

Pupil premium strategy statement – Cockshut Hill School

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	990
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Jody Clarke
Pupil Premium Lead	Gemma Sheerman
Governor / Trustee Lead	Josie O’Gorman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£637,475
Total budget for this academic year <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>	£637,475

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment, progress and attendance for disadvantaged learners at Cockshut Hill School. We aim to ensure that disadvantaged learners are in line with non-disadvantaged learners nationally.

There are several key challenges we face that are preventing our disadvantaged learners from attaining in line with and above national averages. Those challenges include numeracy, literacy and oracy levels on arrival at Cockshut Hill School. Attendance, learning behaviour in lessons, English as a second language and parental/carer engagement. Our approach will be responsive to whole-school challenges while also addressing the individual needs of each learner. This will be rooted in diagnostic assessments rather than assumptions or anecdotal evidence regarding the impact of disadvantage.

At Cockshut Hill School, our expectation is that all learners, irrespective of background or individual challenges, can read in line with or above their chronological age and can speak confidently and enunciate words correctly. This will allow learners to access exam papers when they reach KS4 ensuring they are able to answer all questions and understand expectations. They will also enter society as well rounded, knowledgeable and confident citizens.

We expect all parents and carers, regardless of language or barriers, to engage in their child's education and be confident supporting them at home with the necessary skills and technology.

Our expectations are that all learners have attendance above national average and feel safe and supported attending school every day.

The approaches we have adopted are cohesive to ensure learners succeed where a range of challenges are present. To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged learners' outcomes and ensure high aspirations
- Identify where intervention is required early and ensure proven strategies are used to improve literacy, numeracy and oracy
- Work closely with parents and carers to ensure there is a holistic approach to learners' attainment ensuring all parents and carers have the tools needed to access and give learners the support required

To support our decision of how to use the pupils premium grant, we have drawn upon the following sources:

- The EEF guide to the pupil premium with particular focus on evidence reviews in attendance, secondary literacy, metacognition and self-regulation.
- The Sutton Trust – school funding and pupil premium 2024.7
- Unity research school, supported by the Education Endowment Foundation

Challenges

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

Challenge number	Detail of challenge																											
1	<p>Attendance <u>2023-2024</u> Average whole school disadvantage learners' attendance was 84.84%.</p> <p>Attendance for disadvantaged learners is identified as a challenge at both KS3 and KS4. We have established that disadvantaged learners are more likely to become persistently absent which in turn can result negatively on their GCSE outcomes. Data shows us that Year 11 learners that fell into the below 90% attendance bracket had an average progress 8 score of -1.25 with the disadvantaged learners in that bracket scoring an average of -1.78. This is in comparison to our disadvantaged learners whose attendance was above 97% scoring -0.32.</p> <p><u>2024-2025</u> Average whole school disadvantage learners' attendance was 87.4% against an average whole school non disadvantaged attendance of 92.5%.</p>																											
2	<p>Literacy <u>2024-2025</u></p> <table border="1"> <thead> <tr> <th></th> <th>Below 7 years old</th> <th>Below 7 years old PP</th> <th>Below 8 years old</th> <th>Below 8 years old PP</th> <th>Below 10 years old</th> <th>Below 10 years old PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>0%</td> <td>0%</td> <td>9.5%</td> <td>100%</td> <td>20%</td> <td>71%</td> </tr> <tr> <td></td> <td>Below 8 years old</td> <td>Below 8 years old PP</td> <td>Below 11 years old</td> <td>Below 11 years old PP</td> <td colspan="2" style="background-color: black;"></td> </tr> </tbody> </table>								Below 7 years old	Below 7 years old PP	Below 8 years old	Below 8 years old PP	Below 10 years old	Below 10 years old PP	Year 7	0%	0%	9.5%	100%	20%	71%		Below 8 years old	Below 8 years old PP	Below 11 years old	Below 11 years old PP		
	Below 7 years old	Below 7 years old PP	Below 8 years old	Below 8 years old PP	Below 10 years old	Below 10 years old PP																						
Year 7	0%	0%	9.5%	100%	20%	71%																						
	Below 8 years old	Below 8 years old PP	Below 11 years old	Below 11 years old PP																								

