

Pupil Premium Strategy Statement Review – 2024-2025

Teaching (for example CPD, recruitment and retention)		
Activity	Challenges (numbers) address	Impact
Quality first teaching and recruitment and retention of highly qualified staff	1, 2, 5	NHA/MOM T&L Strategy Impact: - We embedded a whole-school Teaching & Learning model built around the five stages—Explanation, Modelling, Questioning, Deliberate Practice, Feedback—used flexibly within and across lessons to secure understanding and application. - These stages are underpinned by five principles—Long-Term Memory, Challenge, Scaffolding, Literacy, Behaviour for Learning—so that every lesson includes retrieval practice, clear driving questions (DQ) reviewed at the end (DQR), frequent AfL, and responsive adaptations for need. - The lesson structure and principles front-load retrieval, clarity and modelling, reducing cognitive load and enabling learners who may have gaps to connect new content to prior knowledge. - We standardised task codes in books (DQ, RP, Notes, DP, DQR) to make the learning journey explicit and to help learners (and staff) track purpose and progress within lessons. - High-frequency AfL (at least twice per lesson) and routine DQ/DQR cycles flush out misconceptions quickly so that support and re-teach can happen in the moment, not weeks later. - Literacy was elevated in every subject via common literacy codes (SP, P, G, C, //, WW, T) and planned disciplinary reading/writing/oracy, ensuring misconceptions are identified and addressed consistently. - A common literacy approach across subjects tackles the errors that disproportionately hinder disadvantaged learners' access to the curriculum. PLD & Staff Development Impact: - Across 2024–25, our PLD delivered a coherent cycle of departmental development (Curriculum Vision & Intent; Data Discussion using QLAs/SISRA to identify key learners; subject-led Curriculum Knowledge and Curriculum Development) so implementation consistently responded to QA. - Whole-school inputs strengthened our five-stage/principles T&L model with a sharp emphasis on AfL, behaviour routines, literacy & EAL, oracy and track-check-challenge. - Assessment and feedback were secured through clear assessment expectations, protected time to mark/enter data, and trust-wide twilight moderation of Y11/Y10 PPEs to calibrate standards. - Personal growth was developed through the launch of the Career Expectations Framework alongside the performance management cycle (Performance Reviews, Mid-Term Reviews) and five PLI Pathway sessions. 4 members of staff completed NPQs in teaching & learning and 1 completed in senior leadership. Funding and time-protecting NPQs—aligned to the Career Expectations Framework and performance cycle—signalled a clear pathway for

advancement, supporting the retention of high-quality staff into 2025–26 and reducing reliance on external recruitment.

- 5 staff members progress to UPS1.

Impact Highlights from Quality Assurance:

QA shows growing consistency of lesson structure and shared language for learning, which particularly supports disadvantaged learners by making content, vocabulary and expectations explicit.

Literacy & Oracy

- Structured form reading is embedded; learners encounter planned texts and routines that build fluency.
- Teachers use probing questions more consistently to deepen explanations and check understanding.
- Dual coding is visibly improving access to key concepts across subjects.
- Vocabulary sheets are used effectively in several areas to pre-teach and revisit disciplinary language.
- In RE, strong redrafting with model answers demonstrates feedback translating into improved written outcomes.

Geography

- A clear department vision and positive learner culture are evident.
- Lessons follow the school T&L model with coherent explanation, modelling, practice and feedback, increasing consistency across classes.

History

- Strong relationships and close team collaboration underpin curriculum delivery.
- Y11 practice increasingly aligns with the mark scheme, and a focus on scholarship is strengthening literacy in lessons.

Impact on Staffing:

- We sustained near-100% specialist coverage across subjects, so learners are taught by staff with strong subject expertise and consistent curriculum delivery.
- To retain and develop this expertise, we awarded targeted Recruitment & Retention (R&R) allowances to colleagues with department-based Teaching & Learning responsibilities (e.g., Literacy).
- Our partnership with Teach First has provided a reliable pipeline of high-calibre trainees and Early Career Teachers in hard-to-recruit areas such as maths, science, geography.
- Through well-structured mentoring, clear curriculum frameworks and purposeful PLD, we have successfully converted placements into permanent posts, with colleagues progressing into responsibility roles in some cases. This sustained relationship has strengthened recruitment, improved retention beyond the training period and reduced reliance on external recruitment.

Whole school embedding of the EEF literacy strategy in lesson through the employment of school-based literacy lead.

This will include the focus on disciplinary literacy across the curriculum, targeted vocabulary instruction in all subjects, implementation of complex academic texts in all subjects through the 'Love to read' strategy amongst other classroom opportunities, increased opportunities for extended writing and accountable talk in all subjects.

2

NHA/CKN

Hodder Reading Tests:

- Data from Hodder reading tests showcase the progress made in reading ages across year 7-9:

Year 8 *Data correct end of Y7, July 2025	Year 9 *Data correct end of Y8, July 2025	Year 10 *Data correct end of Y9, July 2025	Year 11 * Historic data, last tested June of Y9
Average RA: F – 12.96 M – 12.45	Average RA: F – 12.32 M – 12.08	Average RA: F – 12.65 M – 12.22	No current data analysis due to historic nature of testing
Cohort of focus: Disadvantaged/ SEN	Cohort of focus: Lower Prior Attainers	Cohort of focus: Males/Not Disadvantaged	

- Year 7: 28% of males are above chronological age compared to 21% of females; however, this is not the same picture throughout all of Year 7 with girls consistently performing better.
- Year 7: 19% of non-disadvantaged learners are below, compared to 8% of disadvantaged, 0.29 difference, a slight shift away from national picture; however, the trend picks back up for those learners significantly below.
- Year 8: Positive progress for disadvantaged learners as 27% are above chronological age compared to 25% non-disadvantaged.
- Year 8: Group of concern, LPA learners, 43% significantly below; Average Reading age in this band is 10.28
- Year 9: 63% of HPA students are above chronological ages with the average age being 15.05.
- Year 9: 31% of males, and 33% of non-disadvantaged learners are significantly below chronological ages – 19 learners non-disadvantaged, 12 of which are males.
- Year 9: Average reading ages of non-disadvantaged and disadvantaged 0.15 difference.

