

Pupil premium strategy statement – Stretford Grammar School 2025-26

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	805 (excluding Sixth Form)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	M.Mullins
Pupil premium lead	D.Price
Governor / Trustee lead	Mr. S. Lynne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£TBC
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£TBC
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>	£TBC

Part A: Pupil premium strategy plan

Statement of intent

At Stretford Grammar School, our focus on supporting disadvantaged and vulnerable pupils is to understand the barriers they face in making good progress and to remove the non-academic elements which may impact on their achievement in school.

At the heart of the school's vision and values is the belief that we should give our best efforts first time: '**Aspirat primo fortuna labori**'. This is embedded in our core values of **Aspiration**, **Endeavour** and **Respect**.

The school has a long-standing commitment to building a highly aspirational and harmonious community which supports pupils through a well-planned and dynamic curriculum to fulfil their future ambitions. Underpinning this aspiration is the belief that our pupils achieve their potential through hard work and endeavour, giving the best of themselves around the school in their interactions with each other and the wider community. Founded on mutual respect and courtesy, these values and expectations permeate all that we do from door to school to ensure pupils can develop in an inclusive and caring school community where they become the very best that they can be.

Therefore, **our community** believes in:

- **Aspiration** - we always give our best efforts in everything that we do
- **Respect** - we take pride in working in a harmonious community built on kindness and integrity
- **Endeavour** - we try to be the best version of ourselves through participating in the opportunities provided by school and the wider community

To ensure every pupil has access to this vision we also consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are accessing support from the pastoral and safeguarding teams.

In order to support our pupils in overcoming the barriers and challenges they face, our strategy is a three-tiered approach focusing on closing the disadvantaged attainment gap through:

- Delivering high-quality teaching and learning through an effectively planned curriculum which ensure consistent classroom practice in calm, purposeful classrooms so that all pupils can achieve their potential and enjoy success
- The provision of targeted academic support in lessons, making adjustments where appropriate, to narrow the gaps identified through consistent tracking of achievement and progress
- Developing access to cultural capital opportunities in order to facilitate enjoyment, engagement and success beyond the classroom by focussing on

attendance, behaviour, social and emotional mental health and wellbeing and financial support

Challenges

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

Challenge number	Detail of challenge
1	Sustained Attainment and Progress Data in 2023 shows the Progress 8 score of 0.43 is below the whole school score of 0.6 and those achieving 5+ in English and Maths is slightly lower (90%) than the school average 95%. Equally, Attainment 8 score of 66.8 is below the whole school score of 72.1 and the APS for Ebacc subjects is 0.7 lower for disadvantaged pupils.
2	English – Literacy and Reading (whole school focus) Accessing a challenging curriculum requires pupils to have adequate literacy skills to access subject specific demands, both in day-to-day practice and for formative and summative assessment points. Diagnostic assessment and reading age tests indicate that the number of disadvantaged pupils with lower scaled scores begins to widen as pupils progress through KS3. • 22% of Year 7 disadvantaged have a scaled score between 93 and 105 – with a reading age between 10.08 and 12.03 (compared to other pupils 7% with similar scaled scores and reading ages). • 27% of Year 8 disadvantaged have a scaled score between 100-103 – with a reading age between 12.09 and 13.02 (compared to other pupils 12% with similar scaled scores and reading ages). • 36% of Year 9 disadvantaged have a scaled score between 90 and 102 – with a reading age between 11.05 and 14.03 (compared to other pupils 10% with similar scaled scores and reading ages)
3	Attendance and Punctuality We recognise and share the belief that all pupils make good progress when they attend school. However, because of the pandemic, there has been a rise in pupils nationally who are persistently absent from school. Several barriers including Social Emotional Mental Health and Wellbeing have impacted on school attendance in recent years and provided barriers. Internal data for persistent does show a slight in year gap of 0.4% which has improved significantly since the pandemic.
4	Developing aspiration and participation A main tenet of the schools' values and ethos is to provide all pupils with the opportunity to participate in a wide range of activities to foster engagement, develop 'cultural capital' and broaden their knowledge skills and aspirations.
5	Financial Constraints

