

Pupil premium strategy statement – Culcheth High School 2026-27

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	1123
Proportion (%) of pupil premium eligible pupils	24% (266 students)
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	January, April and July 2027
Statement authorised by	Mr C.P. Hunt
Pupil premium lead	Mr B.R Dugdale
Governor / Trustee lead	Mr S Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 314,720
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 314,720

Part A: Pupil premium strategy plan

Statement of intent

(Note: Progress 8 measures not applicable in 2025 or 2026.)

Detailed impact measures follow in the strategy plan below, but key indicators will be: improved in-school differences in Attainment & Progress 8 measures/average grade for PP vs non-PP students; minimal differences between CHS PP departmental progress versus national non-PP progress; EBACC CHS PP vs national EBACC non-PP to be broadly in line in terms of estimated P8 scores; PP attendance to be within 4% of their non-PP peers; Pupil Premium parents' evening attendances to remain high/above two-thirds attendance (improved vastly on recent years); Pupil Premium students do not fall into NEET category when they transition & destinations data to reveal that PP students progress onto Level 3 qualifications broadly in line with their non-PP peers.

N.B. Whilst setting many of our impact targets in current progress measures, the Pupil Premium Team will continue to track all other historic measures in every subject to diminish differences. The school is very aware that many old measures are still valuable 'currency' for PP students to progress onto Level 3 FE, apprenticeships and employment. For example, many colleges still require students to gain a standard or strong pass in English and Maths plus three other subjects to gain entry to their establishment. For certain A Levels/apprenticeships, subject-specific grades are required in traditionally perceived 'technical' subjects such as Biology, Chemistry, Physics. No doubt the goalposts will shift again; what we at Culcheth High School aim to do is equip our PP students with the aspirations and qualifications to go where their hearts instruct them. It is our moral imperative.

Ultimately, we want all students to embody our school values: RESPECT, HONESTY, EXCELLENCE. By adhering to these values, they can aspire to fulfil our school motto: 'The best that we can be.'

An emphasis is placed on core academic intervention/resourcing in English, Maths and Science as well as enhanced pastoral capacity/staff to provide intensive mentoring and pastoral support for Pupil Premium students. As part of the school's approach to the National Tutoring Programme, Pupil Premium students were foregrounded; the last of the students who benefitted will leave CHS in 2027. We employ two full time PP mentors, one of whom is a literacy specialist, the other of whom is a numeracy specialist. Pupil Premium students are also given external independent information, advice & guidance (CEAIG) by external careers specialists (Careers Connect) as well as being given access to a financial support fund to help overcome barriers to learning, under the guidance of the PP team.

Pastoral Student Support Officers are also used to support behaviour, engagement and attendance of Pupil Premium students. Non-core subjects often bid for a wide variety of PP focused resources and initiatives. Ultimately, our approach is to increase the capacity of educational professionals working directly and dedicatedly with PP students within school for their entire school careers, rather than a plethora of bolt-on gimmickry and one-off events that have no lasting impact on self-efficacy nor progress.

Challenges

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

Challenge number	Detail of challenge
1	PP students at CHS outperform PP students nationally. However, there remain gaps between the performance of PP students at CHS and non-PP students nationally, and a larger gap between PP students at CHS and non-PP students at CHS. These gaps must close further.

2	Pupil Premium students often arrive at CHS with lower educational and career aspirations than their peers.
3	Pupil Premium families are often less equipped/feel less informed to assist their child's progress in school.
4	Pupil Premium families often have less secure financial positions than others, creating instability for students in school which can be a barrier to learning.
5	Pupil Premium students often achieve well in mathematics and English but should raise this even higher to aim for a higher proportion of 5+ grades overall.
6	A small proportion of complex Pupil Premium students are more likely to face Suspensions (formerly Fixed Term Exclusions) than their peers and behave inappropriately in school.
7	Pupil Premium students have lower overall attendance % figures than their non-Pupil Premium peers.
8	A significant proportion of Pupil Premium students present with more frequent SEMH issues than their peers whilst at CHS.
9	Pupil Premium students in KS3 find transition to high school more challenging than their non-PP peers.
10	Pupil Premium students at CHS are less confident in responding to formative feedback with regards their academic progress.
11	Pupil Premium students can lack the resilience to overcome personal barrier to learning and achieve their full academic potential.
12	Pupil Premium students often lack the 'cultural capital' that is taken for granted by their peers and have a more limited experience of the world of culture, sports and the arts.

