Pupil premium strategy statement – St Joseph's RC 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	1053
Proportion (%) of pupil premium eligible pupils	257 (24.5%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mr T McCabe (Headteacher)
Pupil premium lead	Mrs K Harris (Associate Assistant Head)
Governor / Trustee lead	Mr J McManus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,380.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this financial year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£257,380.00

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's, we believe that every young person is known, valued and loved as an individual and that every child has God-given talents which should be nurtured and celebrated. Our Pupil Premium Strategy reflects our Gospel values of dignity, compassion and justice and our belief that every student should be given the opportunity to flourish academically, spiritually and personally.

We understand that disadvantage can present itself in many different ways. For some of our students, barriers may include attendance, literacy and numeracy gaps, confidence and resilience, emotional wellbeing or circumstances outside of school. We take the time to understand each young person and the barriers they face, recognising that there is no one-size-fits-all approach.

Our Pupil Premium Strategy is therefore built around high expectations, strong relationships and early, targeted support. We want our disadvantaged students to believe in themselves, overcome barriers and develop the confidence to dream the impossible and achieve beyond their wildest imaginations.

We are committed to:

- High expectations for every student: We will not allow disadvantage to limit what a young person can achieve. We believe every student can succeed when they are given the right support and encouragement.
- Knowing our students well: We use our knowledge of each young person, alongside attendance, behaviour and academic information, to identify barriers and respond early.
- Removing barriers to learning: We provide targeted academic, literacy, numeracy, attendance and pastoral support so that students are able to engage fully in school life.
- Supporting the whole child: We recognise that academic success is closely linked to wellbeing, confidence, resilience and positive relationships. Our pastoral support aims to ensure students feel safe, supported and ready to learn.
- Raising aspirations: We want our disadvantaged students to see what is possible for them. Through careers, enrichment and wider opportunities, we encourage them to develop ambition and believe that their future is full of possibility.
- Working in partnership with families: We value strong relationships with parents and carers and recognise that working together gives our students the greatest opportunity to succeed.

Ultimately, our aim is to ensure that no young person is held back by their circumstances. At St Joseph's, we will continue to know our students, understand their individual needs and provide the support they need to flourish.

Our Pupil Premium Strategy reflects our commitment to ensuring that every student is known, loved and inspired to achieve their full potential.

Our aim is simple: to know our disadvantaged students well, understand the barriers they face and provide the right support at the right time. Through our Pupil Premium Strategy, we want every student to feel known, valued and supported to achieve their full potential.

Common barriers to learning for disadvantaged may include:

- *Generational lack of value for education and trust in 'the school establishment' can mean little support from home for good attendance, completion of HW, modelling of effective conflict resolution and support for Restorative Justice, modelling of work ethic and developing oracy in the family setting.*
- *Literacy and numeracy skills. Curriculum model has parallel bands in year 7 and 8 and classes are mixed ability which supports PP learners, particularly if they are already behind in their learning. Setting is in place for English, maths and Science based on relevant KS2 score (or CAT tests where students missed their SATs due to COVID). In Year 9, 10 and 11 all core subjects are setted and option subjects are mixed ability.*
- *The impact of trauma in a child's life can impact on their behaviour and experiences and can cause the barriers below.*
- *Addiction to mobile technology and inappropriate online behaviour- e.g. mobile phone in bedroom at night. This can lead to irregular sleep patterns, hence poor punctuality and emotional resilience.*
- *Lack of confidence/ low self-esteem.*
- *For a number of learners, low levels of emotional resilience means that behaviour in and out of class is, at times, poor and also conflict resolution is primitive meaning that suspension rates are higher for PP learners.*
- *For a small number of affected students addiction to drugs causes irrational behaviour that is not conducive to good behaviour for learning.*

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support. Our ultimate objectives are:

- *Quality first teaching for ALL learners including PP students. Quality CEIG for all PP students to raise aspirations.*
- *PP learners will show improved attendance. More engagement particularly in their ability to overcome challenges.*
- *PP gap will narrow and the Progress 8 for PP will be equal to that of NPP nationally.*
- *Improved resilience in written work. This involves creating a culture from transition through to Year 11 where learners are expected to achieve the highest grades. Learners are able to access the skills needed for GCSE success without being disadvantaged through literacy and numeracy barriers. Fewer examples of incomplete work where the student gave up or was insufficiently challenged.*
- *Parents value education and support the school by insisting on good attendance and high standards in school. All students have a place in the home or school for private study. Parents demonstrate a work ethic to students and are supportive of measures implemented by the school to support learning.*
- *Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support*
- *Ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as attendance at careers fairs.*
- *Ensuring that vulnerable learners have access to high quality pastoral and mental health support*
- *When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered for qualify for free school*

meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- *Ensuring gaps in reading and literacy are identified and addressed. Use the NGRT testing to identify low level readers.*
- *Develop a love of reading for enjoyment.*
- *Provide emotionally available adults for those with trauma to reverse the impact of trauma on a child's life.*

Achieving these objectives: The range of provisions available at St Joseph's RC High School include but are not limited to:

- *Frequent monitoring and intervention of progress and needs from HoDs and HoYs through Progress to Target meetings.*
- *Literacy and numeracy/English and Maths support which includes in class support and small group withdrawal*
- *Mentoring for students in Y10/11 with SLT members*
- *Tracking and monitoring attendance to provide intervention and support where a need is identified*
- *Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources.*
- *Monitor attendance at extra-curricular activities.*
- *In class wave one intervention focused on PP students.*
- *PP student profiles so teachers learn what each individual PP student's barriers to learning are and whether they have a quiet work space, computer and internet access at home.*
- *Pastoral and counselling team to support ALL students with the well-being and mental health.*
- *Nurture club in unstructured times.*
- *Rationalise the curriculum for vulnerable PP students.*
- *PP students are included in all Pupil Voice activities.*
- *PP students to be a key focus in all Self Evaluation and Quality Assurance activities.*
- *Training for all staff and implementation of a trauma informed approach*.

Challenges

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

Challenge number	Detail of challenge
1	***Achievement:*** *disadvantaged students do not always have the belief that they can achieve beyond their wildest imaginations. Low aspirations often lead to underachievement. Their lack of belief leads them typically to make less academic progress in school compared to their peers.*
2	***Attendance:*** *over the last three years indicates that attendance among the disadvantaged has been lower than non-disadvantaged students. Currently (September 2026) PP attendance is % lower than non-disadvantaged students. When anyalysing GCSE outcomes, students with poor attendance underachieve.*

3	***Behaviour:*** *In previous years disadvantaged students receive higher negative behaviour points, fewer e-praise points and a suspensions are higher for disadvantaged students compared to their peers.*
4	***Consistency of Staff Expectations:*** *need to focus on building resilience and independence. Need to encourage disadvantaged students to not give up when the 'going get's tough'. Need to develop tenacity and a culture of hard work for PP students is part of the Pupil Premium Strategy for 2026-27.*
5	***Parental Engagement:*** *for many of our disadvantaged students, parents have jobs that are not flexible with school times so engagement at parents evening is limited or some parents do not value education and have had negative experiences of education themselves.*
6	***Aspirations:*** *Developing a culture within our disadvantaged students of 'Yes, I can'. For many disadvantaged learners, their experience of education is that they do not have the knowledge or skills to be as good as anyone else. When comparing themselves to their peers they do not have the resources to do better in their education.*
7	***Meeting individual needs:*** *All out disadvantaged students have very different challenges within their lives; whether academic, pastoral or due to external circumstances outside of school. Identifying these needs and supporting them can sometimes be difficult.*
8	***Addiction to mobile technology*** *and inappropriate online behaviour- e.g mobile phone in their bedroom all night. This can lead to irregular sleep patterns, hence poor punctuality and emotional resilience.*
9	***Trauma Informed practice:*** *For a number of our disadvantaged students, Adverse Childhood Experiences (ACE's) impact on their lives. The have low levels of emotional resilience which means that their behaviour in and out of class is, at times, poor and conflict resolution is primitive. This means that suspension rates are higher for PP learners.*
10	***Substance Abuse:*** *for a small number of affected students addiction to drugs causes irrational behaviour that is not conducive to good behaviour for learning.*
11	***Literacy and numeracy gaps:*** *our disadvantaged students generally have lower literacy and numeracy levels on entry in Year 7.*