	<table border="1"> <tr> <td>Year 8</td> <td>5.2%</td> <td>100%</td> <td>24.2%</td> <td>82%</td> <td rowspan="3" style="background-color: black;"></td> </tr> <tr> <td></td> <td>Below 9 years old</td> <td>Below 9 years old PP</td> <td>Below 12 years old</td> <td>Below 12 years old PP</td> </tr> <tr> <td>Year 9</td> <td>12.7%</td> <td>69.2%</td> <td>33.8%</td> <td>68%</td> </tr> </table>	Year 8	5.2%	100%	24.2%	82%			Below 9 years old	Below 9 years old PP	Below 12 years old	Below 12 years old PP	Year 9	12.7%	69.2%	33.8%	68%
Year 8	5.2%	100%	24.2%	82%													
	Below 9 years old	Below 9 years old PP	Below 12 years old	Below 12 years old PP													
Year 9	12.7%	69.2%	33.8%	68%													
3	<p>Numeracy and maths skills</p> <p>Attainment in mathematics is significantly below national average and on the 81 percentile. In 2024-2025, attainment was 4.1 against a national average of 4.8.</p> <ul style="list-style-type: none"> • 34% of Year 7 learners arriving at Cockshut Hill School in the academic year 2025-2026 were below the expected maths standard on entry. • 32% of Year 7 learners arriving at Cockshut Hill School in the academic year 2024-2025 were below the expected maths standard on entry. • 35% of Year 7 learners arriving at Cockshut Hill School in the academic year 2023-2024 were below the expected maths standard on entry. 																
4	<p>Handwriting</p> <p>A significant number of disadvantaged learners find handwriting fluency and legibility a significant challenge. This impacts the quality, quantity, and presentation of their written work, often leading to lower confidence and reduced attainment in writing-based subjects. Difficulties with fine motor control, limited access to writing resources at home, and reduced opportunities for extended writing practice contribute to this gap.</p>																
5	<p>Mental health</p> <p>Over the past three academic years, there has been a notable increase in the number of children requiring additional support for social, emotional, and mental health needs. This rise can be attributed to several interrelated factors. Heightened exposure to online content and social pressures has had a significant impact on learners' self-esteem and ability to regulate their emotions. At the same time, limited capacity within CAMHS and other specialist providers has placed a greater responsibility on schools to deliver early intervention and sustained in-house support. Furthermore, increased awareness and improved identification by staff and families have resulted in a higher number of referrals, ensuring that a broader range of learners are now accessing the help they need.</p> <p>The table below illustrates the number of learners in each year group with identified SEMH, categories by SEN and SEN PP.</p>																

Total Pupils	SEN	SEN + PP	SEN + NPP	SEMH	SEMH+PP	SEMH+NPP
1008	216	158	58	64	50	14
7	52	31	21	24	17	7
8	47	34	13	13	11	2
9	42	38	4	10	9	1
10	46	34	12	11	9	2
11	29	21	8	6	4	2

6

Metacognition and self-regulation

Many of our disadvantaged learners have had fewer opportunities to explicitly develop metacognitive and self-regulation skills. As a result, they are less confident in planning, monitoring, and evaluating their own learning. This is not a reflection of a deficit within the learners themselves, but rather of the inequitable access to experiences and support that enable these skills to flourish.

7

Low aspirations and parental engagement

A number of our disadvantaged learners come from families who have little or no experience of higher education. Consequently, going on to university and the path and qualifications needed to their chosen career is unknown. Learners from disadvantaged backgrounds often need additional support with college/6th form application process and additional exposure to post 16 options to make informed choice. Currently (October 2025), the employment rate in Yardley West and Stetchford Ward is 53.5%. Employment rates are below the city average and claimant count unemployment proportions are above the Birmingham average. Of those in employment, 53.2% are in lower skilled occupations compared to a national figure of 34.1%. Of those living in the Yardley West and Stetchford Ward, 23.5% have level 4 qualifications, 10% below the national average.