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
Improvement in Pupil Premium cohort academic progress across all subjects but with a keen focus upon mathematics and English.	Average grade per Pupil Premium student to be 4+ in Summer 2026 GCSE examination series. P8 (N/A 2025/26) and A8 measures to improve based on 2025 benchmark. In school KS3 SISRA 'On Track' data to reveal no significant difference between Pupil Premium students and their peers in this key stage.
Raised aspirations of Pupil Premium students across the school.	Behaviour data on Pupil Premium students to be largely positive with no discrepancy between their non-PP peers. Pupil Premium students are given expert advice and guidance to enable them to make informed options decisions at the end of KS3. Pupil Premium students transition to FE/employment will indicate/evidence high aspirations for quality career pathways. Pupil Premium students fully engage with Culcheth High School's careers advice programme
Enhanced and consistent practice around Pupil Premium behaviour, rewards and sanctions policy in line with #WeAreCHS drive.	Suspensions and reporting of serious incidents for PP students narrow. Pupil Premium students are more consistently rewarded for their efforts in class and extra-curricular activities.
Improved effectiveness of tutoring and mentoring for Pupil Premium students across the school.	Pupil Premium students feel valued and emotionally secure within the school's pastoral structure as evidenced by student voice activities. Pupil Premium students fully engage with Culcheth High School's mentoring and tutoring programmes.
Strengthened CPD programme in terms of Pupil Premium evidence-based research and strategies leads to greater staff engagement in terms of raising attainment for PP students.	All staff have access to CPD opportunities to explore best PP practice via departmental meetings schedule throughout the academic year. Create CPD opportunities for dialogue and

	discussion for a range of staff about how to improve PP practice. All staff have the highest possible aspirations for PP students, evidenced in their relentless dedication to tailored support for these students.
Improved Pupil Premium attendance across the school via the work of Pastoral Student Support Officers, Pupil Premium Team and Progress Leaders.	Pupil Premium versus non-Pupil Premium differences to diminish to less than 4% overall. Evidence of a range of strategies, from all quarters, to maximise PP students' attendance.
Improved enrichment and cultural capital opportunities for PP students across a range of areas and disciplines.	Pupil Premium students have engaged in a range of cultural, artistic and sporting activities or events. Pupil Premium students have engaged in a range of 'STEM' activities or events.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £157,360

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	Challenge number(s) addressed
Develop high quality teaching, assessment and curriculum which responds to the needs of pupils:		
Learning curriculum – all staff to embed, across the curriculum, a range of cognitive and metacognitive strategies to improve learning and knowledge retention.	EEF toolkit (hyperlink above) suggests: Metacognition and self-regulation – very high impact for very low cost based on extensive evidence. Feedback – very high impact for very low cost based on extensive evidence.	1, 5,
Theories of Action – all staff to adhere to a set of theories of action which promote high-quality teaching and learning.	Metacognition and self-regulation – very high impact for very low cost based on extensive evidence. Feedback – very high impact for very low cost based on extensive evidence. Reading comprehension strategies – very high impact for very low cost based on extensive evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	1, 5, 10,
PP Privilege Plan: PP students are prioritised in all of the following: seating plans; questioning; in-class feedback; home contact; extra-curricular; contact with home. Furnish all teachers and teaching assistants with a range of evidence-based research and strategies via CPD schedule	High impact for very low cost based on limited evidence Behaviour interventions – moderate impact for low cost based on limited evidence. Feedback – very high impact for very low cost based on extensive evidence. Parental engagement – moderate impact for very low cost based on extensive evidence.	1, 2, 5, 10, 11,

