

Greenbank High School Pupil Premium Strategy statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic years) 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	Greenbank High School
Number of pupils in school	1032
Proportion (%) of pupil premium eligible pupils	216 = 21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published – reviewed October 25	November 2024
Date on which it will be reviewed	December 2024 and May, June and October 2025
Statement authorised by	Ms D Aspinall
Pupil premium lead	Miss C Cullen
Governor / Trustee lead	Mrs S Ellis

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2025-6	£242,105 197 pupils 11PLAC 4 SC
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	£242,105

Part A: Pupil premium strategy plan

Statement of intent

- ***What are the ultimate objectives for our disadvantaged pupils?***

“Closing the gap between disadvantaged pupils and their peers is central to everything we do at Greenbank”

We are dedicated to ensuring that all students from disadvantaged backgrounds receive the support they need to accelerate their progress and reach their full potential, regardless of their starting points or abilities. We also strive to guarantee that these pupils have equal access to the wide range of opportunities and enriching experiences available to all students.

Every member of staff is familiar with our action plan and understands the vital role they play in improving the life chances of disadvantaged pupils. High-quality teaching is at the heart of our approach, with targeted classroom strategies designed to meet the specific needs of these learners.

We continue to identify pupils requiring support both at the point of entry and throughout their time at Greenbank, ensuring they are fully included in all aspects of school life, including extracurricular activities and educational trips.

- ***What are the specific aims of our strategy?***

For disadvantaged pupils to achieve the same as non-disadvantaged pupils nationally.

- Attainment 8 - Achieve above the national average (49.9) of attainment for all pupils.
- Percentage of Grade 4+ and 5+ in English and maths - Achieve above 67% and 47% (all pupils national)

Progress 8 - Achieve +0.1 P8 score (2027 only)

Attendance – To achieve through rigorous monitoring and support, the best possible attendance (95%+), considering the continued impact of COVID19 on the physical, social and emotional well-being of pupils.

Destinations – Every child is aware of their next steps through effective careers guidance, and no disadvantaged pupil is NEET at the end of KS4

For all disadvantaged pupils to have the same opportunities as their non-disadvantage peers throughout their school life and for them to engage fully in our extensive extra-curricular offer, including trips and visits.

- ***How does our current pupil premium strategy plan work towards achieving those objectives?***

Our plan is based on clear starting points and an assessment of the needs of all the pupil premium cohort. The plan focuses on strategies that have been proven to work both through external EEF guidance and from our own experiences. The plan links to our other whole school priorities and is robustly monitored. Teaching and learning (tier 1

intervention) is central to our plan and staff have completed a thorough SEND training course which is also central to raising the standards of our Pupil Premium cohort.

- ***What are the key principles of our strategy plan?***

The pupil premium action plan links to the whole school vision

Our vision is excellence for all: to be an exceptional school of choice for girls in the heart of Southport's diverse community.

A school that, through the delivery of an inclusive and dynamic learning experience, will empower **all** Greenbank pupils to achieve academic success, and go on to be courageous global citizens that will continue to show the world their brilliance.

Outstanding Quality first teaching and learning through a broad and balanced curriculum is at the core of our Pupil premium provision- staff follow the Greenbank- 8 strategies in the classroom for disadvantaged learners. Staff awareness and training is given to implement the pupil premium strategy.

Transparency for parents on the pupil premium action plan and objectives.

CPD through both bespoke school INSET and Trust INSET training which underpins Quality First teaching.

The plan is monitored and reviewed termly and annually, and interventions adapted accordingly.

The Governors and Link Governor scrutinize and challenge the pupil premium strategy and know how it links to the school vision. The Link Governors meets with AHT to discuss the progress of the disadvantaged cohort, and the Governing body are regularly updated on their progress.

Our curriculum is well planned and progressive and seeks to build on the prior knowledge of students, make links and develop their understanding in all areas of their learning whilst addressing the knowledge gaps students may join us with, given the wide range of different starting points our students have from our many feeder schools. Staff understand the importance of and take responsibility for planning and delivering strategies to close gaps in lessons.

All pupil premium pupils are monitored, regardless of their starting points and supported as necessary.

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There is transparency for parents on the pupil premium action plan and objectives, and they know how to access support.

