

# Pupil Premium strategy statement – Bramhall High school – REVIEW – Nov 2025

This statement details our school's use of Pupil Premium (and recovery 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 Review November 2025	1298 1301
Proportion (%) of pupil premium eligible pupils Review November 2025	19.88% 22.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 to 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Williams (Headteacher)
Pupil premium lead	Kay Thorpe (Associate Assistant Headteacher)
Governor / Trustee lead	E Duckworth

## Funding overview

Detail	Amount
24/25 Pupil premium funding allocation this academic year 25/26	£302,550.00 £284,250.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> 25/26	£35,121.00 £0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> 25/26	£0 £7,663.00

<b>Total budget for this academic year</b>	£337,671
<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>	
25/26	£291,913.00

# Part A: Pupil Premium strategy plan

## Statement of intent

At Bramhall High School our Pupil Premium strategy has been designed to give every socio-economically disadvantaged young person the chance to flourish. We aim to tackle the barriers that stand in the way of pupils' progress to ensure all pupils, irrespective of their background, make academic progress and achieve across the curriculum.

Consistent high-quality teaching and learning are at the heart of our approach. This has been proven to have the greatest impact on closing the disadvantage attainment gap.

### Ultimate objectives for our disadvantaged pupils:

- ✓ Excellent rates of progress and attainment for disadvantaged pupils in line with their non disadvantaged peers.
- ✓ Access to high-quality teaching.
- ✓ Participation in all aspects of school life, promoting wider cultural capital to achieve success and social mobility.

### How does our current Pupil Premium strategy work towards achieving those objectives?

Our school vision permeates the strategy: **Every Student** will achieve exceptionally well in **Every Subject** they study to secure **Every Grade** possible. Through our core values of **Respect, Resilience** and **Excellence** students will achieve their aspirations.

### The key principles of our Strategy Plan:

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

- ✓ **Develop high-quality teaching:** across all curriculum areas
- ✓ **Targeted academic support:** providing opportunities to thrive
- ✓ **Wider strategies:** tackling barriers to academic success.

**Identifying our local needs:** Bramhall High School serves a diverse catchment area. Stockport is one of the most polarised boroughs in the country, with some of the most affluent and some of the most deprived local areas, generating significant inequalities among communities. Understanding our pupils, their families, and barriers to learning is at the heart of our strategy. We commit to the principle that working with disadvantaged pupils is a privilege. A belief that all pupils, irrespective of background or starting point, can attain well and thrive in wider school life.

