

## Pupil premium strategy statement

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

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	Helsby High School
Number of pupils in school	1235
Proportion (%) of pupil premium eligible pupils	19.41%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	
Date on which it will be reviewed	September 2026
Statement authorised by	Martin Hill
Pupil premium lead	Ricky Davies
Governor / Trustee lead	Rob Allerston

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£235,023

# Part A: Pupil premium strategy plan

## Statement of intent

At Helsby High School, our intention is that all students, irrespective of socio-economic background, special educational needs, or other challenges, have access to a broad, balanced, and enriching curriculum, and make progress that is at least in line with national expectations.

The aim of our Pupil Premium strategy is to support and guide disadvantaged students in achieving these outcomes. We carefully consider the circumstances of each student to ensure that our provision meets their needs and addresses the additional challenges often faced by vulnerable students, including those with specific social, emotional, and behavioural needs. The activities outlined in this strategy are specifically designed to support these students.

Central to our Pupil Premium strategy is an ambitious and equitable curriculum, underpinned by high-quality, inclusive teaching that is responsive to the needs of disadvantaged students. Rigorous assessment of students' starting points, particularly in literacy and reading enables teachers to plan effectively, ensuring that the classroom practice is both inclusive and focused on accelerating the progress of our disadvantaged learners.

To lead and embed this strategy, we have strengthened the leadership capacity within the Senior Leadership Team by creating an Inclusion Team of three members, focused on attendance, attainment and progress and Inclusion. The Inclusion lead will work closely with our Department Leaders to fully develop and implement a sequenced, ambitious curriculum, ensuring high-quality teaching that meets the needs of all students.

Our targeted academic support prioritises high-quality, inclusive everyday teaching, alongside our whole-school Reading Strategy. This strategy promotes reading for pleasure, disciplinary reading, and vocabulary development, helping students access the curriculum. It also supports disadvantaged and SEND students whose reading levels are below age expectations and may act as a barrier to learning.

As our Pupil Premium strategy has begun to demonstrate positive impact on the progress of disadvantaged and SEND students, we are now expanding our focus to wider strategies, including attendance and well-being. These factors often present more significant challenges for disadvantaged students, affecting attainment and progress.

We aim to create a sense of belonging for all of our students by offering extensive enrichment opportunities through our enrichment programme, careers programme and school trips. These experiences support our character development framework (RARE)

which promotes Respectful, Ambitious, Resilient, and Empathetic students. Our goal is to foster aspiration and challenge, enabling all students to achieve success, realise our school vision, and value others.

This ambition is underpinned by a high-quality, sequenced curriculum that enables disadvantaged and SEND students to access knowledge and develop skills. Academic targets, personal development, and character growth are all supported through ambitious expectations for attendance and engagement with school life. We use diagnostic academic and pastoral assessments to ensure approaches are consistently applied, with personalised support tailored to individual needs.

To ensure the effectiveness of our strategy, we will:

- Prioritise attendance
- Provide staff with CPD on inclusive teaching strategies to support disadvantaged, SEND students, and those known or previously known to social care.
- Continue to develop trauma-informed practice to foster positive relationships and a sense of belonging.
- Collaborate closely with parents, carers, and external professionals to support students.
- Engage Pupil Premium parents/carers through proactive communication ahead of events, including parent consultation evenings and information sessions, to increase participation.
- Monitor behaviour and academic data to identify students requiring further support and intervention.
- Track student engagement in enrichment programmes.
- Plan all actions with a 'removing barriers' approach, ensuring collective ownership, responsibility, and accountability for attendance, attainment, and progress.
- Implement timely academic and pastoral interventions, including Year 11 mentoring and GCSE subject intervention programmes, to maximise impact.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Attendance remains our biggest challenge, as we recognise that attendance is hindering the progress of our disadvantaged learners. Last year, our overall attendance was 89.5%, while attendance for students in receipt of free school meals (FSM) was 77.3%. This represents a slight increase of 0.2% from the previous academic year (2023/24). However, we aim to improve this further in order to narrow the gap between FSM and non-FSM students.</p> <p>Improving attendance, particularly for disadvantaged students remains a key priority for our school, as it continues to be a significant barrier to students' academic progress.</p>
2	<p><b>Attainment and Progress</b></p> <p>In 2025, the Attainment 8 score for our disadvantaged pupils is below the national average, currently tracking at 29.40. However, this figure is significantly affected by a group of disadvantaged pupils whose attendance has been a substantial concern. When this cohort is excluded, the Attainment 8 score for disadvantaged pupils rises to 32.1. This indicates a positive trajectory and demonstrates the impact of targeted teaching strategies within the school's curriculum delivery. The school will continue to refine these approaches to further reduce the attainment gap. We recognise areas for improvement but this demonstrates good, classroom practice.</p> <p>Our A8 score in Mathematics is below the national average. As Mathematics and English form the foundation for accessing the wider curriculum, stronger progress in these subjects is essential. Improving outcomes in these core areas positively impacts learning across other subjects. This will be achieved by ensuring equitable access for all students through fully inclusive teaching practices.</p> <p>Our analysis indicates that attendance, especially among disadvantaged pupils has become the key barrier to further improving attainment and progress within this group.</p>
3	<p><b>Students' ability to access the curriculum</b></p> <p>Assessments and observations with KS3 students indicate that disadvantaged students generally have lower levels of literacy and reading comprehension than their peers, which can limit their progress across all subjects.</p>

	<p>Reading Assessments data;</p> <p>GCSE Class of 2029 – 40% of disadvantaged students and 26% of non-disadvantaged students were below their chronological reading age.</p> <p>GCSE Class of 2028 – 38% of FSM students and 28% of non-FSM students were below their chronological reading age.</p> <p>GCSE Class of 2027 – 42% of disadvantaged students and 20% of non-disadvantaged students were below their chronological reading age.</p> <p>GCSE Class of 2026 – 31% of disadvantaged students and 20% of non-disadvantaged students were below their chronological reading age.</p> <p>Teaching and Learning:</p> <p>Whilst we have seen improvements in adaptive teaching in some areas, our review processes including lesson observations, work scrutiny, and student voice indicate that some students, particularly disadvantaged and SEND students, face challenges in fully accessing learning. This suggests that teaching across some subjects is not yet consistently adapted to meet the full range of students' needs.</p>
4	<p><b>Mental health and well-being</b></p> <p>Our school serves a large catchment area, including communities experiencing high levels of deprivation. We have identified this as a potential barrier to developing a strong sense of belonging among some of our students. As a result, we place significant emphasis on our personal development programme, recognising its vital role in fostering inclusion.</p> <p>We have also identified a specific group for whom developing a sense of belonging is particularly critical, our in-year admissions. Each year, a number of students join the school after the start of their secondary education, and some report feeling less connected. We recognise a clear correlation between a student's sense of belonging and their attendance, as feeling part of the school community strongly influences their willingness to attend.</p> <p>Through our assessments, observations, and discussions with students and families, we have also identified a range of social and emotional needs affecting many students. These include anxiety, depression and low self-esteem.</p>

5	<p><b>Engagement in school life</b></p> <p>Our enrichment tracking indicates that not all disadvantaged (PP) pupils are currently engaging fully with the school’s enrichment programme. In response, we are implementing targeted strategies to increase participation and ensure equitable access to these opportunities.</p> <p>We have also taken steps to strengthen pupil voice by promoting greater representation of disadvantaged pupils within the school council.</p> <p>We recognise that there are some historic perceptions among a small number of parents which have, at times, impacted levels of engagement. The school is proactively addressing this through a renewed focus on building positive relationships and enhancing communication, in order to improve parental engagement within our community.</p>
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## 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
Improved outcomes for disadvantaged students across the curriculum with particular emphasis on English and Mathematics	Our goal is to enhance outcomes for our disadvantaged learners in 2025/26. We are targeting an A8 score of 34, with a gap of no more than 10 points between disadvantaged and non-disadvantaged learners. Overall, improve our A8 score in Mathematics, especially for our disadvantaged pupils.
Improved reading comprehension and narrowing of the reading age gap for disadvantaged students, particularly across KS3.	GL Reading Assessment evidence demonstrate improved reading and literacy and a narrowing of the reading age gap for disadvantaged students compared to their non-disadvantaged peers. Improve the reading score from the autumn term to by the summer term by 2 points. Teachers are able to effectively use students’ reading age information as a planning tool to support students’ learning and progress across the curriculum.

