

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	1056
Proportion (%) of pupil premium eligible pupils	228 (22%)
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)	
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr T McCabe (Headteacher)
Pupil premium lead	Mrs J Morgan (Deputy Headteacher)
Governor / Trustee lead	Mr J McManus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,725.00 Pupil Premium Post LAC £15,780.00 Pupil Premium Service Child £1050.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£256,555.00

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's, we are committed to ensuring that every young person, regardless of background or circumstance, is given the opportunity to flourish academically, spiritually, and personally. Our Pupil Premium Strategy is underpinned by our Gospel values of dignity, compassion, and justice, and reflects our unwavering belief in the potential of every student, encouraging them to strive for academic excellence and dream the impossible and achieve beyond their wildest imaginations.

We recognise that some students face barriers to learning that can hinder their progress and attainment. Through the effective use of Pupil Premium funding, we aim to diminish these barriers and close the attainment gap between disadvantaged pupils and their peers. Our approach is evidence-informed, inclusive, and tailored to the needs of our school community.

We are committed to:

- **High expectations for all:** We believe that every student can achieve excellence. Our strategy ensures that disadvantaged pupils are supported to meet and exceed national expectations.
- **Targeted academic support:** We use data-driven approaches to identify gaps and provide timely, personalised interventions.
- **Wider pastoral and enrichment support:** Recognising the whole child, we invest in wellbeing, mental health, and access to cultural capital to ensure students thrive beyond the classroom.
- **Staff development:** We equip our staff with the training and tools needed to deliver high-quality teaching and support for all learners.
- **Parental engagement:** We work in partnership with families to support learning at home and strengthen the home-school relationship.

Our mission is to nurture each child's God-given talents and to ensure that no young person is left behind socially or academically because of disadvantage. Through our Pupil Premium Strategy, we strive to create a school where every student is known, loved, and inspired 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 2025) PP attendance is 4% lower than non-disadvantaged students. When analysing 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 gets tough'. Need to develop tenacity and a culture of hard work for PP students is part of the Pupil Premium Strategy for 2025-26.
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

	<i>comparing themselves to their peers they do not have the resources to do better in their education.</i>
7	Meeting individual needs: <i>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.</i>
8	Addiction to mobile technology <i>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.</i>
10	ACEs: <i>For a number of our disadvantaged students, Adverse Childhood Experiences (ACE's) impact on their lives. They 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.</i>
911	Substance Abuse: <i>for a small number of affected students addiction to drugs causes irrational behaviour that is not conducive to good behaviour for learning.</i>
10	Literacy and numeracy gaps: <i>our disadvantaged students generally have lower literacy and numeracy levels on entry in Year 7.</i>

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	Improved parental engagement with school at parents' evenings and via student

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.	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 exclusions 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 ACEs 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: £ £79,544.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on high expectations and the impact of ACEs on young people and how that can present when they are in school. Monitor expectations through all QA activity	<i>"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"</i> service.gov.uk	1, 3, 4, 10
Strengthen Quality First teaching through CPD and engagement with the SSAT programme (12 sessions). Other CPD with external speakers will also strengthen Quality First teaching. £6116.00 - 22% of CPD budget	<i>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.</i> (Education Endowment Foundation)	1, 4
Implement a classroom culture that aims to model high quality, effective adaptive teaching across the curriculum, supported by on-going CPD. Monitor this through lesson observations and 3 weekly learning walks with every member of staff. £2501.00 7 SLT 10 visits every three weeks (approx. 3 hours per three weeks)	<i>Providing feedback is well evidenced and had a high impact on learning. Effective feedback tend to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF indicated +6 months when implemented effectively.</i>	1, 7, 10
DHT to meet with PP students termly to talk about their learning and the work in their books. Teachers to also	<i>EEF toolkit +7 months. Metacognition and self-regulation approaches to teaching support students to think about their own learning more explicitly, often by teaching those specific strategies for</i>	1, 7, 6

<p>include this within learning to improve metacognition and self-regulation.</p> <p>£52,328.00 – 22% JM + NYR</p>	<p>planning, monitoring, and evaluating their learning.</p> <p>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 the learning task that they have been given.</p>	
<p>PP students to be the key focus in all Progress to Target meetings. Relevant data will be provided for each teacher, HoD and HoY.</p> <p>£15,754.00 – 30h HOD</p>	<p>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.</p>	1,4
<p>Ensure wave 1 in class intervention is focused on PP students</p> <p>£2,845.00 – 195 hours of TA2 time</p>	<p>EEF toolkit +4 months.</p> <p>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.</p>	1, 7

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

Budgeted cost: £99,626.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional staffing within the English and Maths department to offer small intervention group work.</p> <p>£7020.00 – 22% VB</p>	<p>EEF Toolkit +4 months. 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</p>	1, 7, 10
<p>NGRTs will be used for testing reading ages of Year 7, 8, 9 and 10 PP students twice per year and reading intervention</p>	<p>EEF toolkit + 6 months. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content of processes of learning, or both, oral language interventions aiming to support</p>	1, 7 and 10