## Challenges

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

Challenge number	Detail of challenge																					
<b>1 Teaching &amp; Learning</b>	<p>To continue delivering high quality teaching and learning throughout all curriculum areas with a particular focus on literacy and retention.</p> <ul style="list-style-type: none"> <li>• Extending and retaining knowledge (know more).</li> <li>• Developing skills (do more).</li> <li>• Deepening understanding (understand more).</li> <li>• Adapting the teaching &amp; learning to suit learners needs.</li> <li>• Rigorous quality assurance.</li> </ul>																					
<b>2 Attendance</b>	<p>Nationally, absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals missing an average of 4 weeks of school in 2022/23 and looked after children missing nearly 6 weeks in 2021/22.</p> <p>Our attendance data below shows in every year our pupil premium students do not attend as well as their peers. Overall, there is an 8% attendance gap (2023/24) see below</p> <table border="1"> <thead> <tr> <th></th> <th>YEAR 7</th> <th>YEAR 8</th> <th>YEAR 9</th> <th>YEAR 10</th> <th>YEAR 11</th> <th>SCHOOL AVERAGE</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>88%</td> <td>88%</td> <td>86%</td> <td>86%</td> <td>72%</td> <td><b>84%</b></td> </tr> <tr> <td>Non Pupil Premium</td> <td>96%</td> <td>95%</td> <td>94%</td> <td>93%</td> <td>82%</td> <td><b>92%</b></td> </tr> </tbody> </table>		YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SCHOOL AVERAGE	Pupil Premium	88%	88%	86%	86%	72%	<b>84%</b>	Non Pupil Premium	96%	95%	94%	93%	82%	<b>92%</b>
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Pupil Premium	88%	88%	86%	86%	72%	<b>84%</b>																
Non Pupil Premium	96%	95%	94%	93%	82%	<b>92%</b>																
<b>3 Literacy</b>	<p>Ofsted 2023 reported that our school “Has developed a rigorous approach to identifying pupils who are struggling to read. Well-trained staff provide some of these pupils with the help that they need. However, this programme is still in development. A small number of pupils who need this support do not receive it quickly enough. This hinders how well these pupils can access the wider curriculum.”</p> <p>Our detailed planning around developing the skills of reading is comprehensive but needs to take more account of the difference in progression of individual pupils and groups, to enable them to work at targeted skill levels rather than be involved in skills they have not yet mastered or already achieved.</p>																					
<b>4 Progress &amp; Attainment</b>	<p>There is a need to review pupil expectations about the quantity and quality of work produced. From our 2024 GCSE results Pupil Premium pupils do not attain as well as their peers. See data to follow</p> <p><b>Attainment:</b></p> <table border="1"> <tbody> <tr> <td>Non-PP</td> <td>Average Total Attainment 8</td> <td>53.6</td> </tr> <tr> <td>PP</td> <td>Average Total Attainment 8</td> <td>35.1</td> </tr> </tbody> </table>	Non-PP	Average Total Attainment 8	53.6	PP	Average Total Attainment 8	35.1															
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	<p>There is an Attainment8 gap of 18.5</p> <p><b>Progress:</b></p> <p>Pupil Premium students are not currently making the same progress as other students in our school. This sub-group is a high priority for improving attendance, progress and the recall of knowledge. There needs to be an improvement in the percentage of some Pupil Premium pupils, who match or exceed the percentage progress made by other pupils in our school.</p> <table border="1" data-bbox="395 472 1396 546"> <tr> <td>Non-PP</td> <td>Average Total Progress 8</td> <td>0.15</td> </tr> <tr> <td>PP</td> <td>Average Total Progress 8</td> <td>-0.65</td> </tr> </table> <p>There is an Average Progress8 gap of 0.80</p> <p><b>Basics:</b></p> <p>Pupil Premium students are not achieving the same in English and Maths grade 9-4 pass rates.</p> <table border="1" data-bbox="395 763 1396 837"> <tr> <td>Non-PP</td> <td>Students Achieving 9-4 in English and Maths</td> <td>82%</td> </tr> <tr> <td>PP</td> <td>Students Achieving 9-4 in English and Maths</td> <td>43%</td> </tr> </table> <p>There is a progress gap of 39%</p>	Non-PP	Average Total Progress 8	0.15	PP	Average Total Progress 8	-0.65	Non-PP	Students Achieving 9-4 in English and Maths	82%	PP	Students Achieving 9-4 in English and Maths	43%
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<p><b>5 Aspirations</b></p>	<p><b>Aspiration raising through careers programme:</b></p> <p>From our Compass+ Future Skills Questionnaire, 64% of our year 11 students said that they felt optimistic about their future career. 73% of our students said they felt confident about their next steps after year 11. The EEF state that ensuring students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p>												
<p><b>6 Behaviour &amp; belonging</b></p>	<p><b>Behaviour:</b> The positive and negative behaviour ratio from 2023/24 put Pupil Premium students at 83% compared to Non-Pupil Premium peers at 94%.</p> <p>In 2023/24 over 60% of our suspensions or exclusions were from pupils who were eligible for free school meals (they formed 24% of the total pupil population).</p> <p><b>Belonging:</b> Our school needs to review extracurricular activities regularly to ensure the breadth of choice, quality of provision and attendance of all pupil groups.</p> <p>Out of 43 Student Leaders (Deputy and Senior Prefects) we have 9% representation of Pupil Premium students. Out of 31 House Captains we have only a 6% representation of Pupil Premium students. We hope to increase our pupil premium representation in our school to reflect out 19.88% pupil premium ratio.</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
<p><b>High Quality Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>• Through lesson observations evidence of the use of retrieval practice to ensure that pupils are challenged and supported appropriately so that their retention and resilience skills allow them to work independently for extended periods of time.</li> <li>• In CPD leaders need to ensure our staff have the appropriate training and experience to develop reading skills for pupils, including strategies for our disadvantaged pupils.</li> <li>• Prioritise training and support for teachers to ensure best practice in using the strategies of quality first teaching are embedded in all classrooms and group teaching.</li> </ul>
<p><b>Attendance:</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• To see the 8% attendance gap closing between disadvantaged and non-disadvantaged peers.</li> <li>• For disadvantaged pupils' attendance to improve from 84% towards our school target of 97% attendance.</li> <li>• Tackle barriers associated with poor mental or physical health, academic challenges, social barriers, and barriers arising from a pupil's home environment and personal circumstances.</li> <li>• The ongoing issues of persistent absence and attendance levels in our school need to be addressed by targeted agency support, alongside a coordinated whole school approach from all staff, leaders and governance.</li> </ul>
<p><b>Reading:</b> Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> <li>• Literacy - Develop a rigorous approach to the implementation of our reading curriculum. Develop the quality of help and support for those pupils at the early stages of reading.</li> <li>• All subjects to deliver 'disciplinary literacy' with the use of the Frayer model. We will endeavour to follow the recommendations from the EEFs 'Improving Literacy in Secondary Schools'.</li> <li>• Use of Lexonic Leap, Lexonic Advance, Reading Partnership programme and Guided Reading.</li> </ul>
<p><b>Progress:</b> Improved progress outcomes among disadvantaged pupils across the curriculum.</p>	<p>Sustained good levels of progress by 2027/28 demonstrated by</p> <ul style="list-style-type: none"> <li>• Progress 8 score for disadvantaged pupils being in line with non-disadvantaged peers.</li> <li>• The progress 8 gap between disadvantaged and non-disadvantaged reducing.</li> </ul>