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
Raise attainment and improve the progress of disadvantaged students by ensuring Quality first teaching for ALL learners including PP students. Quality CEIG for all PP students to raise aspirations.	Lesson observations, book looks, assessment data will all show high expectations from PP students and progress in line with their targets and ability. Narrow the achievement gap between PP and NPP students. CAIG events throughout the year that guide students along their career path- no NEET students.

PP learners will show improved attendance. More engagement particularly in their ability to overcome challenges.	Improved attendance, Improved number of PP learners reaching their target grades in all subjects. Bucket list engagement from PP learners, Progress 8 for PP to equal that of NPP nationally.
Literacy and Numeracy levels of disadvantaged students will improve.	Improved literacy and numeracy levels of PP students will lead to better progress in all curriculum areas.
PP gap will narrow and the Progress 8 for PP will be equal to that of NPP nationally.	The gap between PP and NPP will narrow and the PP progress 8 will be equal to that of NPP nationally.
Parents value education and support the school by insisting on good attendance and high standards in school. All students have a place in the home or school for private study. Parents demonstrate a work ethic to students and are supportive of measures implemented by the school to support learning.	Improved parental engagement with school at parents' evenings and via student mentors. Parents support the school and the student in their learning.
The conduct and behaviour of disadvantaged students will improve leading to increased engagement in their learning.	Fewer behaviour points, suspensions and inclusions and the gap between NPP and PP for this data will narrow, leading to improved outcomes for ALL learners.
Individual needs and barrier/s of each PP student will be known to staff and strategies to support these needs will be in place	Improved attendance, achievement and engagement of PP learners in school.
Strengthen the consistency of staff expectations of all students	ALL staff have the same high expectations of all disadvantaged students.
Frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support	Progress to target meetings focus on PP progress and planned intervention support the PP students to improve their progress from one data drop to the next.
Ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as attendance at careers fairs.	Calendar of CEIAG events throughout the year is in place to ensure students receive the advice and support and also raise PP learners' aspirations. No NEET students.
Ensuring that vulnerable learners have access to high quality pastoral and mental health support	Pastoral Team put strategies in place where needed for ALL students including PP learners.
When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered for qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.	ALL socially disadvantaged students, despite whether they qualify for FSM or not, are supported through Pupil Premium funding.
Students with traumas have an emotionally available adult.	Trauma is no longer a reason for poor behaviour but can be overcome over time.

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: £83,057.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on high expectations and the impact of Trauma on young people and how that can present when they are in school. Monitor expectations through all QA activity £3675.00	"High expectations significantly impact the achievement of disadvantaged learners. Research indicates that when teachers have high expectations for their students, it leads to better academic performance and achievement" service.gov.uk	1, 3, 4, 10
Strengthen Quality First teaching through CPD and engagement with CLC programme (6 sessions). Other CPD with external speakers will also strengthen Quality First teaching. £3675.00	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. (Education Endowment Foundation)	1, 4
ECT will be enrolled in CPD to ensure their knowledge is strengthened throughout the year £1715.00	Q&A	
SLT to meet with PP students termly to talk about their learning and the work in their books. Teachers to also include this within learning to improve metacognition and self-regulation. £59718.69	EEF. Metacognition and self-regulation approaches to teaching support students to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions will be designed to give students a repertoire of strategies to choose from and the skills to select the most suitable strategy depending upon	1, 7, 6

	the learning task that they have been given.	
PP students to be the key focus in all Progress to Target meetings. Relevant data will be provided for each teacher, HoD and HoY. £14,273.64	Third Space Learning identified the most successful schools with PP students collected and analysed data on groups and individual pupils, and monitored this over time putting appropriate support and interventions in place where needed.	1,4
Ensure wave 1 in class intervention is focused on PP students	EEF. Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	1, 7