Interventions:

- Data from Fresh start intervention:

Year 7 Fresh Start Tracker														
										Regression	Stayed Same	Made progress		
Form Group	Sex	Initial Baseline	AUT	SPR	SPR	SUM	SUM	Exit	Age	Age difference from base	Age difference now	Difference between baseline and now	Percentage increase in reading age	
7Y2	C	9	8.9	12.4				12.4	11.8	-2.1	1.3	3.4	161.90%	
7M2	C	9		7.11	7	10.11			11.8	-2.8	-1.69	1.11	39.64%	
7O2	C	8.6							11.8	-3.2	-3.2	0	0.00%	
7O1	C	7.8	8.2	13.5				11.5	11.2	-3.4	2.3	5.7	167.65%	
7M2	C	9.4	7.8	7.8	7	7.8			11.2	-1.8	-3.4	-1.6	-88.89%	
7Y2	H	7							11.2	-4.2	-3.8	0.4	9.52%	
7O1	H	8.2			7.11	7.4			11.4	-3.2	-3.2	0	0.00%	
7O4	C	9		11.1	10.7	8.8			10.2	-2.11	-0.92	1.19	56.92%	
7A2	H	9		8.6	7	8.2			11.6	-2.6	-3.4	-0.8	-30.77%	
7A2	H	8.6		10	11.4			11.4	11.9	-3.3	-0.5	2.8	84.85%	
7M1	H	7		7.8	8.2	7			11.8	-4.8	-4.8	0	0.00%	
7M1	C	7							11.11	-4.11				

- Library Reading intervention: positive feedback from learners and staff has been received, particularly the use of the library space as a safe space for intervention and reading aloud.

		Literacy Review - Following our Trust Literacy Review (Jan 2025) with external experts, the following was highlighted as excellent practice in line with our whole school literacy strategy: - A structured approach to form reader with the use of well-selected texts that link into the DEI themes. This is being further refined capturing learner voice. - Use of dual coding in some subjects to enhance learner understanding of key and core concepts. - Probing questioning to develop learner responses. - PSHE themes incorporated into drama lessons using literacy as a vehicle. - Year 7 talk positively about their love for reading. Talk Talk workshop - An external, full-day workshop for selected cohorts (Years 8–13 range) developing high-quality talk. Learners were explicitly taught and practised: structured group talk, whole class debating, negotiation techniques, active listening, and persuasive speaking. Sessions followed a model–practise–feedback cycle with sentence stems and clear success criteria, aligning with our T&L principles (Challenge, Literacy, Behaviour for Learning) and the 5 Stages (Modelling, Deliberate Practice, Feedback). - The aim was to strengthen learners’ oracy and confidence through structured group talk, whole class debating, negotiation techniques and active listening. Learners practised speaking clearly, confidently and persuasively, aligning with our focus on high-quality talk across the curriculum.																								
Embed departmental data analysis through live context sheets and regular opportunities to identify underachieving learners and intervene where necessary. Quality assurance embedded though LMM	4,5,6	GSH <table><tr><th>Year</th><th>Aut PPG average attainment</th><th>Spring PPG average attainment</th><th>Summative assessment</th></tr><tr><td>7</td><td>4.77</td><td>4.98</td><td>4.86</td></tr><tr><td>8</td><td>4.82</td><td>5.04</td><td>4.91</td></tr><tr><td>9</td><td>4.31</td><td></td><td>4.42</td></tr><tr><td>10</td><td>3.99</td><td>3.97</td><td>4.18</td></tr><tr><td>11</td><td>3.98</td><td>3.99</td><td>3.9 (FFT)</td></tr></table> This has been driven through subject leader meetings, identifying learners that are underachieving across each focus category. This was categorised by subject, then broken down into those furthest from target. Interventions were decided at subject leader meetings and would either be whole department strategies or more specific learner intervention.	Year	Aut PPG average attainment	Spring PPG average attainment	Summative assessment	7	4.77	4.98	4.86	8	4.82	5.04	4.91	9	4.31		4.42	10	3.99	3.97	4.18	11	3.98	3.99	3.9 (FFT)
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Targeted academic support (for example, tutoring, one-one support structured interventions)																										
Activity	Challenges address	Impact																								