<p><i>implemented where reading ages are low.</i></p> <p><i>£1609.00 22% cost of NGRT</i></p>	<p>learners' use of vocabulary, articulation of ideas and spoken expression.</p>	
<p><i>Use the 'Fresh Start' programme to support students who struggle to read for understanding and for those below chronological reading age.</i></p> <p><i>£61,396.46 22% of (AMc, librarian, JH, HH)</i></p>	<p><i>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)</i></p>	<p>1, 10</p>
<p><i>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.</i></p> <p><i>21% of GL cost (45 out of 214 students in year 7 are PP) = £627.00</i></p>	<p><i>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.</i></p>	<p>1</p>
<p><i>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</i></p> <p><i>£3355.51 – 22% Lauren Pursey</i></p>	<p><i>EEF toolkit +6 months. Students will be targeted to read out loud and have discussions about their understanding of what they have read.</i></p>	<p>1, 10</p>
<p><i>Underachieving PP students receive additional English and Maths during PE lessons for an intense four weeks.</i></p> <p><i>£7020.00– 22% VB</i></p>	<p><i>EEF toolkit +5 months. One to one tuition- giving students' intensive individual support.</i></p>	<p>1, 10</p>
<p><i>All PP students to receive a one to one</i></p>	<p><i>EEF toolkit-impact unclear. However, we aim to raise aspirations directly by</i></p>	<p>6, 1</p>

careers interview with the careers advisor. £11,169.00– 22% DH	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.	
Rationalise the curriculum for some PP students in Year 11 to provide extra support for English, Maths and coursework subjects. £7,020.00 22% of VB	EEF toolkit +5 months. One to one and small group tuition- giving students' intensive individual support.	1, 10
Continue to develop the library to include more books 22% of Library budget. £410.00	EEF toolkit +6 months Reading comprehension strategies this will be supported in their literacy lessons in Year 7 and 8 once per fortnight	10

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

Budgeted cost: £117,929.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium Champions will meet PP students fortnightly 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.</i> £11,690.51 14 staff, 1 hour per fortnight	EEF +2 months- <i>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. (EEF)</i>	1, 2, 3, 6, 7, 10
<i>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-</i>	<i>EEF toolkit +4 months- 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</i>	2, 3, 7, 10, 11

<p><i>respect, coping mechanisms, counselling, emotional and behavioural support and use of external agencies where appropriate.</i></p> <p><i>£18,465.00 22% of C Guy and Behaviour SLA</i></p>	<p><i>on the academic or cognitive elements of learning.</i></p> <p><i>EEF toolkit +4months- 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</i></p>	
<p><i>To provide a safe nurturing environment for some of our most vulnerable Yr 7-11 PP students during unstructured time (The RAISE network).</i></p> <p><i>£17,969.00 – 22% A Goodwin, S Lunt and A Arstall</i></p>	<p><i>EEF Toolkit +4 months- social and emotional learning, targeting at students with particular social or emotional needs.</i></p>	2, 3, 7, 10
<p><i>Use nurture and the RAISE network to support vulnerable PP students.</i></p> <p><i>£15,985.84 22% of A Arstall and S Lunt.</i></p>	<p><i>EEF Toolkit +4 months- social and emotional learning, targeting at students with particular social or emotional needs.</i></p>	2, 3, 7, 10
<p><i>PP students have access to paid activities for free (e.g. trips/visits to broaden their enrichment opportunities.</i></p> <p><i>£1320.00 PP budget</i></p>	<p><i>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</i></p>	6, 7
<p><i>Use of one Student Support officers to provide reactive support for PP learners when needed and also to forge better home/ school relationships.</i></p> <p><i>£9441.00 – 22% SW</i></p>	<p><i>EEF +4 months- Parental engagement to encourage parents to support their child's academic progress.</i></p>	3, 5, 7, 10
<p><i>Attendance staff closely monitor PP attendance. Providing support for at risk students using home visits, supplying taxis to improve attendance.</i></p> <p><i>£8,827.00 – 22% LW</i></p>	<p><i>EEF +4 months- parental engagements and home visits improve attendance.</i></p>	2, 5