<p><b>Attainment:</b> Improved attainment outcomes among disadvantaged pupils across the curriculum.</p>	<p>Sustained good attainment levels by 2027/28 demonstrated by</p> <ul style="list-style-type: none"> <li>• Average total attainment 8 score for disadvantaged pupils being above 35.1 and inline with their non disadvantaged peers.</li> <li>• The attainment gap between disadvantaged and non-disadvantaged reducing</li> <li>• Attainment 8 English = 5.2</li> <li>• Attainment 8 Maths = 5.1</li> <li>• Attainment 8 EBacc = 5.0</li> <li>• Attainment 8 Open = 5.4</li> <li>• % of 5 GCSE's Grade 7+ = 18%</li> <li>• % of grade 5+ Eng and Maths = 70%</li> </ul>
<p><b>Wellbeing/belonging:</b> To achieve and sustain improved wellbeing for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Increase our Pupil Premium representation in our Student Leaders programme to reflect our 19.88% Pupil Premium ratio.</li> </ul>
<p><b>Behaviour:</b> To equip our disadvantaged pupils with skills so they can self-regulate their own behaviour.</p>	<p>Sustained high levels of positive behaviour by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A reduction in the number of suspensions and exclusions by disadvantaged pupils.</li> <li>• The positive and negative point ratio between disadvantaged and non-disadvantaged pupils to reduce.</li> <li>• The behavioural needs of our pupils, including disadvantaged needs to be addressed through specific, targeted and monitored support.</li> <li>• There is a need for us to improve our early identification processes and strategies to identify those pupils in danger of suspension or exclusion, including outside agencies before any type of action takes place.</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: £168,835.50 = ½ of the pupil premium budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Disciplinary Literacy</b></p> <p>Our Literacy co-ordinator will work towards leading and improving literacy across the curriculum.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new and more complex concepts. We will follow the recommendations in the EEF.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects.</p> <p><a href="#">word-gap (Oxford University Press)</a></p>	<p>3 and 4.</p>
<p><b>Literacy</b></p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> <p>Newly appointed Literacy Learning mentor to oversee diagnostic assessments.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 3 and 4.</p>
<p><b>Teaching and Learning</b></p> <p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Our learning mentors will work to complement our</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment.</p> <p><a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a></p>	<p>1 and 4.</p>