	Oral language interventions – very high impact for very low cost based on extensive evidence.	
Further development of the CHS Literacy Curriculum in KS3 for those students significantly below age related expectations who would struggle to access the curriculum, including use of CHS Phonics Programme, the Reading Development Programme, and Lexia for small groups of selected students.	High impact for very low cost based on extensive evidence. Small group tuition – Moderate impact for low cost based on moderate evidence. Collaborative learning approaches – high impact for very low cost based on limited evidence. Mastery learning – high impact for very low cost based on limited evidence. Individualised instruction – moderate impact for very low cost based on limited evidence. Feedback – very high impact for very low cost based on extensive evidence. Phonics – high impact for very low cost based on extensive evidence. Reading comprehension strategies – very high impact for very low cost based on extensive evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	1, 5, 9, 10, 11,
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension or mastery learning		
Feedback strategy – including prioritisation of PP students through class feedback and marking. Further develop the quality of marking and feedback; in particular, so that PP students know how to improve.	Metacognition and self-regulation – very high impact for very low cost based on extensive evidence. Feedback – very high impact for very low cost based on extensive evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	1, 5, 10,
Excellence statements	Metacognition and self-regulation – very high impact for very low cost based on extensive evidence.	1, 5,
CHS Reading, Writing and Oracy Curriculum	Arts participation – moderate impact for very low cost based on moderate evidence. Reading comprehension strategies – very high impact for very low cost based on extensive evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	1, 5,
Mentoring and coaching		
Academic progress meeting, termly, for all PP students, with additional support and meetings where required. ‘Operation Mother Hen’ – additional 1-1 mentoring for all Y11 PP students throughout the year.	Metacognition and self-regulation – very high impact for very low cost based on extensive evidence. Social and emotional learning – moderate impact for very low cost based on very limited evidence. Aspiration interventions – unclear impact for very low cost based on insufficient evidence.	1, 5, 9, 11,

	Mentoring – low impact for moderate cost based on moderate evidence.	
KS4 pre-PPE meetings to ensure students are fully prepared for exams	Social and emotional learning – moderate impact for very low cost based on very limited evidence. Mentoring – low impact for moderate cost based on moderate evidence.	1, 5,
Recruitment and retention of teaching staff		
Technology and other resources focused on supporting high quality teaching and learning		
Personal laptops for all PP students at KS4 where access to ICT is limited or non-existent at home.	Homework – high impact for very low cost based on extensive evidence.	1, 5,
Other strategies		
Teacher Pledges: To maintain a sharp focus on PP students, teachers are given time to regularly update a database outlining how they have prioritised PP students and the additional academic support they have offered.	This activity encompasses many different strands of evidence, varying depending on the exact approach taken by the teacher, but are likely to encompass feedback homework, individualised instruction, meta-cognition and self-regulation, cumulatively offering high impact for moderate cost.	1, 5, 9, 10,

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

Budgeted cost: £78,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention to support language development, literacy and numeracy		
KS3 Booster sessions in English and maths	Small group tuition – Moderate impact for low cost based on moderate evidence. Collaborative learning approaches – high impact for very low cost based on limited evidence. Mastery learning – high impact for very low cost based on limited evidence. Reading comprehension strategies – very high impact for very low cost based on extensive evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	1, 2, 5,
KS4 Booster sessions in English and maths	Small group tuition – Moderate impact for low cost based on moderate evidence. Collaborative learning approaches – high impact for very low cost based on limited evidence. Mastery learning – high impact for very low cost based on limited evidence. Reading comprehension strategies – very high impact for very low cost based on extensive evidence.	1, 2, 5,