To achieve and sustain improved attendance for all students, particularly those who are disadvantaged.	Improve attendance for our disadvantaged students in 2025/2026 and beyond, evidenced by rising overall attendance and reduced persistent absence among disadvantaged students, with the goal of reaching the national benchmark of around 91%.
To achieve and sustain improved mental health and well-being for all students, particularly those who are disadvantaged.	<p>Sustained high levels of well-being and develop a sense of belonging as demonstrated by:</p> <ul style="list-style-type: none"> <li>• Insights gathered from Student Voice, feedback from the Student Support Coordinator, parental input, and teacher observations.</li> <li>• Increased involvement in extra-curricular and enrichment activities, with notable improvement among disadvantaged students.</li> </ul>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [94,457]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>A change of roles within the Senior Leadership Team.</b></p> <p>The school's Senior Deputy Headteacher will strategically lead the school's attendance work.</p> <p>A new area of responsibility has been created – a Deputy Headteacher will strategically lead on whole school inclusion.</p>	<p>The restructuring of the Senior Leadership Team is underpinned by a strong evidence base which highlights that disadvantage, poor attendance, and unmet additional needs are key barriers to pupil achievement, inclusion, and a sense of belonging.</p> <p>Research from the Education Endowment Foundation (EEF) shows that:</p> <ul style="list-style-type: none"> <li>• Attendance is a key predictor of outcomes, with persistent absence disproportionately affecting disadvantaged pupils and limiting their connection to school life.</li> <li>• A whole-school approach to inclusion improves not only</li> </ul>	1,2,3,4,5

<p>An Assistant Headteacher will strategically lead the Pupil Premium work of the school.</p>	<p>academic outcomes but also pupils' sense of belonging and engagement.</p> <ul style="list-style-type: none"> <li>• Effective Pupil Premium leadership will enable our school to address both academic and wider barriers, including wellbeing, relationships, and inclusion.</li> </ul>	
<p>Purchase of standardised GL Reading Assessment tests.</p> <p>Training will be provided for teaching staff to ensure assessments are interpreted correctly and teachers understand how to adapt their classroom practice to support and enhance students' reading and literacy.</p>	<p>Standardised reading tests provide insights into students' abilities, enabling targeted teaching, interventions, and literacy support. They help identify and address the needs of all learners, including SEND, EAL, and disadvantaged students, ensuring equitable access to the curriculum and promoting inclusive progress.</p> <p><a href="https://www.eef.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Increase capacity within the attendance team through the appointment of an additional Student Support Coordinator, whose role will be dedicated exclusively to attendance. With the aim of increasing the attendance of our disadvantaged learners.</p>	<p>This approach is supported by evidence from the Education Endowment Foundation and wider research, which highlights that: Targeted pastoral support and early intervention significantly improves attendance, particularly for disadvantaged pupils.</p> <p>Consistent monitoring and strong relationships with families are the key drivers of improving attendance. A graduated response including mentoring, parental engagement, and personalised support can remove barriers to attendance and engagement.</p> <p>Guidance from the DfE (Working Together to Improve School Attendance) emphasises that schools should: Build dedicated attendance capacity, use attendance data proactively to identify patterns and intervene early and provide individualised support for persistently absent pupils.</p>	1,2,3,4,5
<p>Provide support to the staff team through targeted CPD with a focus on inclusion, enabling the development of fully</p>	<p>Providing staff with targeted CPD develops the teaching staffs' ability to design and deliver fully inclusive lessons that meet the needs of all learners, including disadvantaged pupils. By ensuring lessons are ac-</p>	1,2,3,4,5