Sparx mathematics	5,6	2024-2025 DATA 36,304 homework’s were set 1,104,901 questions were answered – this surpassed the previous year 10,096 hours were spent on SPARX																								
Lexonic and training of staff to deliver	2,5,6	CKN/NHA <u>Lexonik Intervention</u> Lexonik impact – data/ progress learners made and impact. Data was limited and progress made lacked a clear impact. Feedback from staff and learners did not support the continuing use of intervention therefore we will not subscribe to this platform or continue to use it moving forward. <table><tr><td><u>Group 2: Low</u></td><td><u>Reading</u></td><td></td><td></td><td></td><td></td></tr><tr><td><u>Reading Age</u></td><td><u>Age</u></td><td><u>Ranking</u></td><td><u>Score 1</u></td><td><u>Attendance</u></td><td><u>Score 2</u> <u>Change</u></td></tr><tr><td></td><td></td><td>-7.6 Sig Below</td><td>183</td><td>6</td><td>217 34</td></tr><tr><td></td><td></td><td>-6.2 Sig Below</td><td>171</td><td>6</td><td>212 41</td></tr></table>	<u>Group 2: Low</u>	<u>Reading</u>					<u>Reading Age</u>	<u>Age</u>	<u>Ranking</u>	<u>Score 1</u>	<u>Attendance</u>	<u>Score 2</u> <u>Change</u>			-7.6 Sig Below	183	6	217 34			-6.2 Sig Below	171	6	212 41
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Year 11 period 5 (additional 3 hours teaching per week for academic year), delivered by teaching staff in students’ teaching groups Students will access a period 5 lesson, 3-4pm Monday, Wednesday and Thursday every week. The lessons will be taught	2,5,6	GSH <table><tr><td></td><td>2023/2024</td><td>2024/2025</td><td>2024/2025 shadow</td></tr><tr><td>Progress 8</td><td>-0.54</td><td>N/A</td><td></td></tr><tr><td>Attainment 8</td><td>3.74</td><td>3.9</td><td>4.15</td></tr><tr><td>Basics 4+</td><td>49.2%</td><td>47.9%</td><td>55.2%</td></tr></table>		2023/2024	2024/2025	2024/2025 shadow	Progress 8	-0.54	N/A		Attainment 8	3.74	3.9	4.15	Basics 4+	49.2%	47.9%	55.2%								
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curriculum focusing on both new content and retrieval. Period 5 is mandatory and all students will attend, with support where necessary.

Basics 5+	22.1%	27.2%	31.5%
EBacc 4+	14.6%	16.6%	18.9%
EBacc 5+	7%	10.1%	11.9%

	2023/2024	2024/2025	2024/2025 shadow
SEND A8 Basics 4+ Basics 5+	25.62 25% 7.1%	22.23 20.7% 3.4%	28.99 30% 5%
PP A8 Basics 4+ Basics 5+	34.17 43.9% 14%	33.78 43.3% 23.7%	39.19 50.6% 27.8%
HAP A8 Basics 4+ Basics 5+	53.96 83.3% 60%	53.60 90% 66.7%	56.79 96.4% 71.4%

		<table><tr><td>BOYS</td><td>35.12</td><td>35.25</td><td>38.92</td></tr><tr><td>A8</td><td>45.5%</td><td>45.6%</td><td>51.3%</td></tr><tr><td>Basics 4+</td><td>17.9%</td><td>25.6%</td><td>29.5%</td></tr><tr><td>Basics 5+</td><td></td><td></td><td></td></tr></table> Shadow data refers to the learners in the building being taught by Cockshut Hill Staff. The year 11 cohort of 2024-2025 had 16% of learners either at Alternative Provision, Offsite direction or were school refusers. This swayed the data negatively as those learners either did not sit a full suite of 8 exams to comply with attainment rules or any exams at all.	BOYS	35.12	35.25	38.92	A8	45.5%	45.6%	51.3%	Basics 4+	17.9%	25.6%	29.5%	Basics 5+																																
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School holiday small group tuition in GCSE/Vocational subjects at KS4	2,5,6	GSH Vocational subject outcomes – <table><tr><td>Child development</td><td>GCSE CHS</td><td>Nationally</td></tr><tr><td>Average point score</td><td>4.7</td><td>4.4</td></tr><tr><td>L2 pass+</td><td>65%</td><td>65%</td></tr><tr><td>L2 merit +</td><td>52%</td><td>42%</td></tr><tr><td>L2 Distinction +</td><td>39%</td><td>20%</td></tr></table> <table><tr><td>Sports Science</td><td>GCSE CHS</td><td>Nationally</td></tr><tr><td>Average point score</td><td>4.4</td><td>4.7</td></tr><tr><td>L2 pass+</td><td>64%</td><td>68%</td></tr><tr><td>L2 merit +</td><td>40%</td><td>49%</td></tr><tr><td>L2 Distinction +</td><td>20%</td><td>28%</td></tr></table> <table><tr><td>Hospitality and Catering</td><td>GCSE CHS</td><td>Nationally</td></tr><tr><td>Average point score</td><td>5.1</td><td>4.3</td></tr><tr><td>L2 pass+</td><td>77%</td><td>64%</td></tr><tr><td>L2 merit +</td><td>54%</td><td>39%</td></tr><tr><td>L2 Distinction +</td><td>38%</td><td>17%</td></tr></table>	Child development	GCSE CHS	Nationally	Average point score	4.7	4.4	L2 pass+	65%	65%	L2 merit +	52%	42%	L2 Distinction +	39%	20%	Sports Science	GCSE CHS	Nationally	Average point score	4.4	4.7	L2 pass+	64%	68%	L2 merit +	40%	49%	L2 Distinction +	20%	28%	Hospitality and Catering	GCSE CHS	Nationally	Average point score	5.1	4.3	L2 pass+	77%	64%	L2 merit +	54%	39%	L2 Distinction +	38%	17%
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KS4 form time English and Mathematics delivered by English and Mathematics teachers.	2,5,6	GSH English and Math outcome data – <table><tr><td></td><td>2022</td><td>2023</td><td>2024</td><td>2025</td></tr><tr><td>Progress 8</td><td>-0.07</td><td>-0.38</td><td>-0.56</td><td>N/A</td></tr><tr><td>Attainment 8</td><td>4.30 (40.03)</td><td>3.79 (37.88)</td><td>3.72 (37.20)</td><td>3.9</td></tr><tr><td>Basics 4+</td><td>54.4% (106)</td><td>47.3% (95)</td><td>49.2% (98)</td><td>47.9%</td></tr><tr><td>Basics 5+</td><td>38.9% (75)</td><td>26.9% (54)</td><td>21.1% (42)</td><td>27.2%</td></tr></table>						2022	2023	2024	2025	Progress 8	-0.07	-0.38	-0.56	N/A	Attainment 8	4.30 (40.03)	3.79 (37.88)	3.72 (37.20)	3.9	Basics 4+	54.4% (106)	47.3% (95)	49.2% (98)	47.9%	Basics 5+	38.9% (75)	26.9% (54)	21.1% (42)	27.2%
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Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and	3	GSH/EPH Attendance to Progress Evening and KS4 event has shown significant improvement since 2023/2024 2024-2025 • Y10 revision events – 70% • Y11 progress evening – 54% • Y9 progress evening – 58% • Y10 progress evening – 50% • Y8 progress evening – 70% • Y7 progress evening – 86%																													

