

Pupil Premium Strategy Statement 2024-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 – 2027/2028
Date this statement was published	December 20th 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Simon Hawthorne (Headteacher)
Pupil premium lead	Simon Hawthorne (Headteacher)
Governor / Trustee lead	Dominic O'Regan

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£101,100
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£101,100

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our ultimate objective is for all disadvantaged pupils to make progress and achieve high levels of attainment across all subject areas, in line with their non-disadvantaged peers. With 67% of our cohort eligible for Pupil Premium, our strategy is an integral part of our whole-school improvement plan.

Our strategy follows the EEF's tiered approach:

1. **High-quality teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
2. **Targeted academic support** through intensive tutoring for those at critical transition stages (Years 9-11).
3. **Wider strategies** focusing on social-emotional learning (SEL) to remove non-academic barriers to success.

We use diagnostic assessment (Boxall and Salford) to ensure that interventions are not based on assumptions about disadvantage but on the specific needs of individual pupils.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language & Vocabulary: Assessments indicate that disadvantaged pupils generally have lower levels of oral language and vocabulary, hindering access to the wider curriculum.
2	Core Attainment Gap: Internal data shows that the attainment gap in English and Maths GCSE/Functional Skills is wider for disadvantaged pupils.
3	Attendance: Persistent absence remains higher among disadvantaged pupils compared to their peers, leading to gaps in learning.

4	Social, Emotional & Mental Health (SEMH): Boxall Profiling indicates high levels of emotional dysregulation and lower resilience among the PPG cohort, impacting classroom engagement.
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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 reading and core subject attainment (GCSE/Functional Skills).	Salford Reading Tests show increased reading ages. GCSE/FS outcomes show a narrowing of the gap between PPG and non-PPG students.
Improved emotional security and resilience.	Boxall Profile data shows measurable progress in developmental and diagnostic strands.
Enhanced self-regulation skills.	Successful school-wide implementation of Zones of Regulation; pupils can independently use strategies to return to the 'Green Zone'.
Improved attendance for PPG students.	Attendance for PPG students moves closer to the national average for non-disadvantaged pupils.

Activity in this Academic Year (2025-26)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,256 (Estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition & Self-Regulation CPD: Whole-school training on helping pupils monitor and evaluate their own learning, integrated with Zones of Regulation.	EEF: Metacognition and self-regulation (+7 months impact)	1, 2, 4
Diagnostic-Led Adaptive Teaching: Staff release time to use Salford and Boxall data to create bespoke curriculum adaptations.	EEF: High quality teaching is the most important lever for schools.	2, 4
Specialized Literacy/Numeracy Resources: High-interest, low-ability reading materials and concrete manipulatives for GCSE/FS support.	EEF: Improving Literacy in Secondary Schools	2

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

Budgeted cost: £28,670 (Estimated)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intensive Intervention Tutor: 1:1 and small group tuition for Years 9-11 focusing on GCSE/Functional Skills Maths and English.</p>	<p>EEF: Small group tuition (+4 months)</p>	2
<p>Diagnostic Subscriptions (Boxall & Salford): Standardized testing for every PPG student to track progress and identify specific gaps.</p>	<p>EEF: Using digital technology for diagnostic assessment.</p>	2, 4
<p>Targeted Reading Fluency Support: 1:1 intervention sessions for pupils identified via Salford tests as being below chronological age.</p>	<p>EEF: Reading comprehension strategies (+6 months)</p>	1, 2

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

Budgeted cost: £30,174 (Staffing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic & Intervention Coordinator: (56% salary). New role for 2025/26 focused on SEMH stability and establishing resilience for PPG students.</p>	<p>EEF: Social and emotional learning (+4 months)</p>	4

<p>Wellbeing & Emotional Coordinator: (38% salary). New role for 2025/26 providing 1:1 pastoral support to PPG students to improve school belonging.</p>	<p>EEF: Social and emotional learning (+4 months)</p>	<p>4</p>
<p>Zones of Regulation Framework: Implementation of a consistent language for emotional regulation across all year groups.</p>	<p>EEF: Improving Social and Emotional Learning</p>	<p>4</p>

Total Budgeted Cost: £101,100

Part B: Review of the Previous Academic Year (2024-25)

Outcomes for Disadvantaged Pupils

In the 2024/25 academic year, our Pupil Premium grant was **£45,684**. This funding was fully utilized through intensive academic intervention and pastoral support.

- **Academic Spend (£24,565):** Funding a dedicated intervention tutor allowed us to provide high-impact 1:1 support for Year 11 pupils. This was crucial in ensuring PPG students could access GCSE and Functional Skills qualifications.
- **Pastoral and Resource Allocation (£21,119):** This was utilized for Pathways team staffing (£17.5k) and therapeutic resources (£3.6k).

Impact Analysis:

Our primary success last year was in the area of behaviour and readiness to learn. We saw **measurable reductions in the number of negative behaviour incidents logged for the vast majority of our PPG pupils who received these interventions**. This improved stability was the necessary precursor to the academic progress seen in our Year 11 cohort.

Analysis of last year's data highlighted that while the tutor provided vital academic support, the "Pathways" interventions were inconsistent due to staff capacity. This has informed the current year's (2025/26) decision to create two dedicated, full-time Coordinator roles to ensure every PPG student has a permanent emotional safety net.

Externally Provided Programmes

Programme	Provider
Zones of Regulation	Social Thinking
Boxall Profile Online	NurtureUK
Salford Reading Tests	Hodder Education