2025-2026

Although parental engagement has significantly improved (strategy 2023-2024 impact document), there is still significant work to be done to move all year group above 80% attendance.

Attendance for 2024-2025

- Year 10 revision events – 70%
- Year 11 progress evening – 54%
- Year 9 progress evening – 58%
- Year 10 progress evening – 50%
- Year 8 progress evening – 70%
- Year 7 progress evening – 86%

	Low engagement at progress evenings is exacerbated by parental perception of academic achievement and its link to future job opportunities.
--	---

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
To ensure disadvantaged learners make comparable progress to non-disadvantaged	<ul style="list-style-type: none"> Pupil premium learners to achieve at attainment score of 45.7 5+ English and Maths 42% 4+ English and Maths 64%
To raise levels of attendance and punctuality of our disadvantaged learners	<ul style="list-style-type: none"> Disadvantaged learner attendance is 94% or above
To improve literacy levels of our disadvantaged learners	<ul style="list-style-type: none"> All disadvantaged learners to be at or above chronological reading age
To engage parents and carers in multiple events to support learner progress and outcomes	<ul style="list-style-type: none"> Attendance above 80% at KS4 parent, carers and learner's events Progress evening to have attendance above 90% Successful implementation of multiple parent/carers community events
To encourage emotionally healthy and positive behaviours in disadvantaged learners	<ul style="list-style-type: none"> Positive impact from pastoral intervention including reduction in behaviour sanctions and increase in praise points
To support disadvantaged learners in gaining places at post 16 providers either studying a level 3 qualification, apprenticeship, or suitable alternative.	<ul style="list-style-type: none"> To reduce the NEET figure to below 2% Number of learners going on to study post 16 at level 3 or embark on apprenticeships
Disadvantaged learners will develop strong metacognitive and self-regulation skills, enabling them to: <ul style="list-style-type: none"> Set clear learning goals and plan their approach Monitor their understanding and progress independently Evaluate the effectiveness of strategies and adapt their learning accordingly Demonstrate increased confidence and agency in their learning 	<ul style="list-style-type: none"> Better modelling and scaffold used in the classroom to allow learners to think about learning explicitly Integrated successful reflective practice opportunities across the curriculum Provide structured tools and routines to support planning, monitoring and evaluation of learning Track progress of learners of these skills, using qualitative and quantitative measures to inform ongoing support

<p>To ensure learners handwriting is not a barrier to performance in assessments, and writing stamina does not hold it back</p>	<ul style="list-style-type: none"> • Increased legibility of learners' handwriting through before and after intervention comparison • Improved fluency and stamina • Reduction in handwriting related barriers • Improved outcomes of learners
---	--

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: £183,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching and recruitment and retention of highly qualified staff</p>	<p>The evidence suggests the use of 'metacognitive strategies' which get learners to think about their own learning can be worth an equivalent of 7+ months progress when well used.</p> <p>We aim to incorporate self-regulation into our teaching methods which allows our learners to learn the process of learning which will support them in their journey through education. The EEF metacognition and self-regulation of learning summary of recommendations can be found here</p> <p>Further information on metacognition and self-regulated learning can be found here</p>	<p>1, 2, 3, 4, 6</p>
<p>Whole school embedding of the EEF literacy strategy in lesson through the employment of school-based literacy lead.</p> <p>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</p>	<p>The EEF suggests that early literacy approaches can have an impact of 4+ months with reading comprehension strategies 6+ months.</p> <p>The EEF guidance poster can be found here which forms part of our whole school approach.</p>	<p>2</p>