parents/carers. Including parent information evenings at KS3 and KS4 Including: - Y11 revision and post 16 event - Y10 revision and KS4 progress event - Community Iftar - Careers and post 16 event – summer 2025 y8,9,10		2023-2024 - Year 8 and 9 – No data as these we trialled online and there was no way of tracking overall attendance. However, it was noted that staff did not connect with as many parents which impacted the decision to not continue with this method of parents evening for the next academic year. Year 7 – 69% Year 10 - 42% Year 11 - 47% <u>Eduro Survey (April 2025)</u> There were 306 responses to the Parental Eduro Survey. 82% of the responses were positive, with the top three positive results listed as: - How informed do you feel with regard to your child’s attendance? (89%) - How easy or difficult is it for your child to access the Internet at home? (87%) - Your child’s academy is part of a group of schools working together in a multi-academy trust called Summit Learning Trust. Are you aware of this? (86%) A selection of parental comments can be seen below: <i>“My son likes nearly every subject and actually enjoys and wants to come to school”</i> <i>“Thank you for looking after our son. Since he started in September, he has grown massively in confidence. We can see he feels safe and happy at the school.”</i> <i>“Keep doing what you do because each and everyone of you is special. It is you who make Cockshut Hill Work and inspire children to achieve their potential.”</i>				
Revision books, study guides and English literature tests supplied for all Year 10 students to	2,3,5,6	GSH				
			2022	2023	2024	2025

support learners earlier		Progress 8	-0.07	-0.38	-0.56	N/A
		Attainment 8	4.30 (40.03)	3.79 (37.88)	3.72 (37.20)	3.9
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Two form time reading sessions per week for Years 7-10 Form time reader texts are mapped in line with personal development plan and the 9 protected characteristics Teachers model fluent and expressive reading out loud in form	2	NHA/CKN Personal Development Link - A structured approach to form reader with the use of well selected texts that link into the DEI themes. This is being further refined capturing learner voice. Impact on Literacy - School - multi layered approach - Form Reader embedded linked to protected characteristics, literacy marking, and oracy. Provision continuing to improve with thought out reactive changes. Examples include new books for Y9 and Y10 based on feedback from staff and students, while still ensuring there is a culture of belonging. - Providing opportunities to explore the world around them, to build knowledge and ‘hinterland’ as stated in the Literacy Review. Learners more confident in asking questions and learning further about different topics and people. - Upskilling of staff when modelling reading, training and additional supports provided by Literacy Lead.				

Employment of Mathematics tutor to work with LPA learners in either a supportive role in class or through small group intervention during mathematics lessons.	5,6	The data refers to the PP LPA learners in each year group and the average grade achieved. Some of the data is skewed at KS4 by non-attenders in the LPA bracket. The data shows that through specific intervention work and support throughout the academic year, learners were able to either improve on their grade or achieve their prediction. <table><tr><td></td><td>Aut PPG</td><td>Spring PPG</td><td>Summer CPI</td></tr><tr><td>7</td><td>2=</td><td>2+</td><td>2+</td></tr><tr><td>8</td><td>2+</td><td>3-</td><td>3-</td></tr><tr><td>9</td><td>2+</td><td>2+</td><td>2+</td></tr><tr><td>10</td><td>4=</td><td>4-</td><td>4= (PPG)</td></tr><tr><td>11</td><td>3-</td><td>2+</td><td>2+ (GCSE)</td></tr></table>		Aut PPG	Spring PPG	Summer CPI	7	2=	2+	2+	8	2+	3-	3-	9	2+	2+	2+	10	4=	4-	4= (PPG)	11	3-	2+	2+ (GCSE)
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Achievement coordinator role to focus on driving attendance to progress evening across the key stages as well as leading on driving aspirations and motivation of learners.	1,3,5,6	GSH This role was not appointed.																								
KS4 SENDCO support role with a specific focus on our disadvantaged SEND learners and access arrangements.	1,3,5,6	ACR KS4 SENDCo support role allowed for closer liaison with the inclusion team, careers lead and access arrangements team. This role changed personnel in January 2025 due to change in SENCo, with a new TLR created to recruit a subject teacher in Humanities. Access arrangements, careers and attendance remained at the forefront with more learners having access arrangements in place for the Year 11 (2024-25) giving more learners the opportunities to have support during examinations. Three learners were changed from using laptops to using a scribe, based on their need, with summer outcomes showing that this was beneficial as progress was made in the summer series, compared to spring PPEs where they had used laptops: HRK + 1.55 CS +0.6																								

Moving forward – more observations and access assessments for learners who would benefit from access to begin in Year 10 so that learners are used to having extra time or a scribe in lessons and mocks, as normal way of working, giving them better opportunities in examinations, as this was not an arrangement previously but summer series 2024-25 have shown evidence that it can be much more beneficial for learners and outcomes where they are used to such arrangements.