	Oral language interventions – very high impact for very low cost based on extensive evidence.	
KS4 support, in core lessons, up to GCSEs	Individualised instruction – moderate impact for very low cost based on limited evidence.	1, 2, 5,
Activities and resources to meet the specific needs of disadvantaged pupils with SEND		
Pre-learning after school sessions for students with Dyslexia and other identified SEND needs.	Small group tuition – Moderate impact for low cost based on moderate evidence. Collaborative learning approaches – high impact for very low cost based on limited evidence. Extending school time – moderate impact for moderate cost based on limited evidence. Individualised instruction – moderate impact for very low cost based on limited evidence. Mastery learning – high impact for very low cost based on limited evidence. Reading comprehension strategies – very high impact for very low cost based on extensive evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	1, 2, 5,
Teaching assistant deployment and interventions		
One to one and small group tuition		
Bespoke one to one tutoring for identified PP students with high needs, including CiC.	High impact for moderate cost based on moderate evidence. Small group tuition – Moderate impact for low cost based on moderate evidence. Extending school time – moderate impact for moderate cost based on limited evidence. Individualised instruction – moderate impact for very low cost based on limited evidence. Mastery learning – high impact for very low cost based on limited evidence. One to one tuition – high impact for moderate cost based on moderate evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	1, 5, , 9, 10
Peer tutoring		
Peer reading sessions (Y10 with Y7)	Arts participation – moderate impact for very low cost based on moderate evidence.	1, 5, 9,

	Collaborative learning approaches – high impact for very low cost based on limited evidence. Individualised instruction – moderate impact for very low cost based on limited evidence. Reading comprehension strategies – very high impact for very low cost based on extensive evidence. Peer tutoring – high impact for very low cost based on extensive evidence.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting social, emotional and behavioural needs		
ELSA sessions with PP mentor	Social and emotional learning – moderate impact for very low cost based on very limited evidence. Mentoring – low impact for moderate cost based on moderate evidence.	1, 2, 8, 11,
CIC pastoral support – regular meeting with student and all agency professionals	Social and emotional learning – moderate impact for very low cost based on very limited evidence. Mentoring – low impact for moderate cost based on moderate evidence.	8, 11,
Timetabled SEMH sessions with SEMH Pastoral support staff member.	Social and emotional learning – moderate impact for very low cost based on very limited evidence. Mentoring – low impact for moderate cost based on moderate evidence.	8, 11,
Referral to mentoring and in turn our aligned MHST worker where the need presents in any individual Pupil Premium student. Referral to alternative educational provision where deemed suitable.	Social and emotional learning – moderate impact for very low cost based on very limited evidence. Behaviour interventions – moderate impact for low cost based on limited evidence. Mentoring – low impact for moderate cost based on moderate evidence.	3, 7, 8, 11,
Well being Wednesdays for KS4 students during form time, once every fortnight.	Social and emotional learning – moderate impact for very low cost based on very limited evidence.	8, 11,
Pupil Premium/Pastoral support team to meet regularly with cohort of students to develop metacognition, self-efficacy & self-belief of PP cohort using 'GROW' model coaching	Metacognition and self-regulation – very high impact for very low cost based on extensive evidence. Social and emotional learning – moderate impact for very low cost based on very limited evidence.	2, 8, 9, 10, 11,