<p>curriculum interventions.</p> <p>Our Leader in Learning will ensure our CPD schedule includes cognitive and metacognitive strategies.</p>		
<p><b>Mentoring</b></p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model.</p>	<p>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.</p> <p>Mentoring and coaching can be an important source of support for staff and students.</p> <p><a href="#">NIOT mentoring and coaching - Key Takeaways.pdf</a></p> <p>Studies have found positive impacts for pupils from disadvantaged backgrounds, for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,5 and 6</p>
<p><b>Recruitment and retention</b></p> <p>Providing support to allow staff to undertake professional development such as National Professional Qualifications.</p>	<p>Managing workload and offering effective professional development are key to retaining staff, which in turn, is crucial to maintaining a high standard of teaching and learning.</p> <p><a href="#">Evidence reviews   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1 and 4</p>

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

Budgeted cost: £84,417.75 = ¼ of the pupil premium budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Bespoke tuition</b> All our LAC and previously LAC will be offered one-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support students falling behind.</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	1,3 and 4
<p><b>Reading interventions</b> Following our diagnostic assessments reading interventions will occur which link to classroom teaching.</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions over short, focussed sessions</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	3 and 4.
<p><b>Extended school hours</b> Extending core teaching through targeted tuition and programmes.</p>	<p>Extended school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="#">Extending school time   EEF</a></p>	1,2,3,4,5 and 6.
<p><b>Deployment of teaching assistants</b> To support high quality provision within the classroom or structured interventions.</p>	<p>Strategic deployment of teaching assistants is vital to ensure that priority pupils are supported effectively. Their role should compliment rather than replace high quality teaching.</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p>	1,2,3 and 4.
<p><b>Arts Participation</b> Our disadvantaged pupils will have</p>	<p>Arts participation approaches can have a positive impact on academic</p>	1,2,4,5 and 6.

access to music tuition.	outcomes in other areas of the curriculum. <a href="#">Arts participation   EEF</a>	
<b>Aspiration raising</b> Offering all KS4 students 1:1 Careers Advice.	To meet their aspirations about careers, university, and further education, pupils will access 1:1 guidance. Raising aspirations is often believed to incentivise improved attainment. <a href="#">Aspiration interventions   EEF</a>	2 and 5

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

Budgeted cost: £84,417.75 = ¼ of the pupil premium budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance</b> Embedding good attendance practice set out in DfE's guidance. Attendance and outreach officer to help remove any attendance barriers.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="#">working together to improve school attendance.</a>	2
<b>Behaviour</b> Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a> Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a>	6
<b>Belonging</b> Resources to help support pupils	Food ingredients, stationery, maths calculator and revision guides to ensure our students have a sense of	6

learning in the classroom	<p>belonging and are equipped for learning.</p> <p>Educational trips will be partially or fully subsidised, depending on their academic impact.</p>	
<p><b>Wellbeing</b></p> <p>Supporting students social and emotional needs.</p>	<p>In Thrive our 2 members of support staff support students with individual or group support around; anxiety, bereavement, building resilience, friendship issues, and building self-esteem where they deliver Emotion Coaching and Living Life to The Full sessions for 5/6-week sessions depending on need.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	2,3 and 6.
<p><b>School uniform support</b></p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Assisting parents/carers with this cost is proven to help development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p> <p><a href="#">School uniform   EEF</a></p>	6
<p><b>Breakfast contribution</b></p>	<p>60p breakfast contribution to encourage students to attend on time and prepared for learning,</p>	2 and 6

**Total budgeted cost: £337,671**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Data from the previous academic year's national assessments and qualifications:

The table below shows Bramhall High School 24/25 results compared to local and national data.

Note of caution - pupils included in the data below will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils differently.