Attendance – This resulted in closer liaison with the inclusion team and parent/carers stakeholders via attendance phone calls aimed at KS4 learners where attendance as a concern in 2023-24 as well as noticing patterns as the year progressed. Each member of the inclusion team was given specific learners to target at KS4 with regards to attendance.

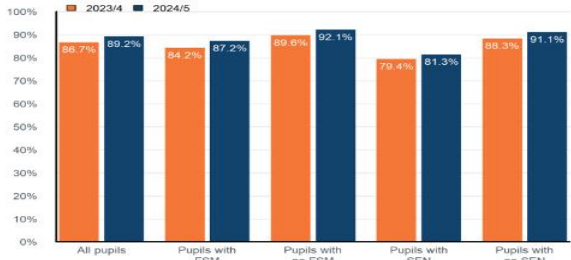
Complexity of issues with learners across KS4 and different contexts per year group. Attendance for SEN remain low as per national – However, comparatively there was an improvement from 2023-24. As a result, knowing the learners who attended, it is more likely that attendance for SEN KS4 2024-25 was more positive than the previous year. Success was evident with some learners, for example, one learner had regular meetings and phone calls with KS4 SENDCo support increased attendance from the previous year by 28%.

- 2023-24 average attendance for SEN KS4 was 77.3%
- 2024-25 average attendance for SEN KS4 was 78.7%

A Croydon developed this further with Inclusion team making fortnightly calls to families from Year 7 and also check ins across the week for targeted learners.

Previous academic year comparison

Figure 3: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to last year. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to the same period last year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	86.7%	89.2%

NEET figure prediction around 3.54%.

		<table><tr><td>No. Total</td><td>NEET</td></tr><tr><td>Overview 2022</td><td>2%</td></tr><tr><td>Nationally</td><td>4.00%</td></tr><tr><td>Overview 2023</td><td>4.43%</td></tr><tr><td>Nationally</td><td>3.90%</td></tr><tr><td>Overview 2024</td><td>4.90%</td></tr><tr><td>Nationally</td><td>7.80%</td></tr><tr><td>Overview 2025</td><td>3.57%</td></tr><tr><td>Nationally</td><td>TBC</td></tr></table>	No. Total	NEET	Overview 2022	2%	Nationally	4.00%	Overview 2023	4.43%	Nationally	3.90%	Overview 2024	4.90%	Nationally	7.80%	Overview 2025	3.57%	Nationally	TBC						
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Nationally	TBC																									
Achievement leaders for each year group to drive aspirations and achievement and bridge the communication gap between school and parents/carers. This includes through programmes such as - The girls network - Aspire to Aston - Junior Saunders	1,3,5,6	GSH The Achievement Leader from each year group analysed the data post data drop to identify learners in key subgroups. This occurred twice a year, December and April, leading into the final summative assessment, mocks or GCSE exams. The focus was always SEND and HAP initially as our main areas of concern. This then encompassed the other key subgroups PP and boys. Achievement Leaders completed a document that was then shared with teaching staff to highlight underachieving learners in each year group. With core subjects being the initial focus, identified learners then formed part of a wider discussion at subject leader level to identify strategies to support in class intervention to ensure rapid progress. In selection of the learner, multiple data sets were taken into consideration including predicted grade based on attitude and effort in lesson, behaviour for learning both inside and outside of the classroom, attendance to school and lates to school as well as SOAR points achieved. The triangulation of data which was detailed on the intervention sheet meant that in class intervention could be specific to the child and support in addressing the reason for underachievement. <table><tr><th colspan="4">English</th></tr><tr><th>Year</th><th>Aut PPG average attainment</th><th>Spring PPG average attainment</th><th>Summative assessment</th></tr><tr><td>7</td><td>5-</td><td>5-</td><td>4=</td></tr><tr><td>8</td><td>5-</td><td>5=</td><td>4=</td></tr><tr><td>9</td><td>4-</td><td></td><td>4+</td></tr><tr><td>10</td><td>4= Lang 4- Lit</td><td>4+ Lang 4= Lit</td><td>4+ Lang 4= Lit</td></tr></table>	English				Year	Aut PPG average attainment	Spring PPG average attainment	Summative assessment	7	5-	5-	4=	8	5-	5=	4=	9	4-		4+	10	4= Lang 4- Lit	4+ Lang 4= Lit	4+ Lang 4= Lit
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- IBIS hotel working
- Power of Hair workshop
- BBC PA workshops
- HS2 workshops
- Oxford university visit
- Stem girls mentoring

Maths

Year	Aut PPG average attainment	Spring PPG average attainment	Summative assessment
7	4-	4-	4=
8	4-	4-	4=
9	4-		4-
10	4=	4-	4=

- The girls' network – 15 girls had the opportunity to work with female mentors on career aspirations and building a better future. The mentoring was spread across the academic year and looked at different ways
- Aspire to Aston - 15 learners per year group - Year 9, Year 10 and Year 11
- Learners visited Aston Campus and completed the experience day.
- Junior Saunders – All learners in the school received a workshop

Year 11 - The apprenticeship journey

Year 11 - Growth mindset.

Year 9 - Growth mindset.

Year 8 - Growth mindset.

Year 10 - How to communicate with employees.

"Junior Saunders was amazing! He really made me think differently about challenges and how I can turn them into opportunities." – Year 11 student

"This was exactly what our students needed. Junior's advice was practical, relatable, and truly empowering." – Gemma Sheerman, Vice Principal

- IBIS hotel working - 18 Year 10 learners participated in a 'Chef Day and created a 3-course meal with an IBIS Chef. Opportunities to learn about the Hospitality industry. Further visits planned.
- Power of Hair workshop - Power of Hair - 36 Year 8 learners developing their literacy skills with Poet Spoz, increasing knowledge for future careers.
- BBC PA workshops - Power of Hair - 36 Year 8 learners developing their literacy skills with Poet Spoz, increasing knowledge for future careers.