strategies. SEMH referrals made to MHST worker aligned with CHS where deemed necessary.	Aspiration interventions – unclear impact for very low cost based on insufficient evidence. Individualised instruction – moderate impact for very low cost based on limited evidence. Mentoring – low impact for moderate cost based on moderate evidence.	
Supporting attendance		
~WeAreCHS rewards: blue tickets	Moderate impact for very low cost based on extensive evidence.	7, 9
Reward trips for PP students with above 94% attendance	Moderate impact for very low cost based on extensive evidence.	7, 9
Improve PP attendance across the whole school by liaising with home and utilising the school's robust attendance procedures.	Moderate impact for very low cost based on extensive evidence. Parental engagement – moderate impact for very low cost based on extensive evidence.	7, 9
Extra curricular activities including sports, outdoor activities, arts culture and trips		
25% of cost of music lessons for PP students covered, rising to 50% for students who have taken music at GCSE.	Arts participation – moderate impact for very low cost based on moderate evidence.	4,
Y7 theatre trip	Arts participation – moderate impact for very low cost based on moderate evidence.	4, 12,
Maintain swimming lessons and horse riding courses to develop confidence and build cultural capital as well as promoting engagement, for selected students.	Physical activity - low impact, for low cost, based on moderate evidence. It should be noted, however, that this refers to impact on academic achievement. There are multiple other benefits including fitness, wellbeing and engagement.	4, 7, 8
DofE Bronze Award support – taster day; provide equipment	Physical activity - low impact, for low cost, based on moderate evidence. It should be noted, however, that this refers to impact on academic achievement. There are multiple other benefits including fitness, wellbeing and engagement. Outdoor adventure learning – unclear impact for moderate cost based on insufficient evidence. As with physical activity, this refers to academic achievement. Outdoor adventure learning builds fraternity, promotes engagement and a sense of achievement, as well as providing cultural capital, amongst a host of other benefits for disadvantaged students.	2, 4,
WeAreCHS reward trips: Y7 – trampolining, theatre and bowling; Y8:Go Ape and one other TBC; Y9: paddle boarding and kayaking and rock climbing; Y10 and 11 – college trips and 'challenge days'	Arts participation – moderate impact for very low cost based on moderate evidence. Aspiration interventions – unclear impact for very low cost based on insufficient evidence. Behaviour interventions – moderate impact for low cost based on limited evidence.	1, 7,

	Physical activity - low impact, for low cost, based on moderate evidence. It should be noted, however, that this refers to impact on academic achievement. There are multiple other benefits including fitness, wellbeing and engagement.	
Pupil Premium Oarsome Project with Year 8 focusing upon potentially behaviourally-disaffected students.	Unclear impact for moderate cost based on insufficient evidence Behaviour interventions – moderate impact for low cost based on limited evidence. Physical activity - low impact, for low cost, based on moderate evidence. It should be noted, however, that this refers to impact on academic achievement. There are multiple other benefits including fitness, wellbeing and engagement.	2, 6, 7, 12
Extended school time including summer schools		
P6 revision pledge – bronze silver and gold awards (with prizes) for attendance at extra curricular revision and exam prep sessions	Extending school time – moderate impact for moderate cost based on limited evidence.	1, 2, 5,
After school pre-learning sessions – see above	See above	See above
Breakfast clubs and meal provision		
Grab and Go breakfast club in the school library every morning and snacks available throughout the day for identified students.	No published evidence on the EEF Toolkit <i>exactly</i> matches this activity. At CHS however, we believe this to be an important and long-running strategy in engaging Pupil Premium families & students with our school routines and timekeeping expectations.	4, 8, 9
Communicating with and supporting parents		
PP welcome pack	Moderate impact for very low cost based on extensive evidence.	3, 4, 9,
PP team available at all school events, sometimes by appointment, including, open evenings, information evenings, curriculum evenings, options evenings, parents evenings, careers fairs, etc.	Moderate impact for very low cost based on extensive evidence. Behaviour interventions – moderate impact for low cost based on limited evidence. Parental engagement – moderate impact for very low cost based on extensive evidence.	3, 4, 9,
Other strategies		
Aspirational visits, events and activities embedded in all year groups, for example, in school whole-day events: pizza talk event (oracy), ChristMATHS event (numeracy), DofE taster days	This strategy also falls between two EEF Toolkit areas, notably aspiration interventions and oral language interventions (very high impact for very low cost based on extensive evidence). Collaborative learning approaches – high impact for very low cost based on limited evidence. Oral language interventions – very high impact for very low cost based on extensive evidence.	2, 5, 8, 9