	For some pupils access to equipment and resources has limited participation in activities that develop the whole child, raise aspirations, and provide opportunities for success beyond the classroom.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Attainment and Progress gaps narrow	• Develop Effective Formative assessment through the SSAT programme that ensures pupil gaps in learning are identified and acted on. • Embedding the principles of Rosenshine to support the delivery of Quality First Teaching • Each subject will have clearly defined 'milestone' assessments and Mid-Year and End of Year assessments that are tracked and used to inform intervention strategies. • At KS3, pupils are making the progress that is secure across each subject area. Where pupils are not on track to meet target grades, they are engaged with intervention sessions, as demonstrated by our intervention data. The overall outcomes for disadvantaged pupils are at least in line with non-disadvantaged pupils. • Disadvantaged pupils provided with additional tutoring where gaps in performance are occurring • Reduction of class sizes in English to support Literacy interventions
2. High levels of literacy including improving reading ages among disadvantaged pupils (and other pupils identified as requiring support and intervention) across school, specifically focusing on those pupils identified by diagnostic assessments that have lower chronological reading ages in KS3 and where data captures in KS4 identify gaps.	By the end our plan: • reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils (and other targeted pupils) and will be in line with or above their chronological age. • internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately. • pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in

	summative assessments – across the entire curriculum. • Reduction of class sizes in English to support Literacy interventions
3. School attendance of disadvantaged pupils to be in line with the high level of attendance at whole school level because of a reduction in the barriers to attendance	Sustained high levels of wellbeing from 2022-23 demonstrated by: • qualitative and quantitative data from pupil voice, pupil and parent surveys and teacher observations. • CPOMS data to demonstrate that all pupils have received the appropriate support pathways. • Provision Map support plans are in place and detail specific support strategies. • Attendance Forums held termly to support parents with strategies to encourage improved attendance • School Counsellor to support pupils with SEMH and Wellbeing • School to support pupils through a range of providers including Trafford Teams Together, #BeeWell and other initiatives • 2 Pastoral Managers appointed in KS3 and KS4 to support pupils • Attendance is 97% for ALL pupils
4. Pupils from disadvantaged backgrounds can experience a range of activities which develop cultural capital, engagement, and participation	• Disadvantaged pupils attend curriculum enrichment trips and Year 7 Conwy Residential and Year 9 School Camp. Music lessons funded. Aspiration activities to provide careers advice and guidance • Activities tracked so that pupils can be engaged with to • Endeavour award developed which celebrates pupil participation, engagement, progress and achievement • Enrichment offer shaped and advertised to the school community • Increased opportunities for pupils to have employment encounters which raise aspirations and achievement
5. Removal of financial constraints to ensure pupils can access the curriculum commensurate with their non disadvantaged peers	• Connectivity • Specialist clothing for activities e.g. uniform etc • Support of pupils to access trips and visits which underpin the curriculum offer

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: £80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of SSAT EFA Training for the whole staff to support effective assessment and reduce the burden of marking so that pupils can act on the use of effective feedback.	Research shows that 'high quality teaching is the most important lever that will help to improve disadvantaged outcomes. This has been identified as a key principle in the EEF Guide to the Pupil Premium. Internal quality assurance of the deployment of highly skilled Advanced Practitioners also supports this rationale, not only helping the disadvantaged pupils but every pupil in the class. Research for Education Inspection Framework in 2019 reports that the 'teaching effectiveness is a strong predictor of pupils' progress throughout school, and having a succession of strong or weak teachers can have lasting effects.	1,2
CPD delivered with a focus on whole school disciplinary literacy and the teaching of reading strategies. Curriculum schemes of work will focus on subject specific literacy through identifying tier 2 and tier 3 language. Literacy Coordinator to develop whole school reading strategy to support reading and encourage pupils love of reading through a range of creative activities	Research from EEF regarding the explicit teaching of reading strategies shows that Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. This is also supported by the EEF as part of their recommendations in Improving Literacy in Secondary Schools. It is recommended that school leaders prioritise subject specific literacy training, rather than general approaches.	1,2