- HS2 workshops - 60 Year 7 learners participated in a workshop within school. Developing their knowledge about HS2 and the impact it will have on Birmingham and Nationally.
- Oxford university visit – 30 year 9 HAP learners attended Oxford University. Raising aspirations, developing knowledge about Oxbridge applications and aiming higher.
- STEM mentoring

STEM Mentoring - 15 Year 10 learners

6 weeks (Every Weds, P4) Maths mentoring delivered by a graduate student studying towards Master's Degree

Significant improvement to Maths grades overall was evident:

A2A Aston University				Pre-test		Post Mentoring Test	
School	Subject	First Name	Last Name	Score	Percentage	Score	Percentage
Cockshut Hill Academy	Maths	[REDACTED]	[REDACTED]	20/62	32%	26	42%
				36/62	58%	38	61%
				39/62	63%	test not taken	
				28/62	45%	test not taken	
				18/62	29%	32	52%
				57/62	92%	test not taken	
				29/62	47%	39	62%
				38/62	62%	test not taken	
				24/62	39%	40	65%
				37/62	60%	test not taken	
				14/62	23%	22	35%
				20/62	32%	44	70%
				22/62	35%	test not taken	
				21/62	34%	Awaiting results	
				37/62	60%	42	68%

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

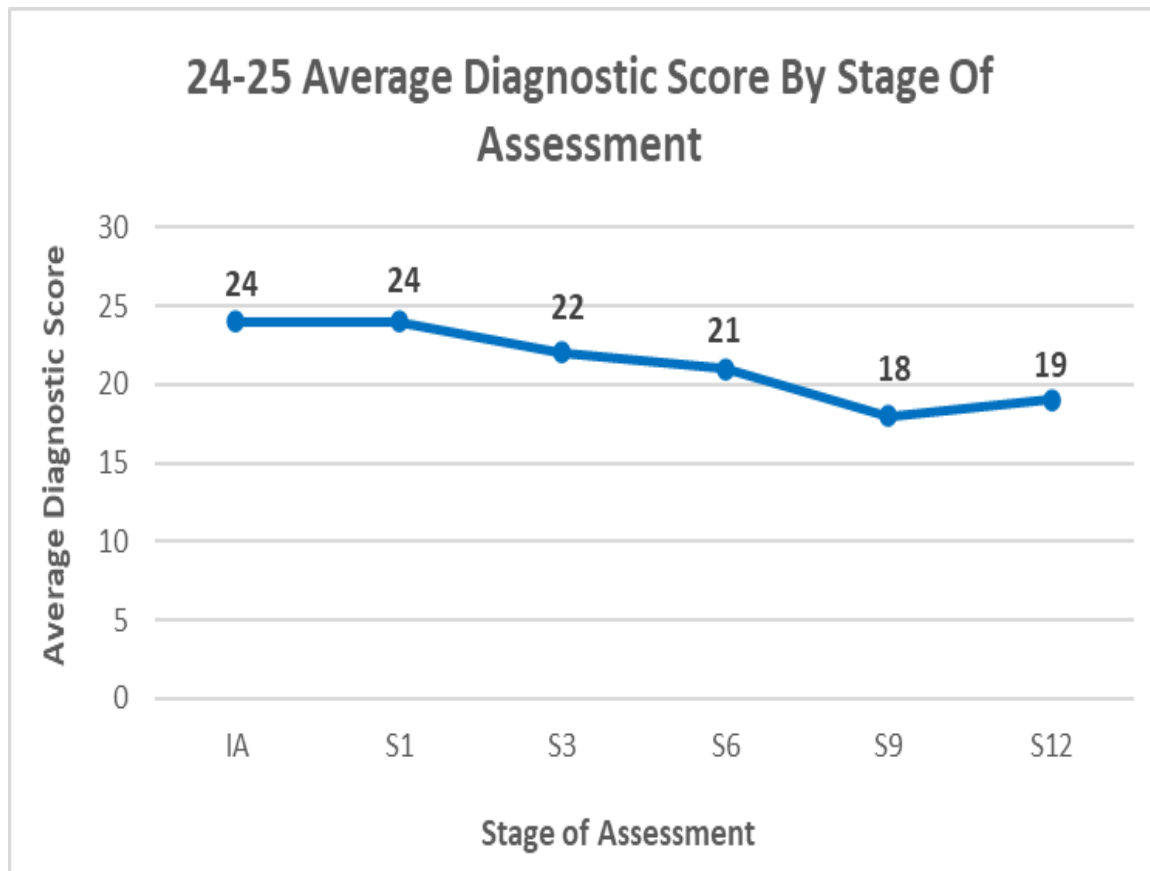
Activity	Challenges address	Impact
EWO 1 additional day per week with the support of	1	EWO additional day supported 103 learners who were on the fast-track process – 61 of which were supported in further escalation. 47 Learners (48.41%) showed improvements to their attendance. EWO service supported 1894 home visits throughout the academic year.