<p>inclusive lessons and strategies to effectively support all learners in the classroom.</p> <p>Particularly focusing on tier 2 &amp; 3 vocabulary &amp; oracy within lessons</p>	<p>cessible, pupils are more motivated to attend and participate consistently, supporting the school's commitment to equity and the promotion of aspirational outcomes.</p> <p>Explicit teaching of Tier 2 and Tier 3 vocabulary, combined with structured oracy opportunities, improves reading comprehension, writing, and subject understanding. Disadvantaged pupils benefit most, as it helps close language gaps, builds confidence, and enables them to access curriculum content more effectively.</p>	
<p>Enhancement of our English and Maths intervention programme at GCSE</p>	<p>Enhancing our English and Maths GCSE intervention is supported by strong evidence showing that targeted, small-group support improves attainment, helps close the gap for disadvantaged students, and builds both exam skills and confidence. Research and internal data confirm that focused intervention accelerates progress and leads to improved GCSE outcomes.</p>	1,2,3,4
<p>Implementation of Trauma Informed Practice &amp; Emotional Coaching CPD for staff to develop their understanding of students' social and emotional learning and how to support and manage students' behaviour both in and out of the classroom in a positive and restorative approach.</p>	<p>Our aim is to establish a culture of Trauma Informed and Restorative approach across the school.</p> <p>CPD in these approaches helps staff understand students' social and emotional needs, manage behaviour positively, and use restorative strategies. Evidence shows this improves student engagement, emotional regulation, relationships, and academic outcomes, particularly benefiting disadvantaged or vulnerable students.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	3,4,5

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

Budgeted cost: £ [82,339]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Refine teaching allocation to designate a specialist teacher focused on delivering targeted support in Mathematics and English for students requiring additional academic intervention</p>	<p>This ensures that students identified as requiring additional academic support receive focused, high-quality instruction tailored to their needs.</p> <p>Targeted small-group support accelerates learning.</p> <p>Research shows that small-group or one-to-one interventions in core subjects significantly improve outcomes for students who are behind their peers. By designating a specialist teacher, PP students benefit from consistent, expert-led intervention.</p> <p>Source: Education Endowment Foundation (EEF) – “Small Group Tuition” (2020)</p> <p>Focused support reduces learning gaps.</p> <p>Students eligible for PP funding often arrive with lower attainment levels. Concentrating expertise in Mathematics and English allows for precise diagnostic teaching, helping to close gaps quickly and efficiently.</p>	<p>1,2,3</p>
<p>Enhance the tutoring provision within the Learning Support Centre to better support disadvantaged learners.</p>	<p>Enhancing tutoring in the Learning Support Centre provides targeted support for disadvantaged learners, improving inclusion and engagement.</p> <p>Evidence shows that small-group or one-to-one tuition boosts confidence, reduces barriers to learning, and increases attendance, helping students feel part of the school community while narrowing achievement gaps.</p>	<p>1,2,3,4</p>
<p>Improving reading and literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund our whole school Reading Strategy that prioritises 3 areas: Reading for pleasure; disciplinary reading across the</p>	<p>Our whole-school Reading Strategy is informed by the EEF Improving Literacy in Secondary Schools guidance and focuses on reading for pleasure, disciplinary reading, and using assessment data to inform teaching.</p> <p>Evidence shows that improving literacy supports inclusion, helping disadvantaged students access the full curriculum and close attainment gaps.</p> <p>It also promotes personal development, building confidence, critical thinking, and</p>	<p>1,2,4</p>

<p>curriculum, and use of reading assessment data to inform curriculum implementation.</p>	<p>independent learning, while fostering lifelong reading habits.</p> <p>Furthermore, engagement with meaningful reading is linked to improved attendance, as students are more motivated and feel included in their learning. By embedding this strategy across all subjects, we ensure that literacy development drives academic success, personal growth, and consistent school participation for all pupils.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Peer tutoring   EEF</a></p>	
<p>Developing metacognitive and self-regulation skills in Year 11 students.</p> <p>This will involve bespoke workshops provided by external providers and ongoing support for students throughout the year.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4</p>

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

Budgeted cost: £ [58,227]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase capacity within the attendance team through the appointment of an additional Student Support Coordinator, whose role will be dedicated exclusively to attendance. With the aim of increasing</p>	<p>This approach is supported by evidence from the Education Endowment Foundation and wider research, which highlights that: Targeted pastoral support and early intervention significantly improves attendance, particularly for disadvantaged pupils.</p> <p>Consistent monitoring and strong relationships with families are the key drivers</p>	<p>1,2,3,4,5</p>