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

Budgeted cost: £78,351.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing within the English and Maths department to offer small intervention group work. £7,842.80	EEF - Students taught in small groups and 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	1, 7, 10
NGRTs will be used for testing reading ages of Year 7, 8, 9 and 10 PP students twice per year and reading intervention implemented where reading ages are low. £2490.43	EEF - Oral language interventions are based on the ides that comprehension and reading skills benefit from explicit discussion of either content of processes of learning, or both, oral language interventions aiming to support learners' use of vocabulary, articulation of ideas and spoken expression.	1, 7 and 10
Use the 'Fresh Start' programme to support students who struggle to read for understanding and for those below chronological reading age. £33,041.68	Fresh Start builds children's reading accuracy, fluency and stamina in just 25 minutes per day. Children make as much progress as two years progress in only two months (Fresh Start)	1, 10

The use of GL Assessment (CATs 4) will be used to establish students ability in students' verbal, non-verbal, quantitative and spatial reasoning ability. The results from these tests will be used to identify students who need intervention and will assist teachers in planning personalised learning for each student. £1,068.32	Although there is no evidence of the impact of these tests in the EEF toolkit. GL assessment works in collaboration with FFT to produce aspirational targets for students using the results from the CATs tests. This provides us with quantifiable data to measure the impact of our Learning and Teaching on student progress.	1
Students who are in need of literacy intervention identified by NGRT will receive weekly reading sessions in the library where they will read aloud to the librarian and also engage with the therapy dog £6,327.75	EEF - Students will be targeted to read out loud and have discussions about their understanding of what they have read.	1, 10
Underachieving PP students receive additional English and Maths during PE lessons for an intense four weeks with VB £7842.80	EEF- One to one tuition- giving students' intensive individual support.	1, 10
All PP students to receive a one to one careers interview with the careers advisor. £12,477.95	EEF-impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.	6, 1
Rationalise the curriculum for some PP students in Year 11 to provide extra support for English, Maths and coursework subjects.	EEF - One to one and small group tuition- giving students' intensive individual support.	1, 10
Continue to develop the library to include more books £1084.00	EEF toolkit +6 months Reading comprehension strategies this will be supported in their literacy lessons in Year 7 and 8 once per fortnight	10

Year 11 accelerate morning to target key groups in English and Maths providing dedicated revision techniques with specialist teaching provision £6,176.10	EEF - One to one and small group tuition- giving students' intensive individual support.	1, 10
Bespoke intervention timetable organised with directed time and optional flexi sessions	EEF **-** Students taught in small groups and 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	1, 7, 10

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

Budgeted cost: £131,373.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champions will meet PP students fortnightly/monthly to mentor them. The initial meeting will create Pupil Premium Passports to identify individual barriers to learning and individual needs. These will be shared with class teachers. £2,550.00	**EEF** - Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	1, 2, 3, 6, 7, 10
Provide support for vulnerable PP students in Year 7-11 through short term interventions to help them access the curriculum. Anger management, bereavement, social situations, risk, self respect, coping mechanisms, counselling, emotional and behavioural support and use of external agencies where appropriate. £8,949.07	EEF - social and emotional learning. Social and emotional learning interventions aim to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF- behavioural interventions. Behaviour interventions aim to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities	*2, 3, 7, 10, 11*