interpreters to engage with hard-to-reach families £10,000														
Designated wellbeing team to promote wellbeing and protection of mental health, as well as work directly with students and families at risk.	4	<table><tr><td colspan="2">24-25 Headline Figures</td></tr><tr><td>Total learners referred</td><td>40 (42)</td></tr><tr><td>Total learners who accessed sessions</td><td>33 (37)</td></tr><tr><td>Total referrals by gender</td><td>Male 13 (16) , Female 27 (26)</td></tr><tr><td>% of referrals cited as disadvantaged</td><td>85%</td></tr><tr><td>% of referrals cited as SEN/SEN monitoring</td><td>50%</td></tr></table>	24-25 Headline Figures		Total learners referred	40 (42)	Total learners who accessed sessions	33 (37)	Total referrals by gender	Male 13 (16) , Female 27 (26)	% of referrals cited as disadvantaged	85%	% of referrals cited as SEN/SEN monitoring	50%
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Initial consultation The initial consultation provides an opportunity to build rapport, go through the counselling agreement and for the focus or goals of the intervention to be established. Additionally, a diagnostic tool (<i>YP-Core</i>) is used to gain an indication of the learner's overall wellbeing at the point of referral. Based on the content of the initial consultation & diagnostic score, the counsellor identifies three presenting issue themes per referral i.e. <i>anxious, domestic issues, low mood</i>														
Delivery and Impact Counselling sessions can last up to 50 minutes and where possible, occur at the same time and day each week for consistency. Learners are initially offered six counselling sessions with progress towards stated goals and satisfaction with the service reviewed at session six to determine whether the support concludes or is extended. To support measuring and monitoring the impact of counselling as an intervention, the same diagnostic tool (<i>YP-Core</i>) is used at set intervals throughout the delivery process.														

24-25 Headline Figures

Total counselling sessions delivered	320 (380)
Average number of counselling sessions accessed per referral	8 (9)
Scheduled counselling sessions missed due to absence	50 (83)
Scheduled counselling sessions missed due to non-attendance (DNA)	19 (31)

Impact analysis



Feedback and testimonials

		<table><tr><th colspan="2">24-25 Headline Figures</th></tr><tr><td>Total number of feedback forms completed</td><td>18 (24)</td></tr><tr><td>% of learners who would recommend service to other learners based on their own experience</td><td>94% (96%)</td></tr><tr><td>% of learners answering '<i>satisfied</i>' or '<i>very satisfied</i>' with service provided by counsellor</td><td>100% (100%)</td></tr><tr><td>% of learners answering '<i>satisfied</i>' or '<i>very satisfied</i>' with results of their counselling sessions</td><td>100% (100%)</td></tr></table>	24-25 Headline Figures		Total number of feedback forms completed	18 (24)	% of learners who would recommend service to other learners based on their own experience	94% (96%)	% of learners answering ' <i>satisfied</i> ' or ' <i>very satisfied</i> ' with service provided by counsellor	100% (100%)	% of learners answering ' <i>satisfied</i> ' or ' <i>very satisfied</i> ' with results of their counselling sessions	100% (100%)
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Senior pastoral lead behaviour appointed to ensure rigor in set up and implementation of the adapted behaviour system.	1,3,4	Year-end FTE have reduced significantly (13% reduction) on the previous academic year 23/24 – this has been attributed to the following: • Refined QA systems leading to improvements in consistency in the implementation of the behaviour policy by staff. • Focused CPD and mentoring of individual staff. • Over communication of the behaviour policy to learners through half termly reboots. • QA of the personal development programme delivery to instil high aspirations in all learners. Year-end repeat FTE have reduced significantly (23% reduction) on the previous academic year 23/24 – this has been attributed to the following: • Significant investment in our external mentoring programme secured through the securing grants. • Investment in a staff member to oversee the whole school mentoring programme and QA systems ensuring value for money outcomes. • Permanent exclusions are in line with the academy/trust strategy which is reviewed termly.										
KS3 & KS4 behaviour leads to oversee implementation and rigor to each key stage as well as their own year group.	1,3,4	Year-end FTE have reduced significantly (13% reduction) on the previous academic year 23/24 – this has been attributed to the following: • Refined QA systems leading to improvements in consistency in the implementation of the behaviour policy by staff. • Focused CPD and mentoring of individual staff. • Over communication of the behaviour policy to learners through half termly reboots. • QA of the personal development programme delivery to instil high aspirations in all learners. Year-end repeat FTE have reduced significantly (23% reduction) on the previous academic year 23/24 – this has been attributed to the following: • Significant investment in our external mentoring programme secured through the securing grants. • Investment in a staff member to oversee the whole school mentoring programme and QA systems ensuring value for money outcomes. • Permanent exclusions are in line with the academy/trust strategy which is reviewed termly.										