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- **How are we measuring the impact of the strategy?**

All data is tracked, and pupils are monitored termly to measure the impact of any interventions and to measure the impact of the strategy- a data driven intervention review is used termly to monitor pupils and offer support for those that require it. The AHT responsible for the disadvantaged strategy regularly scrutinises data to inform any interventions.

Teaching staff follow the Assessment Recording and Reporting policy, and pupils are tracked and monitored regularly throughout the year.

SATS are used to identify those pupils who are not at age related expectation on entry and Year 7 pupils sit CATS on entry and interventions are put in place according to their needs.

Pupils complete the NGRT reading tests in both September and March. Graduated intervention is given to pupils who are not at the age-related expectation- the impact of the reading recovery is measured on completion of a second reading test in March.

Challenges

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

Challenge number	Detail of challenge				
	Evidence The pupil premium cohort complete an online questionnaire to identify any individual barriers and concerns that they have which may limit their progress and achievement. As a result of in-depth analysis of these questionnaires and robust analysis of external and historical data the following main challenges have been identified.				
1	Pupil aspiration – All disadvantaged pupils complete a questionnaire / needs analysis annually. This along with information collected by the DP academic mentor suggest that some disadvantaged pupils lack aspiration, determination and resilience.				
2	Pupil engagement and behaviour – Attitude to learning Internal data collected at our assessment points suggests that some pupils lack a positive attitude to learning in some or all subjects. In some cases, there are instances of poor behaviour. 2024/25 data <table><tr><td>DP</td><td>% Effort Below Expected</td><td>Non DP</td><td>% Effort Below Expected</td></tr></table>	DP	% Effort Below Expected	Non DP	% Effort Below Expected
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	<table><tr><td>Year 7 DP</td><td>12%</td><td>Year 7 Non-DP</td><td>7.5%</td></tr><tr><td>Year 8 DP</td><td>25%</td><td>Year 8 Non-DP</td><td>13%</td></tr><tr><td>Year 9 DP</td><td>21%</td><td>Year 9 Non-DP</td><td>13%</td></tr><tr><td>Year 10 DP</td><td>8%</td><td>Year 10 Non-DP</td><td>5%</td></tr><tr><td>Year 11 DP</td><td>10%</td><td>Year 11 Non-DP</td><td>6%</td></tr></table>	Year 7 DP	12%	Year 7 Non-DP	7.5%	Year 8 DP	25%	Year 8 Non-DP	13%	Year 9 DP	21%	Year 9 Non-DP	13%	Year 10 DP	8%	Year 10 Non-DP	5%	Year 11 DP	10%	Year 11 Non-DP	6%
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3	<p>Health and well-being including SEMH</p> <p>Information gathered from pupils along with our assessment, observations and discussions with families have identified social and emotional issues for some pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges can affect attendance, progress and attainment.</p>																				
4	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils. Our judgements and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress, particularly in Key Stage 4 where the gaps are larger</p> <p>Disadvantaged attendance Year 2023-24 was 85.40% compared to for non-disadvantaged cohort of 93%</p> <p>Disadvantaged attendance Year 2024-25 was 85.40% compared to for non-disadvantaged cohort of 93%</p>																				
5	<p>Literacy and reading. Maths and English attainment</p> <p>Evidence from internal reading age tests and assessments, indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. (Reading ages) This impacts their progress in some or all of their subjects.</p> <p>The English and maths attainment on entry (SATS) is generally lower than that of their peers and teacher assessments support this.</p> <p>On entry to year 7 in the last 5 years, between 15-20% of our disadvantaged pupils arrive below age-related expectations in English compared to 5-10% of their peers.</p> <p>And between 15 - 23% of our disadvantaged pupils arrive below age-related expectations in Math's compared to 8- 15% of their peers.</p>																				