through the 'Love to read' strategy amongst other classroom opportunities, increased opportunities for extended writing and accountable talk in all subjects.	The EEF guidance report details prioritising disciplinary literacy across the curriculum well as the use of academic text which encompasses our love to read strategy.	
Key Marked Pieces (KMP) and whole-class data analysis sheets will be used to identify disadvantaged learners working above, below, or significantly below target. The introduction of <i>Pupil Progress Tracker</i> will support early identification of underachievement, ensuring interventions are timely, targeted, and closely monitored to accelerate progress and close attainment gaps.	'Unity Research School' researched the link between underachieving learners and those particularly from disadvantaged backgrounds and those with SEND. Both key underachieving subgroups. The findings suggest that each learners' needs must be identified through regular discussion and observation. Once established learners inclusive teaching strategies should be adopted to close the gap. Utilising CPD and department time effectively gives ample opportunities for expert subject leaders to facilitate this approach.	6,7
Pupil Progress Tracker £4000	The EEF underscores the importance of high-quality teaching, targeted academic support, and addressing non-academic barriers to success in improving outcomes for disadvantaged learners. Implementing Pupil Progress Tracker facilitates <ul style="list-style-type: none"> • Real time monitoring • Data driven decisions • Personalised support 	6, 7

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

Budgeted cost: £291,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sparx Mathematics	The EEF states that the effective use of homework can have an impact of 5+ months . Online platforms allow all learners to access resources easily from home. Sparx maths identified that users made 83% more progress with just 15 minutes dedicated to utilizing the platform a	5, 6

<p>£2000</p>	<p>week with a further 67% more progress for each additional 15 minutes.</p> <p>More information on the EEF research of the impact of homework can be found here.</p>	
<p>Sparx reader</p> <p>£2000</p>	<p>The EEF states that the effective use of homework can have an impact of 5+ months. Online platforms allow all learners to access resources easily from home. Sparx Maths identified that users made 83% more progress with just 15 minutes dedicated to utilizing the platform a week with a further 67% more progress for each additional 15 minutes.</p> <p>More information on the EEF research of the impact of homework can be found here.</p>	<p>2</p>
<p>Year 11 Period 5 (additional 4 hours teaching per week for academic year), delivered by teaching staff in learners' teaching groups</p> <p>Learners will access a period 5 lesson, 3-4pm Monday, Wednesday and Thursday every week. The lessons will be taught curriculum focusing on both new content and retrieval. Period 5 is mandatory, and all learners will attend, with support where necessary.</p> <p>£55,802</p>	<p>The EEF suggest that extending the school day can have 3+ months impact in a year. Although identified as a costly at the point of implementation the challenges with engagement of learners avoiding additional revision session are eradicated with this approach. As the additional hours are compulsory learners will benefit for 4 hours of additional taught curriculum per week. More information from the extending the school day toolkit can be found here.</p>	<p>2, 3, 6, 7</p>
<p>School holiday small group tuition in GCSE/Vocational subjects at KS4</p> <ul style="list-style-type: none"> - Impress Education (£4000) October half term school - Teacher led targeted P6 tuition - Online HAP Saturday tuition <p>£15,000</p>	<p>The EEF suggest 1-1 and small group tuition can have 5+ months impact in a year. As identified by the EEF one to one tuition teacher toolkit and EEF small group tuition toolkit has the most impact when explicitly linked to normal lessons. Learners requiring intervention will be carefully selected based on prior attainment and data collection points</p> <p>The Sutton Trust's research supports the use of larger group tuition delivered by subject experts or examiners as an effective strategy</p>	<p>6, 7</p>