Impact mentoring from 'Foundation 4 the future' for students at risk of disengagement in school and outside negative influence	1,4,6	<table><tr><td></td><td colspan="4">Consequences Total</td><td></td></tr><tr><td>Studen ▾</td><td>23-24 (term av ▾</td><td>Autumn Term 24 ▾</td><td>Spring Term 24- ▾</td><td>Summer Term 24 ▾</td><td></td></tr><tr><td>A</td><td>46</td><td>36</td><td>66</td><td>12</td><td></td></tr><tr><td>B</td><td>21</td><td>54</td><td>47</td><td>7</td><td></td></tr><tr><td>C</td><td>43</td><td>28</td><td>59</td><td>7</td><td></td></tr><tr><td>D</td><td>47</td><td>47</td><td>64</td><td>3</td><td></td></tr><tr><td>E</td><td>39</td><td>32</td><td>39</td><td>11</td><td></td></tr><tr><td>F</td><td>29</td><td>6</td><td>0</td><td>0</td><td></td></tr><tr><td>G</td><td>17</td><td>16</td><td>9</td><td>0</td><td></td></tr><tr><td>H</td><td>35</td><td>27</td><td>49</td><td>11</td><td></td></tr><tr><td>I</td><td>33</td><td>26</td><td>17</td><td>2</td><td></td></tr><tr><td>J</td><td>34</td><td>38</td><td>63</td><td>31</td><td></td></tr><tr><td>K</td><td>20</td><td>36</td><td>85</td><td>23</td><td></td></tr><tr><td>L</td><td>11</td><td>12</td><td>43</td><td>17</td><td></td></tr><tr><td>M</td><td>13</td><td>8</td><td>55</td><td>26</td><td></td></tr><tr><td>N</td><td>10</td><td>2</td><td>0</td><td>0</td><td></td></tr><tr><td>O</td><td>20</td><td>18</td><td>60</td><td>31</td><td></td></tr><tr><td>P</td><td>96</td><td>55</td><td>103</td><td>50</td><td></td></tr><tr><td>Q</td><td>33</td><td>65</td><td>83</td><td>48</td><td></td></tr><tr><td>R</td><td>42</td><td>59</td><td>78</td><td>24</td><td></td></tr><tr><td>S</td><td>65</td><td>78</td><td>76</td><td>57</td><td></td></tr><tr><td>T</td><td>35</td><td>45</td><td>94</td><td>52</td><td></td></tr><tr><td>U</td><td>41</td><td>38</td><td>24</td><td>4</td><td></td></tr><tr><td>V</td><td>32</td><td>25</td><td>45</td><td>23</td><td></td></tr><tr><td>W</td><td>23</td><td>35</td><td>70</td><td>40</td><td></td></tr><tr><td>X</td><td>48</td><td>49</td><td>81</td><td>84</td><td></td></tr><tr><td>Y</td><td>14</td><td>18</td><td>34</td><td>12</td><td></td></tr><tr><td>Z</td><td>66</td><td>45</td><td>88</td><td>49</td><td></td></tr></table> External mentoring provision continues to make a significant impact with identified cohorts of our most challenging/vulnerable learners. Over the course of the academic year, 96% of learners reduced the number of negative incidents that they received.		Consequences Total					Studen ▾	23-24 (term av ▾	Autumn Term 24 ▾	Spring Term 24- ▾	Summer Term 24 ▾		A	46	36	66	12		B	21	54	47	7		C	43	28	59	7		D	47	47	64	3		E	39	32	39	11		F	29	6	0	0		G	17	16	9	0		H	35	27	49	11		I	33	26	17	2		J	34	38	63	31		K	20	36	85	23		L	11	12	43	17		M	13	8	55	26		N	10	2	0	0		O	20	18	60	31		P	96	55	103	50		Q	33	65	83	48		R	42	59	78	24		S	65	78	76	57		T	35	45	94	52		U	41	38	24	4		V	32	25	45	23		W	23	35	70	40		X	48	49	81	84		Y	14	18	34	12		Z	66	45	88	49	
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Bouncing statistics mentoring to support students from disadvantaged backgrounds in raising aspirations and long term goal setting	1,4,6	Consequences Total				
		Student	23-24 (term av)	Autumn Term 24	Spring Term 24	Summer Term 24
		AA	13	20	28	20
		BB	56	62	98	84
		CC	21	16	40	15
		DD	7	11	20	18
		EE	39	81	63	54
		FF	15	32	52	34
		GG	21	23	21	42
		HH	45	46	0	0
		II	4	30	43	33
		JJ	3	12	42	25
		KK	11	20	27	22
		LL	30	36	80	62
		MM	55	22	86	54
		NN		6	22	26
		OO		17	72	31
		PP		2	5	8
		QQ		30	38	59
		RR		26	48	47
SS		3	21	13		
TT		45	82	52		
External mentoring provision continues to make a significant impact with identified cohorts of our most challenging/vulnerable learners. Over the course of the academic year, 80% of learners reduced the number of negative incidents that they received.						
Providing all food technology ingredients and containers	1,4,6	It was identified that a number of learners were attending food technology lessons without the required ingredients meaning that they were unable to participate in the lessons. This not only impacted on the curriculum but also meant a high proportion of learners were not accessing life skills and the necessary requirements to be exposed to a broad and balanced curriculum. To combat this all learners have the ingredients provided for them when participating in food technology lessons. This allows all learners to access the curriculum and have the opportunity to develop life skills. Learners were also able to take cooked food home.				
School nurse	1,4	Employing the services of a school nurse for half a day a week has enabled: • Swift referrals for ADHD without compromising the time of the inclusion team. • Care plans for Asthma and other medical plans have been completed quickly in order to support learners with medical needs. • Parent and Carer concerns around weight management, anxiety, and vaping to be triaged and support signposted.				

		On average, the nurse is able to see 3 learners per visit, including a report for each learner.												
Unifrog	5,6	GSH/ACR Learners had the opportunity to explore UniFrog and have further opportunity to develop their career aspirations. This platform gives all learners access, in school and at home, to seek out post-16 opportunities, supporting with queries. It worked alongside the Birmingham Careers Service to ensure that learners have support, with Year 10 and Year 11 learners receiving careers interviews from BCS in each year, with SEN having two as a minimum. Percentage of learners logged in 2024-25: <table><tr><th>Year</th><th>Numbers</th></tr><tr><td>7</td><td>3%</td></tr><tr><td>8</td><td>4%</td></tr><tr><td>9</td><td>8%</td></tr><tr><td>10</td><td>83%</td></tr><tr><td>11</td><td>31%</td></tr></table> • • UniFrog is more consistently used by Key Stage 4 learners • Unifrog needs to become more embedded within the school personal development programmes for learners, supporting Year 11 learners with post-16 as well as highlighting to Year 7 the essence of the programme in order to begin to support the changes to Careers Advise from September 2025.	Year	Numbers	7	3%	8	4%	9	8%	10	83%	11	31%
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