To provide a safe nurturing environment for some of our most vulnerable Yr 7-11 PP students during unstructured time (The RAISE network). £34,853.90	EEF- social and emotional learning, targeting at students with particular social or emotional needs.	*2, 3, 7, 10*
Use nurture and the RAISE network to support vulnerable PP students. £24,826.00	EEF- social and emotional learning, targeting at students with particular social or emotional needs.	2, 3, 7, 10
PP students have access to paid activities for free (e.g. trips/visits to broaden their enrichment opportunities. £5000.00	According to the NCFE (2024) Enrichment creates deep human connections and can play a crucial role in building bridges across social and cultural divides – things we know are crucial for thriving and vibrant communities	6, 7
Use of one Student Support officers to provide reactive support for PP learners when needed and also to forge better home/ school relationships. £7,261.25	EEF - Parental engagement to encourage parents to support their child's academic progress.	3, 5, 7, 10
Attendance staff closely monitor PP attendance. Providing support for at risk students using home visits, supplying taxis to improve attendance. £10,131.65	EEF - parental engagements and home visits improve attendance.	*2, 5*
High Ability PP students will take part in the Raising Aspirations Youth Programme at Bolton College.	Impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.	6
'Girls Out Loud' programme is bought in for 20 students, insert PP students to raise self-esteem and aspirations. £3,000.00	EEF – say impact is unclear, but in previous years, students have become more engaged in school and their confidence increases.	

Nine extra transition sessions happen for those with additional needs and PP students The RAISE department hold 2 additional transition days for students with additional needs where year 6 students will come into school and spend time with their allocated TA before they attend in September 2027. £1,827.98	There is no EEF evidence to show the impact of school transition, but there is a great deal of reading available that states that transition has a positive effect in set-tling students into secondary school.	
Underachieving 6 PP students receive 1 hour per week of maths/ English tuition after school £7842.80	EEF - months for one to one tuition.	
Work experience for ALL year 10 students. Ensure PP students are suitably placed to raise aspirations. £2,872.01	EEF toolkit-impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.	
Year 10 and 11 Careers Fair. PP students invited via email home. £2,546.52	Impact unclear. However, we aim to raise aspirations directly by exposing students to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. We aim to give them the belief that they can achieve anything if they put their mind to it.	
Extended Work Placements for students who are at risk of permanent exclusion	EEF - behaviour interventions EEF toolkit aspirations interventions. Removing students from 5 days in school or reducing the days in school prevents them from being excluded. It also aims to engage them in employment that they are interested in to raise aspirations and develop their self- esteem.	
Buy in Alternative provision for 3 PP students:	EEF - behaviour interventions EEF - aspirations interventions. Removing students from 5 days in school or reducing the days in school prevents them from being excluded. It	

2 PP student attends Bolton Beauty College on a Wednesday 9-12 One PP student attends horse riding (match moor) weekly on a Tuesday 9-1. Possibility of a year 11 PP student going out on a work placement 2 days a week MSi and DH currently working on this. £11,025.00	also aims to engage them in employment that they are interested in to raise aspirations and develop their self- esteem.	
Engage parents in all school based activities. Phone calls to all PP students about parents' evenings, careers events, revision sessions, transportation offered to and from the venue where necessary.	EEF - parental engagements encourage parents to support their child's learning, progress and attainment.	
Respond to the needs of PP students by including them in pupil voice activities.	EEF - Oral language interventions. Encourage students to have their voices heard and to bring about change.	
Involve PP students in the wider life of the school. Improve bucket lists activities and monitor PP attendance.	EEF - extending school time includes increased learning time and exposes students to a wider variety of experience to build their self- esteem and resilience.	
Encourage PP students to engage with learning outside the classroom and incentivise attendance. Purchase revision books.	EEF - extending the school day by encouraging students to revise and learn at home.	
12 month subcription to WhysUp to raise awareness of mental health and addiction issues. They will also support students who have mental health and addiction issues in school. £1,217.16	EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
Pay for the cost of E-Praise which is a communication system that support not only	EEF - Improve parental engagement in their child's learning.	