		Number of Pupils on roll at end of KS4	Progress 8	Attainment 8	% of pupils achieving standard 9-4 passes inc Eng & Maths	% of pupils achieving standard 9-5 passes inc Eng & Maths	EBacc entry
Bramhall High School (2025)	Disadvantaged (DFE)	51	NA	39.1	57%	31%	41%
	Non disadvantaged (Sisra)	200	NA	54.8	84%	64%	51%
	<b>GAP</b>			<b>15.7</b>	<b>27%</b>	<b>33%</b>	<b>10%</b>
Bramhall High School (2024)	Disadvantaged (DFE)	56	-0.65	35.5	43%	20%	21%
	Non disadvantaged (Sisra)	186	0.15	53.6	82%	56%	45%
	<b>GAP</b>		<b>0.8</b>	<b>18.1</b>	<b>39%</b>	<b>36%</b>	<b>24%</b>
Stockport Local authority (2025)	Disadvantaged (DFE)	773	NA	34.5	42%	25%	34%
	Non disadvantaged (DFE)	2379	NA	51.1	75%	56%	54%
	<b>GAP</b>			<b>16.6</b>	<b>33%</b>	<b>31%</b>	<b>20%</b>
Stockport Local authority (2024)	Disadvantaged (DFE)	744	-0.45	36.2	47%	29%	38%
	Non disadvantaged (DFE)	2420	0.26	51.4	75%	56%	56%
	<b>GAP</b>		<b>0.71</b>	<b>15.2</b>	<b>28%</b>	<b>27%</b>	<b>18%</b>
National (2025)	Disadvantaged (DFE)	176,107	NA	34.9	44%	26%	29%
	Non disadvantaged (DFE)	449,566	NA	50.3	73%	53%	45%
	<b>GAP</b>			<b>15.4</b>	<b>29%</b>	<b>27%</b>	<b>16%</b>
National (2024)	Disadvantaged (DFE)	166,509	-0.57	34.5	26%	26%	29%
	Non disadvantaged (DFE)	462,766	0.16	50	53%	53%	45%
	<b>GAP</b>		<b>0.73</b>	<b>15.5</b>	<b>27%</b>	<b>27%</b>	<b>16%</b>

## Analysing the GAP between disadvantaged and non-disadvantaged students:

**BHS 2024 vs BHS 2025:** The 2025 data indicates that the attainment gap between Pupil Premium (PP) and non-Pupil Premium students has narrowed compared to 2024 across all key measures. 2025 PP students achieved more positive outcomes in every measure.

**BHS 2025 vs Stockport 2025:** The gap between PP and non-PP students at BHS is narrower than the Stockport average across all measures, with the exception of the 9–5 English and Maths measure. Notably, our disadvantaged cohort achieved higher results across all measures compared to Stockport schools.

**BHS 2025 vs National 2025:** The PP vs non-PP gap at BHS is broadly in line with the national picture. Notably, our disadvantaged cohort achieved higher results across all measures compared to national averages.

We have also drawn on school data to assess wider issues impacting disadvantaged pupils' performance, including attendance and behaviour:

	Gap 23/24	Gap 24/25	25/26 Term 1 Review Term 1 Track 1		
			PP	Non-PP	Gap 25/26
Whole school attendance	8%	7%	90%	96%	6%
Whole school behaviour - positive vs negative ratio	11%	13%	89%	96%	7%
Yr 11 Class of 26 - Average total attainment 8	18	15.7	43.02	56.32	13.3
Yr 11 - Class of 26 - Basics 9 - 4 in Eng and Maths	38%	27%	66%	85%	20%
Yr 11 - Class of 26 - Basics 9 - 5 in Eng and Maths	36%	33%	28%	73%	45%

**Commentary on above data:** Overall, the data demonstrates consistent progress in narrowing the gap between PP and non-PP students across attendance, behaviour, and attainment measures. The most notable improvements are seen in attendance, behaviour, and Attainment 8 scores, while the Basics 9–5 English and Maths measure remains a key challenge, with a significant gap still present.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils focussing more on targeted academic support.