	for improving outcomes for Pupil Premium learners. When implemented with quality assurance and alignment to the curriculum, such tutoring can help address the attainment gap and support disadvantaged learners in reaching their full potential.	
Year 11 form time English and Mathematics delivered by English and Mathematics teachers. £41,958	This is a proven strategy that has been implemented over the past 3 years to support learners with exam practice in core subjects	1, 2, 5, 6
Year 10 form time Science delivered by Science specialists twice a week £41,958	Having proven as a strategy in Year 11. Learners will benefit from specific retrieval and exam skills for science twice a week The Teacher Toolkit emphasizes the importance of adapting retrieval practice techniques to suit the needs of disadvantaged learners. It suggests that retrieval practice should be used thoughtfully, considering the cognitive load and working memory of learners, to maximize its effectiveness For example, “ <i>Testing the Effectiveness of Retrieval-Based Learning in Naturalistic School Settings</i> ” by Juana M. Ortega-Tudela et al. (2021). In this study, teachers embedded retrieval-oriented tasks into their regular instruction, rather than having external researchers run the intervention. It showed improved learning outcomes (science concepts) for the material that was subject to retrieval practice vs other material which was not.	1, 6,7
Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and parents/carers. Including parent information evenings at KS3 and KS4 Including: <ul style="list-style-type: none"> Year 11 revision and post 16 events 	Parental engagement has a large and positive effect on children’s learning. The EEF identified that Parent engagement has a positive impact of an additional 3+ month’s progress over the course of a year. We will be using the EEF summary of recommendations to support our approach.	7

<ul style="list-style-type: none"> • Year 10 revision and KS4 progress event • Community Iftar • Careers and post 16 event – summer 2025 Years 8,9,10 <p>£6000</p>	<p>Range of parental engagement across all year groups and key groups to support both learners and parents has a positive impact on progress and well-being. Such events will follow a blended approach to allow for more flexibility around parent/carer commitments. Where communication is strong, learners make better progress. Improved parental engagement supports all stakeholders for best outcomes, both academic and welfare.</p>	
<p>Revision books, study guides and English literature tests supplied for all Year 10 learners to support learners earlier</p> <p>£18,000</p>	<p>As stated in the EEF summary of recommendation for parent engagement the book gifting will be alongside post 16 providers and careful advice on how to support learners at a dedicated information event.</p>	<p>2, 3, 5, 6, 7</p>
<p>Two form time reading sessions per week for Years 7-10</p> <p>Form time reader texts are mapped in line with personal development plan and the 9 protected characteristics</p> <p>Teachers model fluent and expressive reading aloud in form</p> <p>£1000</p>	<p>The EEF suggests that early literacy approaches can have an impact of 4+ months with reading comprehension strategies 6+ months.</p> <p>The EEF guidance poster can be found here which forms part of our whole school approach.</p> <p>The EEF guidance report details prioritising disciplinary literacy across the curriculum well as the use of academic text which encompasses our love to read strategy.</p>	<p>2</p>
<p>Employment of Mathematics tutor to work with LPA learners in either a supportive role in class or through small group intervention during mathematics lessons.</p> <p>£32,462</p>	<p>The EEF suggest 1-1 and small group tuition can have 5+ months impact in a year. As identified by the EEF one to one tuition teacher toolkit small group tuition has the most impact when explicitly linked to normal lessons. Learners requiring intervention will be carefully selected based on prior attainment and data collection points.</p>	<p>3, 5, 6</p>
<p>Employment of English tutor to work with LPA learners in either a supportive role in class or through small group intervention during English lessons.</p>	<p>The EEF suggest 1-1 and small group tuition can have 5+ months impact in a year. As identified by the EEF one to one tuition teacher toolkit small group tuition has the most impact when explicitly linked to normal lessons. Learners requiring intervention will be carefully selected</p>	<p>3, 6, 7</p>

£32,462	based on prior attainment and data collection points.	
<p>Magic Link handwriting</p> <p>To be implemented by Achievement leaders and English tutor.</p> <p>£1270</p>	<p>A range of studies have found that specific targeted handwriting intervention over a recommended 8-week period can have significant impact on improvement of handwriting.</p> <p>Better legibility = less cognitive load for composing text, more confidence, more fluent writing, possibly better exam / test performance in subjects that require written work.</p>	
<p>Book vending machine</p> <p>£3000</p>	<p>The EEF suggests that early literacy approaches can have an impact of 4+ months with reading comprehension strategies 6+ months.</p> <p>The EEF guidance poster can be found here which forms part of our whole school approach.</p> <p>The EEF guidance report details prioritising disciplinary literacy across the curriculum well as the use of academic text which encompasses our love to read strategy.</p>	2
<p>Achievement leaders for each year group to drive aspirations and achievement and bridge the communication gap between school and parents/carers.</p> <p>This includes through programmes such as</p> <ul style="list-style-type: none"> • Aspire to Aston • Junior Saunders • IBIS hotel working • Power of Hair workshop • BBC PA workshops • HS2 workshops • Oxford university visit • Stem girls mentoring • Royal Navy <p>£35,000</p>	<p>The EEF describes raising aspirations as 'the things young people hope to achieve for themselves in the future'. Aspiration interventions tend to fall into three broad categories:</p> <ol style="list-style-type: none"> 1. interventions that focus on parents and families; 2. interventions that focus on teaching practice; and 3. out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>Achievement leaders will ensure through work with our careers lead and other key leaders in the school learners gain exposure to new opportunities whilst developing self-esteem, motivation or self-efficacy. This links to metacognition and self-regulation.</p>	1,5,6, 7