Continue to prioritise PP students in CEIAG planning and careers meetings.	Aspiration interventions – unclear impact for very low cost based on insufficient evidence. Mentoring – low impact for moderate cost based on moderate evidence.	2, 3, 6
Support PLs and pastoral teams with behaviour management through rigorous pastoral intervention/follow up where there are issues. Pupil Premium team input and home-school liaison for any student at risk of/experiencing an exclusion or other serious sanction.	Moderate impact for low cost based on limited evidence. Behaviour interventions – moderate impact for low cost based on limited evidence. Parental engagement – moderate impact for very low cost based on extensive evidence.	3, 6
All PP KS4 cohort to receive 'Welcome to KS4 Study Gift Pack' study/revision materials. Students provided with personal laptop where ICT need identified.	No published evidence on the EEF Toolkit <i>exactly</i> matches this activity. At CHS however, we believe this to be an important and long-running strategy in engaging Pupil Premium families & students with our school values. We expect Pupil Premium students to work hard and will not accept digital excuses as we remove these barriers.	2, 3, 4, 5,
Garner effective student voice to ascertain whether Pupil Premium students feel valued and emotionally secure within the school's pastoral structure.	Social and emotional learning – moderate impact for very low cost based on very limited evidence.	3, 7, 8
Pupil Premium financial support fund for all PP students – can be used for, for example, uniform, curriculum visits, reward trips and other one-off items.	School uniform – unclear impact for very low cost based on insufficient evidence. Parental engagement – moderate impact for very low cost based on extensive evidence.	3, 4, 12,

Total budgeted cost: £ 314,720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

****NOTE:** all 'gaps' below refer to the gap between the attainment of PP students at CHS and non-PP students at CHS**

ATTAINMENT

	2026	2025	2024	2023	2022	2019
Ave. attainment grade	3.77	3.92	3.47	3.46	4.26	3.92
Gap	0.91	1.39	1.76	1.6	1.61	1.48

COMMENT: Average attainment has dropped compared to last year (though it is still stronger than the two previous years) but the gap has shrunk significantly and, also significantly, dropped below 1.0 for the first time ever.

	2026	2025	2024	2023	2022
Ave points English	4.35	4.47	3.83	3.97	4.68
Gap	0.59	1.16	1.72	1.45	1.49
Ave points Maths	3.88	3.78	3.34	3.39	4.00
Gap	0.77	1.36	1.68	1.56	1.62
Ave points Science	3.72	3.69	3.50	3.36	3.99
Gap	0.86	1.41	1.70	1.59	1.69

COMMENT: Average points in English have dropped slightly; for maths and science, they have risen. For all three subjects, this is the second highest set of results in the last four years. In all three subjects, the gap has narrowed significantly (by more than 0.5) and, for the first time, dropped below 1.0 (by a considerable margin) in all three subjects.

%	2026	2025	2024	2023	2022
5 pass inc. E&M	39.5	43.8	34.0	33.3	44.7
Gap	22.0	32.2	41.5	39.4	40.4
5 strong pass inc. E&M	23.3	28.1	14.9	18.2	31.6
Gap	24.7	27.0	41.0	30.8	33.3

COMMENT: Both measures have dropped (but are still higher than two out of the last five years). The gaps are narrower than they have ever been before.

PROGRESS

	2026	2025	2024	2023	2022	2019
Average total progress 8 (SISRA)	-0.46	0.00	-0.69	-1.09	-0.69	-0.35
Gap	0.15	0.54	0.74	1.01	0.91	0.57

COMMENT: Progress 8 (As measured by SISRA, NOT validated) has dropped since last year (though is still stronger than it was for the two years before that). However, the gap has narrowed to its lowest ever.

BASICS 9-7

% 9-7	2026	2025	2024	2023	2022
English and Maths	2.3	3.1	2.1	6.1	15.8
Gap	10	17.3	11.7	9.9	8.9
English	4.7	15.6	8.5	15.2	23.7
Gap	16.5	22.2	22.4	13.7	19.6
Maths	4.7	3.1	2.1	6.1	18.4
Gap	16.5	21.9	15.5	17.6	12.5

COMMENT: This is an area for focus. Gaps have shrunk since last year, but are not the lowest they have been.