	<p>In 2025 12% of disadvantaged pupils are below the age expected standard in English compared to 10% of their peers. In Math's, 28% of disadvantaged pupils are below the age-related expectation compared to 18% of their peers</p> <p>This barrier is further shown by the CAT Tests comparison 2025 Y7 Cohort</p> <table><tr><td></td><td>No.</td><td>Verbal mean SAS</td><td>Quant Mean SAS</td><td>Non-Verbal Mean SAS</td><td>Spatial mean SAS</td><td>Overall mean SAS</td></tr><tr><td>National</td><td>-</td><td>100.0</td><td>100.0</td><td>100.0</td><td>100.0</td><td>100.0</td></tr><tr><td>All</td><td>208</td><td>101.7</td><td>98.8</td><td>99.7</td><td>98.3</td><td>99.7</td></tr><tr><td>Non-FSM</td><td>169</td><td>102.3</td><td>99.1</td><td>99.8</td><td>98.4</td><td>100.0</td></tr><tr><td>FSM</td><td>39</td><td>98.9</td><td>97.5</td><td>99.2</td><td>97.8</td><td>98.3</td></tr></table>		No.	Verbal mean SAS	Quant Mean SAS	Non-Verbal Mean SAS	Spatial mean SAS	Overall mean SAS	National	-	100.0	100.0	100.0	100.0	100.0	All	208	101.7	98.8	99.7	98.3	99.7	Non-FSM	169	102.3	99.1	99.8	98.4	100.0	FSM	39	98.9	97.5	99.2	97.8	98.3
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6	<p>Meta-cognition and self-regulation</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their planning, monitoring and evaluation of their answers. This is evident across the curriculum and particularly affects revision skills.</p>																																			
7	<p>Cultural capital and engagement and involvement in extra – curricular activities/ trips</p> <p>Our audit suggests that although our disadvantaged pupils have equal access to attend clubs and go on school visits, this is still not at the same level as their non-disadvantaged peers. The Director of Learning for Personal Development tracks data to ensure that pupils have equal access/opportunity.</p>																																			

Intended outcomes

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

Intended outcome	Success criteria
Pupils achieve their full potential /individual targets, including the high/MA ability disadvantaged pupils	For disadvantaged pupils to achieve their FFT20 targets and in some cases FFT5 Progress gaps narrow between DP pupils and non-DP pupils (P8 scores 2027)
Progress 8 for the disadvantaged pupils to be in line with non-disadvantaged pupils nationally	Achieve +0.1 P8 score (2027 only) *(P8 will not be an external measure in 2025 and 2026)

Attainment 8 for the disadvantaged pupils to be in line with non-disadvantaged pupils nationally	Achieve above the national average of 49.9 attainment for all other non-disadvantaged pupils
Percentage of disadvantaged pupils achieving a Grade 4 + / 5+ in English and maths to be in line with non-disadvantaged pupils nationally	Achieve above the national average of 71%/ 50% for all other non-disadvantaged pupils
Attendance of the disadvantaged pupils to be improving steadily, taking into account the impact of COVID19 on the physical, social and emotional well-being of pupils.	To achieve through rigorous monitoring and support, the best possible attendance, taking into account the impact of COVID19 on the physical, social and emotional well-being of pupils. AHT for attendance to take a more significant role in improving attendance of targeted group (2024-27)
To improve the reading ages of the DP cohort evidenced by NGRT tests	All pupils at the age-related expectation by the end of Year 8 and relevant and continued support put in place for those behind
To improve the Attitude to Learning (ATL) scores of pupils of concern through mentoring and support	To identify pupils who have lower than expected ATL and have termly- meetings with HOY and AHT post Individual Progress reports (PIPs)
To improve the attainment and progress scores of pupils of concern through effective teaching and learning, intervention and mentoring, including developing metacognitive skills.	Disadvantaged pupils making the same or above expected progress of all other non-disadvantaged pupils (p8 +0.1) *(P8 will not be an external measure in 2025 and 2026)
Destinations	Every child is aware of their next steps through effective careers guidance and no disadvantaged pupil is NEET at the end of KS4
To ensure that the More able DP cohort have the necessary support to fulfil their potential	MA Disadvantaged pupils making the same or above expected progress of all other non-disadvantaged pupils (p8 +0.1 2027) (P8 will not be an external measure in 2025 and 2026)
To support the social and emotional needs of vulnerable pupils and improve self-regulation including challenging behaviour.	Form Tutors, HOY and AHT to support all vulnerable DP pupils who require additional support.
To improve the cultural capital of our Disadvantaged pupils by making sure that all DP pupils can access a residential trip, day visits and any extra activities such as D of E where finances may be a barrier.	All pupils have equal opportunity and financial support to access our extra-curricular provision and any residential trips