High Ability PP students will take part in the Raising Aspirations Youth Programme at Bolton College.	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.	6
'Girls Out Loud' programme is bought in for 20 students, 6 PP students to raise self-esteem and aspirations.	EEF – say impact is unclear, but in previous years, students have become more engaged in school and their confidence increases.	6, 7
<p>Nine extra transition sessions happen for those with additional needs and PP students</p> <p>Woodbridge to carry out 6 sessions of transition for students arriving on the autism pathway. Each session is £125, so £750 and there were 5 students in total on it.</p> <p>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 2026. £1,222.00 2 days of 5 TAs and 2 days of Assistant SENDCo</p>	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 settling students into secondary school. For example, Symmonds (2015) says that vulnerable children display typical patterns of emotional, personal, and social adjustment according to the qualities that set them apart from the mainstream. When adults are aware of these risks and put social and personal support in place from during transition it alleviates factors and put social and personal supports in place, this alleviates vulnerable children's chances of maladaptation.	7, 10
<p>Underachieving 6 PP students receive 1 hour per week of maths/ English tuition after school</p> <p>£2,022.00 3 hours of TA4 every week</p>	EEF- 5+ months for one to one tuition.	1, 7, 10
Work experience for ALL year 10 students.	EEF toolkit-impact unclear. However, we aim to raise aspirations directly by	6

Ensure PP students are suitably placed to raise aspirations. £1,155.00 – 22% work ex	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 by phone call home. £316.00 – DH 16h	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.	6
Extended Work Placements for students who are at risk of permanent exclusion	EEF +4 months 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.	2, 3 10
Buy in Alternative provision for 5 PP students: 1 PP student attends Bolton Lads and Girls club one day per week (£220 per day for 6 weeks =£1320) 1 PP student attends Bolton Lads and Girls club 2 days per week for six weeks (£440 for two days x 6 = £2640) 2 PP students to attend JEP for one day per week each. 1 PP student to attend Life Lodge Alternative Education three days per week. One PP student attends horse riding (£24 per week) weekly and has a drum lesson weekly (£30 per week).	EEF +4 months 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.	2, 3, 10

Total cost £22,425.00		
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 +4 months- parental engagements encourage parents to support their child's learning, progress and attainment.	5
Respond to the needs of PP students by including them in pupil voice activities.	EEF toolkit +6 months. Oral language interventions. Encourage students to have their voices heard and to bring about change.	1
Involve PP students in the wider life of the school. Improve bucket lists activities and monitor PP attendance.	EEF +3 months- extending school time includes increased learning time and exposes students to a wider variety of experience to build their self- esteem and resilience.	6
Encourage PP students to engage with learning outside the classroom and incentivise attendance. Purchase revision books. £500	EEF +3 months- extending the school day by encouraging students to revise and learn at home.	6
Purchase the services of WhysUp to raise awareness of mental health and addiction issues. They will also support students who have mental health and addiction issues in school. £1452.00 22% of cost	EEF toolkit +4 months- 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.	2, 7, 10
Pay for the cost of E-Praise which is a communication system that support not only home-school communication, but all student-school communication. Work can be set remotely on this platform also. £693.00 22% of total cost	EEF toolkit +4 months. Improve parental engagement in their child's learning.	5

Print Revision booklets for Year 11 PP students that maps out the revision week by week to help them organise their revision. £1,584.00 220 booklet approx. 80 pages each booklet.	No EEF evidence.	1, 7
Buy pupil planners in year 7 for all students including PP students. £224.00 40 pp students in year 7	No EEF evidence	5
Introduce a new MIS system (Arbor) to improve logging, tracking and communication with parents. 22% of cost = £2910.04	No EEF evidence	5
Buy in an Outside speaker (Daniel Sargison) to talk to all students about trauma and mental health. He will provide a session for parents too. £1000	Impact unclear according to EEF	6
Put on 12 coffee mornings/afternoons or evenings in response to parental feedback. For example- numeracy skills, communication apps, understanding dyslexia, etc.	EEF + 4months	5

Total budgeted cost: £ £297,100.36

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes 2025 show that on average PP students underachieved compared to their counterparts. The gap has widened since 2024. However, this may have been inflated by the impact of COVID. Six Year 11 PP students were out of school for Alternative provision and as a result sat fewer GCSEs, this increased the gap between PP students and NPP students.

Out of the 40 PP students, 6 achieved above expectation, with two PP students achieving on average 1.5 grades above expected. 9 of the PP students did not have prior attainment data so were not included. 5 of the PP students were out of school on Alternative Provision to support engagement with school and to avoid permanent exclusion. These students skewed the whole school data for PP outcomes.

Additional staffing within the English and Maths department offered small intervention group work some was during PE lessons, some in form time and some in options time. The impact is difficult to judge as many of the students included in this intervention were included in a number of support strategies.

60% of the students included in the maths intervention sessions achieved a grade 4+ when they had been identified as at risk of not achieving a grade 4+ in maths.

40% of the students included in the English intervention sessions achieved a grade 4+ when they had been identified as at risk of not achieving a grade 4+ in English.

61% of all students and 51% of PP students engaged in extra-curricular activities

24 students had literacy intervention through AG that was not Fresh Start (McGraw Hill Reading)

22 of these students are disadvantaged students - 60% made at least two years progress in reading age, 18% made at least one year progress, 10% made approximately 6 months progress.