BASICS 9-5

% 9-5	2026	2025	2024	2023	2022
English and Maths	34.9	31.3	19.1	21.2	31.6
Gap	14.8	27.9	39.9	30.9	34.9
English	60.5	59.4	40.4	42.4	52.6
Gap	4.3	14.1	31.4	34.4	28.8
Maths	39.5	34.4	25.5	24.2	36.8
Gap	14.7	29.4	40.5	32	33.8

COMMENT: This is an area of particular success. Attainment by this measure has improved in both subjects to the best it has ever been and gaps have shrunk significantly to the smallest they have ever been.

BASICS 9-4

% 9-4	2026	2025	2024	2023	2022
English and Maths	51.2	50.0	40.4	45.5	44.7
Gap	17.5	28.1	37.8	30.3	41.9
English	74.4	65.6	59.6	57.6	57.9
Gap	3.3	19.1	26.0	31.1	34.9
Maths	58.1	53.1	46.8	54.5	55.3
Gap	12.8	28.0	36.2	23.9	34.4

COMMENT: This is an area of particular success. Attainment by this measure has improved in both subjects to the best it has ever been and gaps have shrunk significantly to the smallest they have ever been.

ENTRIES

	2026	2025	2024	2023	2022
Average en-tries PP	7.5	7.7	7.1	7.3	7.5
Gap	0.4	0.4	1	0.7	0.7

COMMENT: A slight drop in entries and a stabilisation of the gap.

ATTENDANCE

Attendance %	2026	2024-25	2023-24	2022-23	2021-22
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PP attendance (Y7-10)	84.0	84.6	85.1	86.2	86.5
Gap	9.4	6.9	8.0	7.8	6.08
Y11 PP attendance*	77.9	80.0	78.8	78.8	81.9
Gap	11.0	13.0	13.4	14.2	10.2

*to May

COMMENT: PP attendance is the lowest it has been and although the gap has narrowed in Y11, for all other year groups, the gap has increased. PP attendance remains a top priority this year and will be focused heavily upon throughout the year.

CAREERS / DESTINATIONS

September 2026:

39/43 students are in education or training (one working, one apprenticeship, 37 college)

We are waiting for confirmation of the placement of the four remaining students.

BEHAVIOUR

% Behaviour Scores	2025-26	2024-25	2023-24	2022-23	
1 PP	5.5	10.8	4.7	29.7	
1 Non-PP	5.8	9.7	4.3	31.4	
2 PP	88.2	86.5	90.4	63.1	
2 Non-PP	91.1	88.7	93.1	75.4	
3 PP	3.8	1.5	3.5	17.9	
3 Non-PP	2.4	1.2	2.1	10.9	
4 PP	1.4	1.5	0.8	4.5	
4 Non PP	0.4	1.2	0.3	1.3	

COMMENT: The number of positive behaviour scores have dropped compared with last year and the year before. Partly, this was due to a small number of students with particularly poor behaviour scores last year, who have now left the school, but, regardless, this must be a priority for the coming year – the team will employ a range of engagement strategies and further accelerate behaviour intervention strategies.

Suspensions*	2026	2024-25	2023-24	2022-23	2021-22
PP	Boys: 36.9 Girls: 13.5 Total: 24.4	Boys: 22.3 Girls: 10.9 Total: 16.0	16.6	20.6	6
Non PP	Boys:12.9 Girls:5.2 Total:9.0	Boys: 10.5 Girls: 3.7 Total: 7.0	6.3	2.7	2.8

*expressed as a percentage of group population

COMMENT: Suspensions increased last year for PP students and the gap has grown – an area for focus.

WIDER STRATEGIES IMPACTS:

A range of strategies were employed to support Pupil Premium students' social and emotional wellbeing, to improve behaviour and engagement, to offer enrichment, and to increase cultural capital.