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: £ 58,281.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>8 Strategies in the classroom to help the disadvantaged</p> <p>CPD refresher for staff on the 8 strategies</p> <p>Lesson observation focus. QA of seating plans.</p> <p>Staff audit of 8 strategies to identify priority areas</p> <ol style="list-style-type: none"> 1. Premium seat 2. Get to know them 3. Equipment 4. Priority marking 5. Targeted questioning 6. Differentiation 7. Timetable – 6 period day 8. Attendance 	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Supporting high quality teaching is pivotal in improving outcomes. Access to high quality teaching is the most important lever schools have to improve the outcomes for their pupils.</p> <p>Guidance report – Effective professional development “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap”</p>	<p>1 2 5 6</p>
<p>Purchase and completion of NGRT standardized tests in Reading.</p>	<p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil</p>	<p>5 6</p>

Completion of CAT tests for all pupils on entry	to help ensure they receive the correct additional support through interventions and or teacher instruction	
<p>Developing expertise around teaching pupils with SEND (DP)</p> <p>CPD Trust INSET SEND day for all staff</p> <p>SLT all attended a training course "every leader, a leader of SEND"</p>	<p>School improvement target – SEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send To a great extent, good teaching for pupils with SEND is good teaching for all.</p> <p>"The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals"</p>	1 2 5 6
<p>Oracy 21</p> <p>2 x oracy champions</p>	<p>Evidence from the Education Endowment Fund https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions suggests that oral language interventions lead to approximately six months' additional progress over the course of the year for economically disadvantaged pupils.</p> <p>An oracy-rich education also unlocks opportunities for young people beyond school, whether that is success at college, university or in the workplace, where successive employer surveys show that good communication skills are one of the most highly sought-after attributes nowadays. These skills are also vital to young people's social and emotional health and wellbeing – so that they are able to articulate emotions, manage conflict and form healthy relationships with their peers.</p> <p>Whole staff training from oracy champions will equip all staff with the skills to deliver an oracy-rich education.</p>	1 2 5 6 7
<p>Provide CPD with a focus on a whole school revision programme:</p> <p>Metacognition</p> <p>-Self-regulation</p> <p>-How we learn</p>	<p>T and L champion appointed to develop a whole school revision approach</p> <p>EEF Metacognition +7months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Metacognition and self-regulation approaches to teaching, support pupils to think about their learning. Teaching them to plan, monitor and evaluate.</p>	1 2 5 6

	Academic mentor works with identified pupils at HWK club and in lessons	
Developing strategies to enhance the teaching of reading across all subjects - Framework of effective reading strategy for each curriculum area - Focus on disciplinary literacy	EEF Reading support +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies NGRT testing to target pupils for reading intervention – using graduated response Reading comprehension strategies focus on the learners' understanding of written text.	1 2
Development of staff expertise with new ICT systems to enhance learning - Development of SharePoint to increase access to free and appropriate resources	EEF Impact of Digital Technology on Learning Evidence Review Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1 2
Appointment of English and maths teacher to reduce class sizes	EEF +2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size Reducing class size is an approach to manage the teacher pupil ratio. Each student will receive more attention- quality and quantity of feedback is increased	2 3 6
Appointment of a Pupil Premium English and maths coordinator to track and monitor progress of pupils	Third space learning research Staff monitor and track pupils to identify gaps and provide support according to needs	1 2
Development of Greenbank Classroom	Respect, adapted curriculum, purposeful physical classroom, disciplined Literacy, Questioning, Retrieval. Responsive feedback and Use of ICT	2, 3,5, 6

Principles through CPD		
Recruitment of two pastoral leads to improve the behaviour, attendance and welfare of DP pupils	<p>EEF</p> <p>- Social and emotional learning +4months</p> <p>EEF</p> <p>Mentoring +2 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>School based evidence is that it does have an impact on pupils – ATL and engage</p>	