<p>the attendance of our disadvantaged learners.</p>	<p>of improving attendance. A graduated response including mentoring, parental engagement, and personalised support can remove barriers to attendance and engagement.</p> <p>Guidance from the DfE (Working Together to Improve School Attendance) emphasises that schools should: Build dedicated attendance capacity, use attendance data proactively to identify patterns and intervene early and provide individualised support for persistently absent pupils.</p>	
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>We will add leadership capacity to implement our whole school attendance strategies including leading our EWAO and attendance support team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels through this strategy.</p>	<p>3,4,5</p>
<p>Implement an Inclusion meeting for each year group on a fortnightly basis. The meetings will include members of the inclusion team (Whole School Inclusion Lead, Attendance lead, PP lead, SENDCo and the PPL.</p>	<p>Fortnightly Inclusion meetings for each year group will bring together key staff. Together they will identify and address barriers to learning for disadvantaged pupils. Evidence shows that regular, coordinated meetings enables early intervention, targeted support, and ongoing monitoring, which improves engagement, attendance, and attainment.</p>	<p>1,2,3,4,5</p>
<p>Providing an additional Transition Day for our most vulnerable / disadvantaged learners</p>	<p>Evidence shows that early, targeted transition interventions help learners feel welcomed and connected, build confidence and resilience, and reduce first-day anxieties that can impact attendance. This proactive support ensures learners start school ready to engage fully, addressing barriers that often exacerbate disadvantage.</p>	<p>3,4,5</p>

<p>Providing a Summer School for disadvantaged students to aid their transition into secondary school.</p>	<p>Evidence suggests that summer schools can have a positive impact on students' progress when implemented with a combination of academic and extra-curricular enrichment opportunities.</p> <p><a href="https://educationendowmentfoundation.org.uk/summer-schools/">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,4,5</p>
<p>Enhance the transition programme through Year 5 visits / &amp; offering Mathematics workshops</p>	<p>Research shows that early engagement and targeted support improves confidence and attainment. The year 5 visits will help pupils familiarise themselves with the school environment, promoting a smoother transition, while focused Mathematics workshops provide additional support to address learning gaps and boost outcomes, particularly for disadvantaged students</p>	<p>2,3,4,5</p>
<p>Providing resources for disadvantaged students to remove students' barriers to learning and engagement with school life.</p>	<p>Some evidence suggests that provision of resources including school uniform leads to improved student behaviour and support students' motivation and engagement with the school culture and community.</p> <p><a href="https://educationendowmentfoundation.org.uk/school-uniform/">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,4,5</p>
<p>Providing support for disadvantaged students to increase engagement and participation with extra-curricular and enrichment activities.</p>	<p>Supporting disadvantaged students to take part in extra-curricular and enrichment activities helps increase engagement, motivation, and attendance. Research shows these opportunities develop skills like teamwork, resilience, and confidence, which improve academic outcomes and life chances.</p> <p><a href="https://educationendowmentfoundation.org.uk/aspiration-interventions/">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4,5</p>
<p>Create a targeted attendance mentoring group who will be supported by our Attendance Support Coordinator</p>	<p>Research shows poor attendance is linked to lower attainment and engagement, especially for disadvantaged pupils.</p> <p>Targeted mentoring, supported by an Attendance Support Coordinator, helps identify barriers, provides consistent support, and improves attendance.</p> <p>Evidence indicates that structured, personalised interventions like this lead to better attendance, higher</p>	<p>2,3,4,5</p>

	engagement, and improved outcomes for Pupil Premium students.	
Develop attendance initiatives across the school to encourage good attendance – particularly for our disadvantaged learners	Research shows that regular attendance strongly impacts academic achievement, and disadvantaged learners are more likely to have irregular attendance. Whole school initiatives can improve attendance, boost attainment, and support engagement and wellbeing, helping to narrow the attainment gap.	3,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

**Total budgeted cost: £ [235,023]**

## 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 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024–25 academic year using our Key Stage 4 performance data. Our external 2025 examination data yielded an overall attainment score of 47.13, with our disadvantaged learners obtaining an attainment score of 29.40, highlighting a gap of 17.73. While we are disappointed with the PP attainment score, we recognise attendance as the main barrier to our PP attainment outcomes.