<p>Art Therapy</p> <p>£3700</p>	<p>A study of “arts-in-nature” (art making + nature activities) with children from areas of <i>high deprivation</i> found effects in self-confidence, self-esteem, agency, calmness, emotional expression, and some academic engagement. Even though the quantitative well-being measures did not always reach statistical significance, teacher reports and qualitative feedback indicated positive change.</p>	<p>5, 6</p>
---------------------------------	--	-------------

Wider strategies

Budgeted cost: £162,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO 1 additional day per week with the support of interpreters to engage with hard-to-reach families</p> <p>£10,000</p>	<p>The EEF attendance intervention rapid evidence assessment demonstrates that parent engagement has a small positive impact on learners' attendance with mentoring having widely varying results. With this in mind and knowing that many academic studies have shown a direct link between attendance and progress towards GCSE grades, 19 days of school missed per year (attendance of 90%) equals one GCSE grade dropped on average the planned use of an educational welfare officer supporting externally and building positive relationships will support attendance of key learner groups.</p> <p>Interpreters available for parents of EAL utilised to ensure that key messages are delivered to parents, including the importance of attendance.</p>	<p>1</p>

<p>Attend platform</p> <ul style="list-style-type: none"> Attend is an attendance-management software system designed for schools. attending.school+2schoolsynergy.co.uk+2 It aims to help schools monitor, analyse, and improve learners' attendance via workflows, data insights, intervention tools, and parent/carer communication <p>£4000</p>	<p>The EEF attendance intervention rapid evidence assessment demonstrates that parent engagement has a small positive impact on learners' attendance with mentoring having widely varying results. With this in mind and knowing that many academic studies have shown a direct link between attendance and progress towards GCSE grades, 19 days of school missed per year (attendance of 90%) equals one GCSE grade dropped on average the planned use of an educational welfare officer supporting externally and building positive relationships will support attendance of key learner groups.</p>	<p>1</p>
<p>Designated wellbeing team to promote wellbeing and protection of mental health, as well as work directly with learners and families at risk.</p> <p>£39,900</p>	<p>Evidence from the EEF teacher toolkit suggests that effective social and emotional education can have an impact of 4+ months for learners. The wellbeing team as suggested in the toolkit will work on developing self-management of emotions and targeting shorter regular sessions.</p>	<p>4</p>
<p>Senior pastoral lead behaviour appointed to ensure rigor in set up and implementation of the adapted behaviour system.</p> <p>£20,000</p>	<p>The EEF toolkit for behaviour interventions demonstrates an impact of 4+ months when used to tackle anything from low level disruption to anti-social behaviours. The implementation of the Wave System allows learners to receive different levels of support depending on their individual need. The senior lead will also support staff with behaviour management in the classrooms which will as supported by the EEF improve</p>	<p>1, 3, 4</p>