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

Budgeted cost: £ 19,164.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In school tutoring</p> <p>To deliver 1 to 1 and small group tuition in English maths and Science during PD</p> <p>Tutoring for MA/High disadvantaged cohort in science</p>	<p>EEF</p> <p>Small group tuition +4months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	1 2 3 4 5 6
<p>Reading Strategy</p> <p>Literacy/Reading interventions for low attaining disadvantaged pupils</p> <p>1 to 1 reading intervention</p>	<p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading support +6 months</p>	1 2 5
Purchase of Lexia	EEF	1 2 3 5

programme to improve reading ages of our weakest readers	Reading comprehension +6months	
Peer/Paired reading Strategy	EEF (+5-6 months) Reading comprehension strategies focus on the learners' understanding of written text. Targeted to level of need. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Strategies are often taught to a class and then practised in pairs or small groups. Lower attaining pupils appears to benefit from the explicit teaching of strategies to comprehend text	1235
Aim Higher Year 11 group Fortnightly session on metacognition exam preparation	Pupils identified through: - Attitude to learning score, Attendance, Progress and Year 10 attainment EEF Metacognition +7months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF Mentoring +2 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Metacognition and self-regulation approaches to teaching, support pupils to think about their learning. Teaching them to plan, monitor and evaluate.	1,2,3,4,5,6
Homework club 4 nights per week	EEF Peer tutoring +5 months "Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups"	1 2 4 6
Provision of all learning resources such as: uniform, revision guides, , any necessary subject equipment such as calculators, food resources and art packs	No specific evidence	1 2 4 7
IT Home access	EEF Impact of Digital Technology on Learning	1 2 3 6

IT provision given to support pupils who do not have access to a home computer	Evidence Review Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	
Tuition in PDT for those pupils not achieving grade 4 in English Lit Year 10 – Led by DOL for English	EEF Small group tuition +4months (see above)	1 2 6
Timestable rockstars competition	Professional judgement and previous experience	1 2
Achieving and Thriving RISE conference – Success for every child	“Frequent monitoring of the progress of <u>every</u> Pupil Premium-eligible pupil.”	1 2 3 4

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

Budgeted cost: £ 164,659

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an EWO to improve the attendance of the disadvantaged cohort</p> <p>Appointment of 2 Pastoral support staff to focus on DP attendance and behaviour</p> <ul style="list-style-type: none"> - DP pupils target group Personalised support plans 	<p><i>Sir John Dunford</i></p> <p><i>He notes 12 common characteristics of Pupil Premium practice in successful schools: One of which is</i></p> <p><i>If poor attendance is an issue, this is addressed as a priority.</i></p> <p><u>DfE Improving school attendance</u></p> <p><i>EEF</i></p> <p>- Social and emotional learning +4months</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotionallearning</u></p>	3 4

<ul style="list-style-type: none"> - Nudge texts and communication with parents - Financial support for transport to school - Breakfast provision 		
ACER Centre To improve the attendance of pupils in PA	Bespoke provision for pupils experiencing EBSA. Facility providing nurture, wellbeing and academic support to promote reintegration back into school.	2,3,4,5
Appointment of a Careers advisor (2 day per week DP) to offer enhance careers guidance and support All pupils receive additional support and visit a local University	EEF Aspiration interventions – 0 impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Cultural Capital – To promote, monitor and improve the engagement in extra-curricular activities, visits and trips To promote and fund the DofE programme for disadvantaged cohort (engagement with parents/carers)	EEF - arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation - Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Purchase of Absolute Education to track and monitor the engagement of our DP cohort in extra-curricular activities	1 2 7
To support pupils with mental health problems and anxiety - Counselling provision - Elsa programme	EEF - Social and emotional learning +4months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2 3
Academic and pastoral	EEF Mentoring – +2 months	1 2 3 4

mentoring programme To provide pastoral mentoring from academic mentor to identified pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring School based evidence is that it does have an impact on pupils – ATL/ PIPs and engage	
Financial support given for any resources required such as: Revision guides, calculators, planners, PE kit and uniform Financial support given to ensure pupils have access to technology, equipment and curriculum resources	EEF No specific evidence Parental/Pupil feedback through Poverty Proofing audit and the TEP survey Impact of Digital Technology on Learning: Evidence Review Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1 2 3 4
Enhanced career support- all disadvantaged pupils given additional careers interviews to raise aspiration and ensure that pupils are prepared for their next stage. To ensure disadvantaged pupils are not NEET after KS4	Sir Kevan Collins research High-quality careers advice can make a real difference to young people's outcomes after school	1 2 3 4
Access to free music tuition	EEF Arts participation +3months Overall, the average impact of arts participation on other areas of academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science.	1 2 7
Drama – Summer Theatre School SEMH	EEF Oracy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral Language interventions +6 months	1 2 4