In 2025-26 we will be working with the Education Endowment Foundation (EEF) and two sector-leading research organisations to evaluate the impact of our maths tutoring programme. [Click here for more info on the trial](#)

**Reviewing our strategy intended outcomes:**

Intended outcome	Success criteria - In red is Review Nov 2025	Review Nov 2025
<p><b>High Quality Teaching &amp; Learning</b></p>	<ul style="list-style-type: none"> <li>Through lesson observations evidence of the use of retrieval practice to ensure that pupils are challenged and supported appropriately so that their retention and resilience skills allow them to work independently for extended periods of time. Evident in SLT work scrutiny and lesson observations.</li> </ul>	<p>On course to meet outcomes by 2027/28</p>
	<ul style="list-style-type: none"> <li>In CPD leaders need to ensure our staff have the appropriate training and experience to develop reading skills for pupils, including strategies for our disadvantaged pupils. Staff inset Sept 25, Understanding Disadvantage - EEF 5 a day and Shotton Hall Research school 7 tips for closing the disadvantage gap. Matt Bromley CPD Pupil Premium workshop - Jan 26.</li> </ul>	<p>Working towards meeting outcomes by 2027/28</p>
	<ul style="list-style-type: none"> <li>Prioritise training and support for teachers to ensure best practice in using the strategies of quality first teaching are embedded in all classrooms and group teaching. Adaptive teaching: Train the Teacher CPD offered to staff. A series of adaptive teaching CPD.</li> </ul>	<p>On course to meet outcomes by 2027/28</p>
<p><b>Attendance</b> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>To see the 8% attendance gap closing between disadvantaged and non-disadvantaged peers. 24/25 whole school attendance gap reduced to 7%.</li> </ul>	<p>On course to meet outcomes by 2027/28</p>
	<ul style="list-style-type: none"> <li>For disadvantaged pupils' attendance to improve from 84% towards our school target of 97% attendance. 24/25 PP present attendance for whole school = 86%</li> </ul>	
	<ul style="list-style-type: none"> <li>Tackle barriers associated with poor mental or physical health, academic challenges, social barriers, and barriers arising from a pupil's home environment and personal circumstances. Attendance outreach officer part of PP focus group. An extra Cognitive Behavioural Therapist trained member of staff working with students.</li> </ul>	
	<ul style="list-style-type: none"> <li>The ongoing issues of persistent absence and attendance levels in our school need to be addressed by targeted agency support, alongside a coordinated whole school approach from all staff, leaders and governance. Every child received attendance tracker during form time. Assemblies delivered with an</li> </ul>	

	attendance focus. Attendance is part of our rewards programme.	
<p><b>Reading</b> Improved reading comprehension among disadvantaged pupils across KS3.</p>	<ul style="list-style-type: none"> <li>• Literacy - Develop a rigorous approach to the implementation of our reading curriculum. Develop the quality of help and support for those pupils at the early stages of reading. Literacy audit Nov 2025 to review our reading curriculum.</li> <li>• All subjects to deliver 'disciplinary literacy' with the use of the Frayer model. We will endeavour to follow the recommendations from the EEFs 'Improving Literacy in Secondary Schools'. All SOW contain Frayer models, evident in learning walks.</li> <li>• Use of Lexonic Leap, Lexonic Advance, Reading Partnership programme and Guided Reading. Implemented Accelerated Reader.</li> </ul> <p>This term has seen all students in Year 7, 8 and 9 take the NGRT (New Group Reading Test) screener. This is the second year we have used this to identify students who require intervention. We are delivering:</p> <ul style="list-style-type: none"> <li>• Lexonik Leap</li> <li>• Lexonik Advance</li> <li>• Reading Intervention (Comprehension and fluency)</li> </ul> <p>The overall results from this year are extremely positive and we have seen a significant increase in the percentage of students who are now above average in reading. The current Year 10 are still awaiting their screener, so we don't yet have any impact measure for their interventions last year.</p> <p>Pupil premium reading data gap:  <b>Year 8</b>  <b>Summary:</b> While gaps in the lower and middle bands have improved, the concern is the widening gap at the top end of attainment.</p> <p><b>Year 9</b>  <b>Summary:</b> Year 9 shows mixed results, strong improvement in the middle band but widening gaps at both extremes, especially among high achievers.</p>	<p>On course to meet outcomes by 2027/28</p>