home-school communication, but all student-school communication. Work can be set remotely on this platform also. £771.75		
Print Revision booklets for Year 11 PP students that maps out the revision week by week to help them organise their revision. £500.00	No EEF evidence.	
Buy knowledge organisers year 7–9 for all students including PP students. £2,086.58	No EEF evidence	
Arbor has been introduced to improve logging, tracking and communication with parents. £4,111.35		
Year 11 PPE results evening to include revision techniques alongside parent/carers	Improving parental engagement and increasing support	

Total budgeted cost: £ 292,782.18

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

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

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

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

Pupil Premium Evaluation 2026

Outcomes and Progress

Pupil Premium outcomes in 2026 demonstrate positive progress across the Year 11 cohort, with disadvantaged students making stronger progress than earlier forecasts had indicated. The final Year 11 DD3 forecast projected a Progress 8 score of -0.33 for Pupil Premium students. The final outcome improved to approximately -0.08, representing a significant recovery and an improvement of approximately a quarter of a grade across subjects compared with the forecast.

The attainment gap between Pupil Premium and non-Pupil Premium students remains an area for continued focus. However, there was evidence of improvement during the year. The progress gap improved significantly, with Pupil Premium students achieving progress much closer to that of their peers than had previously been the case.

Cohort Context

Analysis of the 2026 cohort highlights the impact of individual circumstances on overall outcomes. Given the relatively small size of the Pupil Premium cohort (52 students), the outcomes of a small number of students experiencing significant barriers had a notable impact on the overall cohort picture.

Within the cohort were pupils experiencing a range of complex circumstances, including:

- Two students experiencing Emotionally Based School Avoidance (EBSA).

- Three students accessing alternative arrangements following withdrawal from mainstream education (WEX).
- One student subject to an Off-Site Direction who remained educated elsewhere.
- Two students experiencing significant trauma which continued to affect attendance, engagement and readiness to learn.

Four students also accessed provision focused on wider personal development and life skills, recognising the importance of supporting pupils beyond academic outcomes.

Attendance and Engagement

Attendance and engagement remained significant barriers for a number of disadvantaged learners. Internal evaluation identified that some lower-performing Pupil Premium students attended fewer revision sessions, had less consistent study routines outside school and, in some cases, presented as tired or less prepared for learning.

This reinforces the importance of attendance, engagement with intervention and the development of consistent learning habits as key areas for continued focus.

Impact of the Pupil Premium Strategy

Despite these challenges, the majority of disadvantaged students benefited from a range of targeted support, including:

- Bespoke academic intervention and mentoring.
- Period 6 and holiday revision opportunities.
- Enhanced pastoral and welfare support.
- Targeted literacy and numeracy intervention.
- Regular progress monitoring and review.
- Additional support for pupils facing wider barriers to learning.

There is also evidence that outcomes for a number of SEND and disadvantaged pupils were stronger than forecast. This suggests that where pupils maintained regular attendance and engaged with the support available, targeted intervention was effective in improving outcomes.

Overall Impact and Priorities for 2026–27

Overall, the 2026 outcomes demonstrate a positive impact from the school's Pupil Premium strategy. Disadvantaged students achieved outcomes significantly above earlier forecasts, with progress improving throughout Year 11 despite the complex needs and significant barriers experienced by a small number of pupils.

The strongest outcomes were seen where pupils maintained regular attendance, engaged with intervention and benefited from consistent academic and pastoral support.

Moving forward, the key priorities within the 2026–27 Pupil Premium Strategy will be to:

- Improve attendance and reduce persistent absence.
- Increase engagement with revision and targeted intervention.
- Strengthen parental and carer partnership.
- Identify and respond earlier to emotional, trauma-related and attendance concerns.
- Continue to strengthen the link between academic progress and pastoral support.
- Ensure that disadvantaged pupils receive timely, targeted provision based on their individual needs.

The school will continue to evaluate the impact of these approaches through regular monitoring of attendance, engagement, provision and pupil outcomes.

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