	<p>Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction</p> <p>EEF Summer schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
Summer School provision (free access for DP pupils)	<p>EEF Summer schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
“You are awesome club” to focus on resilience, self-confidence and meta-cognition	<p>EEF</p> <p>Aspiration interventions – unclear impact</p> <p>Meta-cognition +7 months</p> <p>Social and emotional learning +4 months</p>	1 2 3 4 6
<p>Funding to improve cultural capital specifically targeted at DP cohort</p> <p>Raise aspiration through external talks/ visits</p> <p>For eg</p> <ul style="list-style-type: none"> - Author visits - Maths trip to Aintree - Book shop visit - Dove cottage poetry workshop 	<p>EEF</p> <p>Research Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</p>	1 2 6 7
Learning to revise revision seminar for underachieving pupils and support for parents	<p>EEF Metacognition +7months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their learning. Teaching them to plan, monitor and evaluate.</p>	6
Aim Higher Group Year 11 Study support group Identified Cohort receive fortnightly	<p>EEF Metacognition +7months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1 6

"Learning to Learn" sessions with AHT for Disadvantaged pupils	Metacognition and self-regulation approaches to teaching, support pupils to think about their learning. Teaching them to plan, monitor and evaluate.	
Poverty proofing Pilot audit/course completed in collaboration with Children Northeast	<p><i>Poverty Proofing the School Day</i> is a powerful tool for identifying the barriers children living in poverty face to engaging fully with school life and its opportunities. Focused on listening to the voices and experiences of young people, it offers a pathway for schools to address often unseen inequalities within their activities, helping them reduce stigma, break the link between educational attainment and financial background, and supports schools to explore the most effective way to spend Pupil Premium</p> <p>A comprehensive audit completed to evaluate and improve the provision for our disadvantaged pupils- to ensure our school is financially viable for all pupils and that no pupil is left behind</p>	1 2 3 4 5 6 7

Total budgeted cost: £ 242,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended Outcomes	Success Criteria	Review
Pupils achieve their full potential /individual targets, including the high/MA ability disadvantaged pupils	For disadvantaged pupils to achieve their FFT20 targets and in some cases FFT5	<p>Attainment 8 was 36.78 which was a decrease from the previous year but above disadvantaged pupils nationally at 34.9. This is still below non-DP pupils nationally at 50.3</p> <p>The following above national DP (IDSR)</p> <p>Overall A8</p> <p>English A8 8.6 compared to National DP 7.8</p> <p>English 4+ 60.0 % Compared to National DP 56.2%</p> <p>English 5+ 50.0 % Compared to National DP 41.2%</p> <p>Maths A8 6.5 close to National DP at 6.9</p> <p>Maths % 4+ below national DP and widening at 42.1% compared to 49.5%</p> <p>Maths 5+ 36.8 % Compared to National DP 30.7%</p> <p>Science 4+ 56.7% compared to 47.2% national DP</p> <p>Science 5+ 43.3% compared to 29.5% national DP</p>

		<p>Languages 4+ 66.7% compared to 61.6% national DP</p> <p>Languages 5+ below national DP and widening at 41.7% compared to 49.1%</p> <p>Humanities 4+ 64% compared to 44.7% national DP</p> <p>Humanities 5+ 48% compared to 32.4% national DP</p>
Progress 8 for the disadvantaged pupils to be in line with non-disadvantaged pupils nationally	Progress gaps narrow between DP pupils and non-DP pupils (P8 scores 2027)	<p>Progress is close to national DP average in most subjects over the last 3 years (2022-2024) and above in humanities. No subjects below compared to national DP</p> <p>Not applicable 2025-26</p>
Attainment 8 for the disadvantaged pupils to be in line with non-disadvantaged pupils nationally	Achieve above the national average of 49.9 attainment for all other non-disadvantaged pupils	<p>Attainment 8 was 36.78 which was a decrease from the previous year but above disadvantaged pupils nationally (34.9) and this gap is narrowing. This was heavily affected by a significant number (20%) of those pupils attending AP and having a reduced curriculum</p> <p>This is still below non-DP pupils nationally at 50.3</p>
Percentage of disadvantaged pupils achieving a Grade 4 + / 5+ in English and maths to be in line with non-disadvantaged pupils nationally	Achieve above the national average of 71%/ 50% for all other non-disadvantaged pupils	<p>The percentage of DP pupils achieving a grade 5+ (31.6%) in both English and maths was above the national average for DP in 2025 at 25.6%</p> <p>This however is below the performance of non-disadvantaged pupils nationally</p>