	To focus on stretch opportunities for PP students to prevent widening disparities at the top end.	
<b>Progress</b> Improved progress outcomes among disadvantaged pupils across the curriculum.	Sustained good levels of progress by 2027/28. Please note, The Department for Education (DfE) will not publish official Progress 8 scores for the 2024/25 academic year.	N/A
	<ul style="list-style-type: none"> <li>• Progress 8 score for disadvantaged pupils being in line with non-disadvantaged peers.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The progress 8 gap between disadvantaged and non-disadvantaged reducing.</li> </ul>	
<b>Attainment</b> Improved attainment outcomes among disadvantaged pupils across the curriculum.	Sustained good attainment levels by 2027/28 demonstrated by	Working towards meeting outcomes by 2027/28 however we are going to keep our targets aspirational and inline with their non disadvantaged peers.
	<ul style="list-style-type: none"> <li>• Average total attainment 8 score for disadvantaged pupils being above 35.1 and inline with their non disadvantaged peers. 24/25 GCSE outcomes for DS = 39.1. Our DS students outperformed both Stockport and national averages in Attainment 8, EBacc entry, and the percentage of pupils achieving grades 9–4 and 9–5 in English and Maths.</li> <li>• The attainment gap between disadvantaged and non-disadvantaged reducing. 24/25 GCSE A8 outcome gap was 15.7, the previous year was 18.1, therefore the gap is reducing.</li> </ul>	
<b>Wellbeing/belonging</b> To achieve and sustain improved wellbeing for our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by:	On course to meet outcomes by 2027/28
	<ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations. 36% of the students who accessed Thrive were Pupil Premium (PP). We prioritise support for these students to ensure they receive the targeted help they need. All referrals have been successfully addressed, with further support provided where necessary.</li> </ul> <p>76% of Year 11 students who answered the Careers Future skills questionnaire answered positively; Do you feel optimistic when you think about your career?</p>	
	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Extra curricular data shows 16% Percentage of the students who are attending clubs who are PP. Percentage of the PP students who are attending clubs 34%.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Increase our Pupil Premium representation in our Student Leaders programme to reflect our 19.88% Pupil Premium ratio. This year 23 % of our senior and deputy prefects are PP. House captains and senior prefects ratio are below 19.88%, this is reflected in our planning for next year.</li> </ul>	
<p><b>Behaviour</b> To equip our disadvantaged pupils will skills so they can self-regulate their own behaviour.</p>	<p>Sustained high levels of positive behaviour by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A reduction in the number of suspensions and exclusions by disadvantaged pupils. There has been a decrease in total suspensions.</li> </ul> <p>Slight reduction in PEX</p> <ul style="list-style-type: none"> <li>• The positive and negative point ratio between disadvantaged and non-disadvantaged pupils to reduce. 24/25 gap of 13% widened from the previous year from 11%. However, our 25/26 whole school term 1 gap has reduced to 7%.</li> <li>• The behavioural needs of our pupils, including disadvantaged needs to be addressed through specific, targeted and monitored support. We have increased our behaviour support team.</li> <li>• There is a need for us to improve our early identification processes and strategies to identify those pupils in danger of suspension or exclusion, including outside agencies before any type of action takes place. We now complete PEX Risk Assessments for those students identified internally at risk of PEX. We then work with the LA to ensure our interventions are appropriate and we have mitigated for all possible action / support before we reach the decision to PEX.</li> </ul>	<p>Working towards meeting outcomes by 2027/28.</p>

Based on all the information above, the performance of our disadvantaged pupils met the majority of our expectations for 2025, and we are at present on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

## 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.*

<b>Programme</b>	<b>Provider</b>
Revision workshops	Aim Higher
Revision workshops	Learning Performance
Online Maths Tuition	EEF/Action Tutoring Trial