PP students were a key focus in all quality assurance activities (lesson observations, book looks, pupil voice, learning walks, progress to target meetings). This ensured that PP students who were not engaged and were underachieving, were given support and intervention. It also gave the PP students agency in their own learning. This has not had the desired impact on 2025 outcomes. However, for current Year 11, the forecast data suggests that the gap will narrow in 2026 by on average 0.43 of a grade and for current Year 10, forecast data suggests that the gap will narrow by 0.9 of a grade compared to 2025 outcomes.

Quality first teaching CPD was delivered throughout the year using the SSAT programme. As a result pedagogy has improved. In 2025-26 disadvantaged students are one of the schools main foci and T&L CPD will focus on supporting our PP learners to achieve success.

All students completed the NGRT tests twice, after the first test, those with low reading ages were given various interventions including Fresh Start. The impact of these interventions was:

8	9	10	11
<p>Average reading age 13.52 on second test compared to the first test which was 9.26</p> <p>87% significant improvement 12% little difference 11% worse</p>	<p>91% significant improvement 4% no change 4% lower</p> <p>Average reading age on the second test was 13.32 Compared to the first test which was 9.38</p>	<p>On the second test 87% made significant improvement. (2yrs) 7% were the same or lower 6% yet to be retested</p> <p>Average reading age on the second test was 13 compared to the first test which was 7.1</p>	<p>82% improved reading age on the second test.</p>

CAT tests were used to measure ability in Year 7. The results from these and the class teacher reports were shared with teachers to help them to tailor their teaching to the students' strengths and put strategies in place where there are weaknesses.

Library reading took place on a weekly basis with the therapy dog. This provided nurture as well as reading practice to some of our more vulnerable learners.

One to one careers interviews took place for every PP student and support in the application process was given. A full careers programme was put in place throughout the year. As a result our NEET figure in 2025 is zero.

The curriculum was rationalised for 18 PP students where they dis-applied from a subject after Autumn term as they were at risk of not passing either subject. They had additional English and Maths lessons instead. The impact of this was that 44% of these students achieved a grade 4+ in English and 11% of these students achieved a grade 5+ in English. 44% of these students achieved a grade 4+ in Maths, 11% achieved a grade 5+ in maths and 11 % achieved a grade 6+ in Maths.

PP Profiles were created for underachieving PP students in Year 11. The impact of these were that students were better understood by teachers and were more engaged in

lessons. However, the 2025 outcomes do not show the desired impact of these. Moving forwards in 2025-26, PP passports will be used for all PP students.

Trauma Informed Practice has been further developed this academic year. We have 11 members of staff who received eleven days of training to become a Trauma Informed Councillor. All students who have faced trauma or present with behaviours that could be as a result of trauma receive regular meetings with a key worker. As a result, we now have no students internally truanting compared to anywhere between 8 and 10 truanting previously. Our suspensions and visits to isolation have decreased. We only had one permanent exclusion during 2024-25 compared to 7 during 2023-24. Pastoral interventions and nurture have also contributed to these improvements.

PP funding paid for PP students to go on trips such as theatre trips (Macbeth, Joseph and Inspector Calls), a visit to The Houses of Parliament, an art trip to a gallery, bowling, and the cinema, ice skating, multicultural trip, Blackpool Zoo Science trip and sports trips. This exposed them to the arts and enrichment opportunities that they may never have had the opportunity to experience. According to the EEF, arts participation adds 3 months progress to young people.

We used an online platform for progress for progress evenings, booked appointments were monitored and where parents had not booked appointments, HoYs rang parents. As a result attendance at progress evenings increased.

Monitoring attendance closely and providing support for those with low attendance has improved PP attendance. PP attendance for 2024 was 86.9% compared to 88.5% in 2025. PP attendance for the first four weeks for 2025-26 is 90.4%

Extra transition sessions for those with additional needs ensured that all students transitioned to high school successfully and any anxieties were minimised.

1 underachieving year 7PP student received maths tuition. By the end of the academic year, the student was making expected progress.

Extended work placements and Alternation Provision were successful in that the students who attended learnt new skills and remained on roll until the end of year 11.

WhysUpp delivered assemblies and sessions to all students on body image, addiction, gambling, mental health and impact of social media. The result of this was increased awareness and knowledge of available support. The WhysUp team also worked with individual students who needed additional support, PP students were included in the additional support.

Epraise was purchased to ensure that all students, including PP students have access to all homework set. Students and teachers are able to message one another to support students with their homework or any other concerns.

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
Online Careers Advice	UNIFROG
Online Parents Evening	School Cloud
Communication system for home-school and school-student communications	E-Praise
Mental health and addiction support	WhysUp
Virtual Parents Evening Platform	School Cloud

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.