Attendance of the disadvantaged pupils to be improving steadily, considering the impact of COVID19 on the physical, social and emotional well-being of pupils.	To achieve through rigorous monitoring and support, the best possible attendance, considering the impact of COVID19 on the physical, social and emotional well-being of pupils. AHT for attendance to take a more significant role in improving attendance of targeted group (2024-27)	<p>The attendance of our DP cohort is still a major focus and there is an improving trend from 83.8% in 2023 to 84.4% in 2024 and to 85.3% in 2025.</p> <p>This is however below national DP at 88.2%</p>																								
To improve the reading ages of the DP cohort	All pupils at the age-related expectation by the end of Year 8 and relevant and continued support put in place for those behind	Reading interventions were implemented for all pupils who were below age-related expectations. These interventions led to a marked improvement in the reading ages of the targeted pupils, with an average gain of 17 months for the cohort of children																								
To improve the ATL scores of pupils of concern through mentoring and support	To identify pupils who have lower than expected ATL and have termly- meetings with HOY and AHT post Individual Progress reports (PIPs)	<p>The attitude to learning of our DP cohort is continuously monitored and HOY analyse data to inform intervention. The data shows there is still a gap between our disadvantaged pupils and their non disadvantaged peers</p> <table><tr><td>DP</td><td>% Effort Below Expected</td><td>Non DP</td><td>% Effort Below Expected</td></tr><tr><td>Year 7 DP</td><td>12%</td><td>Year 7 Non-DP</td><td>7.5%</td></tr><tr><td>Year 8 DP</td><td>25%</td><td>Year 8 Non-DP</td><td>13%</td></tr><tr><td>Year 9 DP</td><td>21%</td><td>Year 9 Non-DP</td><td>13%</td></tr><tr><td>Year 10 DP</td><td>8%</td><td>Year 10 Non-DP</td><td>5%</td></tr><tr><td>Year 11 DP</td><td>10%</td><td>Year 11 Non-DP</td><td>6%</td></tr></table>	DP	% Effort Below Expected	Non DP	% Effort Below Expected	Year 7 DP	12%	Year 7 Non-DP	7.5%	Year 8 DP	25%	Year 8 Non-DP	13%	Year 9 DP	21%	Year 9 Non-DP	13%	Year 10 DP	8%	Year 10 Non-DP	5%	Year 11 DP	10%	Year 11 Non-DP	6%
DP	% Effort Below Expected	Non DP	% Effort Below Expected																							
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Year 10 DP	8%	Year 10 Non-DP	5%																							
Year 11 DP	10%	Year 11 Non-DP	6%																							
To improve the attainment and progress scores of pupils of concern through effective teaching and learning, intervention and mentoring	Disadvantaged pupils making the same or above expected progress of all other non-disadvantaged pupils (p8 +0.1)	<p>Attainment 8 was 36.78 which was a decrease from the previous year but above disadvantaged pupils nationally.</p> <p>Progress NA 2025</p>																								

Destinations	Every child is aware of their next steps through effective careers guidance, and no disadvantaged pupil is NEET at the end of KS4	0.78% of pupils are NEET for the disadvantaged cohort
To ensure that the More able DP cohort have the necessary support to fulfil their potential	MA Disadvantaged pupils making the same or above expected progress of all other non-disadvantaged pupils (p8 +0.1 2027)	The MA DP pupils achieved an A8 score of 72.25 this was consistent with our non-disadvantaged pupils at 74.83
To Support the social and emotional needs of vulnerable pupils	Form Tutors, HOY and AHT to support all vulnerable DP pupils who require additional support.	Our pastoral support is comprehensive using a graduated response to need.
To make sure that all DP pupils can access a residential trip, day visit and any extra activities such as D of E where finances may be a barrier	All pupils have equal opportunity and financial support to access our extra-curricular provision and any residential trips	All pupils who want to go on a residential trip are given financial support to do so. Any study visits are supported financially by school. Most DP pupils will have been on a school visit by the end of Year 7

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

Data for the academic year 2020 affected by COVID has not been included.