#### **Attendance**

Throughout the academic year (2024/25), our attendance team have consistently monitored the attendance of our disadvantaged learners and have supported many of our families. Overall, attendance in 2024/25 for our disadvantaged learners was 76.46%; this has remained consistent with the previous academic year. Our PP attendance for 2023–2024 was 76.9%. These figures indicate that our attendance strategy has not had the sustained impact we would hope for, and as such significant additional strategic and operational capacity has been planned for 2025–2026 to address this challenge.

We are increasing our capacity within the attendance team and are currently on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the intended outcomes section.

#### **Attainment & Progress**

The national Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) for disadvantaged pupils in 2024–25 was 38.4%, and for non-disadvantaged pupils it was 54.6%. At Helsby High School, our overall Attainment 8 score for students with at least 91% attendance in Year 11 was 55.67%, with an Attainment 8 score of 42.88% for our disadvantaged students. This indicates that our disadvantaged students with attendance above 91% perform well and above the national attainment measure.

At Key Stage 4, outcomes for disadvantaged students are below those of their peers; however, there are some important positives to build on. Around 31.4% of disadvantaged students are achieving a grade 5 or above in English, indicating that nearly a third are securing a strong pass in this subject. This suggests that strategies around literacy, curriculum access, or support in English are having some impact, but attendance continues to be the main barrier to success. However, this is not yet

translating into similar success in Maths (21.6%). Supporting our disadvantaged learners with the aim of narrowing the gaps remains a key focus for the Maths department.

### **Reading & Literacy**

Funding an additional teacher with KS2 experience to deliver targeted small-group interventions has had a positive impact on Pupil Premium students with significant gaps in reading and literacy. The focused support has helped address key barriers to learning earlier and more effectively. As a result, Pupil Premium students are making improved progress in reading, gaining greater confidence, and becoming better able to access learning across the curriculum. The small-group setting allows for highly tailored teaching, which is helping to close attainment gaps and support stronger long-term outcomes.

The purchase of standardised GL Reading Assessment tests, alongside staff training, has strengthened the school's ability to identify and support pupils' reading needs more accurately. Teachers are now better equipped to interpret assessment data and use it to inform targeted classroom strategies, ensuring support is more precise and responsive. For Pupil Premium students in particular, this has improved early identification of gaps in reading and literacy, enabling timely intervention and more tailored support. As a result, these students are receiving more focused teaching approaches that help improve reading confidence, comprehension skills, and overall access to the wider curriculum.

The enhancement of in-lesson support alongside targeted one-to-one intervention for the weakest readers has had a positive impact on Pupil Premium students. By funding a Teaching Assistant to prioritise reading support across KS3, students have benefited from more consistent, focused help both in class and through specialist intervention. This has led to improved reading confidence, stronger engagement with learning materials, and better progress in literacy skills. For Pupil Premium students in particular, the increased level of tailored support is helping to close reading gaps and improve access to the wider curriculum.

### **Enrichment & Wellbeing**

The Trauma Informed Practice CPD has strengthened staff capacity to understand and respond effectively to students' social and emotional needs, using positive and restorative approaches to behaviour. This approach has been particularly beneficial in building stronger relationships with students, improving emotional regulation, and increasing engagement in learning. As a result, these students are better supported to stay in lessons and manage challenges more effectively.

We ran a three-day summer school for our incoming Year 7 students to support transition into secondary school, working with partner primaries to invite vulnerable

pupils. Our internal data suggests that this supported the students with their transition. A high proportion of our PP students attended. The programme helped them become familiar with key staff and the school environment ahead of starting in September. While the direct impact on attendance is difficult to measure, feedback from students, parents/carers, and staff has been positive, and our students have settled in well.

Finally, we have allocated a portion of our Pupil Premium funding to support disadvantaged students by providing additional enrichment opportunities and resources to enhance their learning and independent study. We are committed to removing barriers to learning and widening access to opportunities for all students, particularly those who are disadvantaged, and will therefore continue to provide this support in 2025/26.

## Externally provided programmes

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

Programme	Provider