derive additional benefits from instruction in reading comprehension strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,4</p>	<p>£9647.25</p>
<p>Phonics interventions, supporting pupils in small groups to develop their literacy skills through the development of pupils' knowledge and understanding of the relationship.</p> <p>Sounds Write implemented with small groups.</p> <p>Bell Foundation used to support EAL pupils.</p>	<p>EEF 5+ months over a year when taught explicitly and systematically to support children in making connection between sounds and written word. Some disadvantaged pupils may not have developed phonological awareness at the same rate as others. <i>Oxford Language Report and national case study 2021</i>.</p> <p>A five-year research programme (University of Oxford, funded by The Bell Foundation) found that proficiency in English is the strongest predictor of academic achievement among pupils who speak English as an Additional Language</p> <p>https://www.bell-foundation.org.uk/news/news-five-year-research-programme-finds-proiciency-in-english-is-central-to-understanding-achievement-amongst-eal-learners/</p>	<p>1,4</p>	<p>£9647.25</p>
<p>Year 11 Masterclasses in English, Maths, Science, and RE, held for 25 minutes each morning.</p> <p>Year 11 exam skills practice in English, Maths, Science,</p>	<p>Evidence on mathematics from the Teaching and Learning Toolkit suggest that interventions should include explicit and systematic instruction, which should include providing models of proficient problem solving and verbalisation of thought processes.</p>	<p>4</p>	<p>£23,046</p>

and RE, held for 30 minutes at the end of each day.	https://d2tic4wvo1i.usb.cloudfront.net/producto n/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf		
The Attendance Officer addresses individual attendance gaps by liaising with families and monitoring progress. The School Attendance Officer and the pastoral team work together to support disadvantaged families in improving pupil attendance.	An evidence informed approach to improving attendance" by Durrington Research School outlines the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues.	2	£36,050 £44,240
Blue Support – intervention targeted at disadvantaged students and students with the lowest progress to date following prelims. The support consists of weekly one to one academic mentoring to set and monitor personal targets alongside daily check-ins.	The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment (+2 months' additional progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4	£6452.40
After-school STEP sessions support Year 11 pupils by reviewing core content, deepening understanding, and developing key exam techniques to boost confidence and performance. KS4 Numeracy and Literacy Intervention after school 3 days a week.	EEF - 2+ months. Disadvantaged pupils may benefit from additional school time when engagement and attendance are secured. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,4	£43,810

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost:
Pupils engage with age-appropriate texts in form groups, reading aloud to develop fluency and comprehension. Activities focus on inferring meaning from context, including connections to the nine protected characteristics.	EEF 7+ months progress over the course of a year - Successful reading comprehension allows pupils to develop their reading capabilities in an environment which allows effective but not overwhelming challenge. Oxford Language Report and national case study 2021. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,4	£1491.00
Regular opportunities for parental engagement to ensure parents are actively involved in supporting their child's learning at key transition points (KS2–3, KS4–5, KS5–University). In addition to sessions focus on assessment, revision strategies, and careers guidance including labour market information.	EEF: Parental engagement has a positive impact, on average 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5,6	
Development of pupil metacognition by implementing scheduled revision days that equip them with a range of strategies and the ability to choose the most effective approach for independent study.	When used well, metacognitive strategies can lead to an additional seven months of progress over a year. Teaching these strategies directly also promotes the continued practice and use of metacognitive and self-regulatory skills. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	4	

Use of Arbor	<p>Research shows that strong behaviour management has a positive impact on pupil outcomes. Arbor supports this by enabling staff to create seating plans quickly using key student information, such as SEND or Pupil Premium status. Behaviour incidents and rewards can be logged efficiently, reducing teacher workload and allowing rewards and behaviours to be tailored to the school's context. In addition, Arbor's behaviour analytics help identify patterns and trends, enabling timely and targeted interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	2,4,6	
Aspirational extra curricula opportunities delivered across the school. Purchase of scientific calculators for PP students. Sports clubs. Music clubs. Subsidised educational Visits.	<p>A report from the Social Mobility Commission highlights significant inequalities in access to enrichment activities. Children from the most affluent families are three times more likely to participate in out-of-school music lessons than those from the least affluent backgrounds, and there is a 20% participation gap in sport. The report warns that many young people miss out on vital opportunities to build relationships, develop aspirations, and gain essential soft skills simply due to their social background and where they live. As the Commission states, it is time to level the playing field.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An%20Unequal%20Playing%20Field.pdf</p>	4,5	£12,309
Enrichment activities which develop metacognition, and leadership skills such John Paul II Award. Cymfed Award	<p>The EEF states “at the EEF, we think enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many have gone further than this, arguing that arts education itself directly improves pupil attainment”</p>	4,5	£861.57

	<p>https://educationendowmentfoundation.org.uk/news/why-arts-education-matters</p>		
<p>A careers curriculum which offers breadth and depth to pupils throughout their time in the school through university visits, work experience, information, advice and guidance.</p> <p>1:1 Careers support and guidance for students in Yr11-13.</p> <p>Acquisition of Unifrog.</p>	<p>EEF states “<i>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</i>”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	5	£14,456
<p>The Attendance Officer and Assistant SENDCO will lead a bespoke morning tutor group to support a smooth transition for pupils returning from, or at risk of, persistent absence.</p>	<p><i>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</i></p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://committees.parliament.uk/written-evidence/118069/pdf</p>	1,3	£17,094.30
<p>School counselling service to support PP students' mental health and wellbeing.</p>	<p><i>EEF - Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year....</i></p> <p><i>EEF-Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at</i></p>	1,4,5,6	

all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>

Total budgeted cost: £ 360,168

Outcomes for disadvantaged pupils.

Outline outcomes for disadvantaged pupils how their performance has been assessed.

KS4 Outcomes

PP Headline Figures KS4

2022-23

	P8	A8	Av. A8 Grade
Non-PP	0.1	48.01	4.8
PP	-0.39	35.36	3.54
PP Girls	-0.24	35.59	3.56
PP Boys	-0.55	35.15	3.52

2023-24

	P8	A8	Av. A8 Grade
Non-PP.	-0.1.	47.70.	4.77
PP.	-0.46.	37.18.	3.72
PP Girls.	-0.31.	36.40.	3.64
PP Boys.	-0.64.	38.10.	3.81

Ebacc:

Uptake in 2020 16% of Ebacc students were PP.

2021 26%.

2022 30%.

2023. 28%

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2024-25

	A8	AvGrade/APS
Non-PP.	48.75.	4.72
PP.	36.04	3.41
PP Girls.	35.01	3.39
PP Boys.	37.0.	3.43

Uptake in 2020 16% of Ebacc students were PP.

2021 26%.

2022 30%.

2023. 28%

2024: 34%

KS5 Outcomes

PP Headline Figures KS5

2022-23

	L3 Ave Grade	L3 overall Av Points Per Pupil	L3 VA
PP	C-	82.86	-0.42
Non-PP	B-	106.52	-0.38

	L3 Av Grade	L3 Overall Av Points Per Pupil	L3 VA
PP	N/A.	N/A	N/A
Non-PP	C+	88.44	-0.11

2024-2025

	L3 Av Grade	L3 Overall Av Points Per Pupil	L3 VA
PP(FSM)	D	19.72	-0.64
Non-PP	C+	31.86	-0.1

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Adaptive Literacy Intervention	Reading Plus & Sounds Write, NGRT
Careers and Guidance	Careerwave
Music Tuition	Durham Music Service
Work Related Support	Durham Works

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supported alternative provision for pastoral reasons. Used for counselling services.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils able to access learning in a supporting alternative environment. Supporting mental health.