The 'Oarsome' rowing project was a fantastic opportunity for team building, developing fraternity, building cultural capital, developing sporting skills, strength and fitness, and offered students the experience of real sporting success in a genuinely competitive environment. PP students at risk of disengagement took place.

Swimming lessons for 12 students (one hour a week for four weeks), whose ability, initially, ranged from not being able to swim at all to being able to swim less than the length of a pool, taught students a key life skill, increased their safety around water for the rest of their lives, built confidence, build relationships with other staff and students, and increased fitness.

Mentoring sessions allowed staff to monitor and support PP students, to guide them and build metacognition through the 'GROW' model and improved students' confidence and their relationships with the PP team.

Music lessons had a significant impact on those who took them up, building cultural capital as well as musical proficiency.

'The Race to Redemption' was an immersive pre-learning workshop that introduced Y7 PP students to Dickens' A Christmas Carol, allowed them to engage with the themes while completing a range of English- and literacy-based tasks like complex inferencing and creative writing, and culminated in an engaging quiz.

Rewards trips including Chester Zoo, bowling and Laser Quest (Year 7), Go Ape (Year 8), paddleboarding and kayaking (Year 9) incentivised engagement and excellent behaviour as well as offering opportunities to challenge students to work outside their comfort zone and develop teamworking skills.

Grab-and-go breakfasts broke down barriers to learning caused by missed breakfasts on busy mornings and snacks provided at booster sessions improved concentration and motivation.

PP students who are also young carers were provided with counselling sessions to help with their mental wellbeing and given cinema vouchers to offer respite from, and recognition for, the amazing work they do.

The Pupil Pledge offered incentive (Amazon vouchers) for attendance at lunchtime of after school revision sessions and was embraced enthusiastically by a number of students, increasing attendance at these sessions.

The Teacher Pledge required teachers to record, regularly over the course of the year, how they had gone 'above and beyond' for each individual PP student in their Y11 class – this could be, for example, personal tutorials, individualised revision resources, contact with home, additional homework or other support. Teacher response was excellent and this meant that, in every Y11 subject, PP students received vital additional support, throughout the year, in preparing for their exams

Project Mother Hen centred around assigning every PP student in Y11 a (volunteer) teacher as a personal mentor or 'Mother Hen' to support, coax, cajole, check in on, offer advice to, and generally nurture them. Again, staff response was excellent and this meant that all PP students in Y11 had a supportive expert on hand to guide them through

the year and to act as an intermediary between the student and other teachers or departments.

Our Pre Loved Uniform Scheme has been a major success this year with hundreds of school uniform items being donated to PP families on request. As always we were delighted with the level of take-up (amongst PP and non-PP families).

'The Red Week' offers 'grab and go' sanitary products for all students with obvious benefits.

Four PP students have been trained as librarians and man the library during breakfast club. They have really enjoyed and benefitted from it and it has increased the number of students, PP and generally, who are using the ILC on a daily basis.

Both head boy and head girl this year were PP students.

PP ELSA: ongoing support for four students at a time, on a six-week rolling programme, one hour per week(8 students in total). Sessions focus on anxiety, bereavement, anger management, self-esteem, body image or any other SEMH need.

Professional counselling is offered through Brighter Days Counselling for identified students who require the service.

PP students are provided with vouchers to pay for all of the ingredients that they need for cooking in food technology, ensuring that no students miss out on this vital lesson and life skills.

Externally provided programmes

Programme	Provider
Tutoring for all Y11 PP students in English and maths.	Tutor Right / various external tutors
Counselling sessions for students where a need identified	Brighter Days Counselling

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Every year, service children are offered or receive <u>all</u> of the benefits that other PP students are. For all intents and purposes, we do not distinguish between service children and other PP children in this respect. In addition, service children are offered additional, bespoke pastoral support depending upon their circumstances.
The impact of that spending on service pupil premium eligible pupils
See data for the PP cohort as a whole, above.

Further information (optional)

No further information for submission this year.