	learners cognitive and social skills which could in turn lead to academic improvement.	
<p>KS3 & KS4 behaviour leads to oversee implementation and rigor to each key stage as well as their own year group.</p> <p>£40,229</p>	<p>The quality assurance process is more streamlined with pastoral leads overseeing each key stage. This allows appropriate levels of challenge to ensure that rhetoric is reality. It also supports more inexperienced staff with their role and gives an escalation process when dealing with poor choices from learners.</p>	1, 3, 4
<p>Impact mentoring from 'Foundation 4 the future' for learners at risk of disengagement in school and outside negative influence</p> <p>£20,000</p>	<p>The EEF toolkit suggests that mentoring can have an impact of 2+ months for moderate financial implementation. In general, they suggest that it develop confidence and relationships and raise aspirations. Previous success with foundations for the future has allowed learners to develop relationships with mentors that they identify with by working through external and internal barriers to education and success. Learners that are targeted for mentoring with external providers are those that are at risk of a higher wave on the behaviour system</p>	1, 4, 6
<p>Aspirational speakers</p> <ul style="list-style-type: none"> • Junior Saunders - £1000 • GB athletes <p>£3000</p>	<p>Whilst the EEF toolkit rates the impact of "Aspiration interventions" as unclear, a challenge concerning our disadvantaged learners has been a lack of knowledge or experience of higher education or the professional world in their family settings.</p> <p>Our Careers Leader has organised a number of external trips, university visits, post 16 events and speakers to engage and inform our learners of the path to success</p>	1, 5, 6, 7

Providing all food technology ingredients and containers £6000	Experience has shown that a barrier to learners engaging with practical subjects including food technology is the affordability of cooking ingredients. For the past 2 years this has been very successful and allowed all learners to participate in the lessons.	1, 4, 6
School nurse £8000	With a limited number of resources in the local community and reluctance of parents/carers to access healthcare when required the contract with the NHS on providing a school nurse means we have in house provision to support needs. This will support learners with health assessment, questions and concerns. The school nurse will also signpost and refer where appropriate.	1, 4
Unifrog £1000	The EEF careers and education infographic states that careers education works best when learners have personalised guidance. Unifrog allows impartial advice on course and opportunities at post 16	5, 6
Academic Rewards and motivation including reward trips and vouchers £5500	The creation of a half termly rewards system to recognise <ul style="list-style-type: none"> - High achiever - Most progress - Commitment to learning - Attitude to learning - Homework hero And more.	1, 2, 3, 4, 5, 7
Food for revision and intervention sessions outside of school hours £3000	To motivate learners to attend and ensure those disadvantaged learners are fuelled sufficiently to actively engage in learning. Research shows that poor nutrition can lead to irritability, lack of concentration and focus.	6

<p>Two pianos for the performing arts department</p> <p>£2000</p>	<p>The UK government's policy document The Power of Music to Change Lives: A National Plan for Music Education (2022) explicitly states that: "Learning to play an instrument and make music together is a vital part of a rich and rounded education. Music ... helps to develop language, motor skills, emotional intelligence and collaboration skills."</p>	<p>1,5,7</p>
---	---	--------------

Total budgeted cost: ££637,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2019	2022	2023	2024	2025
Progress 8	-0.19	-0.07	-0.38	-0.56	n/a
Attainment 8	3.65	4.30 (40.03)	3.79 (37.88)	3.72 (37.20)	3.72 (37.21)
Basics 4+	36.8% (75)	54.4% (106)	47.3% (95)	49.2% (98)	47.9 (81)
Basics 5+	17.2% (35)	38.9% (75)	26.9% (54)	21.1% (42)	27.2% (46)
EBacc 4+	15.7% (32)	17.6% (34)	21.9% (44)	14.6% (29)	17.2% (29)
EBacc 5+	6.4% (13)	14% (27)	12.4% (25)	6.5% (13)	11.2% (19)

	2019	2022	2023	2024	2025
PP					
A8	35.9	38.77	30.92	34.06	34.07
Basics 4+	30.6%	43.3%	30.3%	43.9%	43.7%
Basics 5+	18.4%	30.8%	19.2%	14%	7.2%

Please see documents PP strategy review 2024-2025 for a comprehensive breakdown of the impact of each spend.

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.

Programme	Provider
Foundations for the future mentoring	Foundations for the future