Progress/ Attainment 8	2019	2023	2024	2025
Progress 8 score - Pupil Premium	-0.42	-0.62	-0.49	N/A
Progress 8 - Non-Pupil premium pupils nationally	+0.1	+0.17	+0.1	N/A

Attainment 8 - Pupil Premium	44.97	39.2	41.63	36.78
Attainment 8 - Non Pupil premium pupils nationally	49.96	50.2	50	50

GCSE Both English and Mathematics / 4+ (5+)						
	2019	2023	2024	2025		
Pupil Premium	63% (49%)	55% (26%)	62% (41%)	44% (31%)		
Non –Pupil Premium nationally	71% (49%)	73% (52%)	73% (52%)	73% (52%)		

EBacc Entry - % of cohort entered.						
	2019	2023	2024	2025		
Pupil Premium	44%	58%	61%	62%		
All pupils nationally	43%	43%	43%	43%		

EBacc achieved 4+ and (5+)						
	2019	2023	2024	2025		
Pupil Premium		29% (13%)	26% (14%)	25% (15%)		
All pupils nationally		28% (20%)	28% (20%)	28% (20%)		

English

	2019	2023	2024	2025
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Progress 8 score English - Pupil Premium	+0.15	-0.07	-0.29	N/A
Progress 8 score English nationally of non-pupil premium pupils	+0.11	+0.11	+0.11	N/A
Attainment 8 English - Pupil Premium	10.49	10.27	9.67	8.54
Attainment 8 English nationally of non-Pupil Premium pupils	10.6	7.56		

Attainment English 4+ (5+ in brackets)						
	2019	2023	2024	2025		
Pupil Premium	81% (71%)	88% (63%)	74% (56%)	62% (49%)		
Non – Pupil Premium nationally	71% (48%)	71% (50%)	71% (50%)	71% (50%)		

Mathematics

	2019	2023	2024	2025
Progress 8 score maths - Pupil Premium	-0.28 (-0.20)	-0.94	-0.59	N/A

Progress 8 maths nationally of non-pupil premium pupils	+0.12	+0.12	+0.12	N/A
Attainment 8 maths - Pupil Premium	8.74 (9.13)	7.56	8.3	6.51
Attainment 8 maths nationally of non-pupil premium pupils	9.75	9.75	9.75	

Attainment Maths 4+ (5+ in brackets)				
	2019	2023	2024	2025
Pupil Pre-mium	78% (53%)	59% (28%)	67% (44%)	44% (36%)
Non –Pupil Premium nationally	71% (49%)	73% (49%)	73% (49%)	73% (49%)

Attendance and behaviour

Attendance Percentage attendance of cohort						
	2019	2023	2024	2025		
Pupil Pre-mium Pupils	91.5%	83.1%	84.6%	85.3%		
Non –Pupil Premium pupils nationally	95%	92.1%	92.2%	92.2%		
Gap	3.5%	9%	7.6%	6.9%		

Permanent exclusion rates of cohort as a percentage of pupil group					
	2019	2023	2024	2025	
Pupil Premium pupils	0.0	0.0	0.07	0.19 (2 pupils)	
Non- pupil premium nationally	0.07	0.07	0.07	0.07	

Focus / Intervention areas: to continue to improve:

- the attainment and progress of all disadvantaged pupils including pupil groups
- the progress particularly of high/MA ability disadvantaged pupils
- the attendance of the disadvantaged cohort is a concern particularly in Key Stage 4
- to continue to provide catch up in English and/or maths for pupils falling behind their peers
- to continue to provide reading intervention for those pupils below age related expectation
- to track and monitor the engagement of our disadvantaged cohort pupils in our extra-curricular offer and on trips and visits

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sparx Maths	Sparx
Sparx Science	Sparx
TT rock Stars	Maths Circle
Absolute Education	
4Matrix	
Schoolcloud	

Further information

Evidence based research

EEF <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>