Purchase of standardised diagnostic assessments. CPD for staff on the use of diagnostic assessment so that the application of knowledge tasks identify gaps in knowledge. All Pupils in KS3	Developing the ability of teachers to reflect on the pupils' strengths and weaknesses using diagnostic assessment will help pupils know more and remember more. Findings from the EEF Diagnostic Assessment insights will be incorporated in to the training of teachers. GL Assessment will provide the school with the reading ages and the Standard Age Scores of our pupils. This information will be used in school to introduce extra challenge or interventions to address any areas identified as before they impact on performance. This information will also help the school to identify pupils who may have barriers to accessing the curriculum.	1,2
CPD Programme to support teacher development particularly on NPQs and NPQSLs in Leading Teaching and Learning, Literacy, Behaviour for Learning and Leadership to support recruitment and retention and motivate staff in development of Quality First Teaching	DfE Using Pupil Premium Guidance for School Leaders 2023	1,2

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, small group tutoring to address continued educational recovery.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2

Key Stage 4 - Subject specific support sessions delivered to targeted pupils in Year 11 post mock results and delivered via timetabled planned sessions. Pastoral interventions put into place for Year 10 pupils post assessment points	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of attendance workshops and systems to understand barriers to attendance and put in place appropriate strategies to meet a range of needs through the appointment of a school counsellor and attendance and welfare officer	EEF – Teaching and Learning Tool Kit DfE Guidance on Challenging attendance EEF – Working with Parents to Support Attendance Senior Mental Health Lead Training EEF Social and Emotional Learning Behaviour Interventions	3,4
Tutor Time and Endeavour Programme used to raise aspirations and ambitions of pupils in developing cultural capital, resilience, and enrichment	EEF Teaching and Learning Tool Kit	4,5

Total budgeted cost: £ 144.000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils Supported

In 2024 to 2025, 14% of pupils in Years 7-11 were eligible for pupil premium funding (121)

During the year academic progress was tracked via the use of tracking software that compared PP pupil progress to Non PP pupil progress in KS4. In KS3 the Pupil Progress tracker was used to inform staff about the progress being made at Mid Year and End of Year Assessments. Gaps in progress were highlighted and Progress Leaders put in place support plans where required. In addition to this tracking, key pastoral indicators were also used to monitor and support pupils, such as attendance figures; behaviour via Bromcom and engagement with enrichment opportunities.

SECTION A – Intended Outcomes

Intended outcome: High levels of literacy including improving reading ages among disadvantaged pupils (and other pupils identified as requiring support and intervention) across school.

During the year identified pupils undertook initial literacy tests in English classes and further tests were taken using GL Assessment. Where progress was not in line with the cohort, additional literacy tuition was provided, and the pupils retested to show impact. Of the initial whole school testing of KS3 and KS4 pupils, 46 pupils were retested with 13 pupils identified as being below reading age. Further intervention and testing reduced this figure to 2 by the end of the year. In addition, Milestone assessments were analysed to provide an indication of progress and support was put into place within subjects and through progress leader intervention.

Throughout KS3 progress for Pupil Premium pupils by the end of the academic year was as follows:

Year Group	Grade	PP %	NonPP %	Gap
Year 7	Exceptional	11.5%	15%	-3.5%
	Proficient	19.2%	24.2%	-5%
	Secure	57.2%	49.6%	+7.6%
	Inconsistent	11.5%	14%	-2.5%
	Limited	0%	0%	0%
Year Group	Grade	PP %	NonPP %	Gap
Year 8	Exceptional	8%	11.4%	-3.4%
	Proficient	14.1%	17.9%	-3.8%
	Secure	46.9%	54.4%	-7.5%
	Inconsistent	26.9%	15.4%	+11.5%
	Limited	4%	0.7%	+3.3%
Year Group	Grade	PP %	NonPP %	Gap
Year 9	Exceptional	4.6%	9.8%	-5.2%
	Proficient	14.1%	20.1%	-6%
	Secure	56%	53.5%	+2.5
	Inconsistent	23.3%	14.4%	+8.9%
	Limited	1.8%	2.1%	-0.3%

Year 7 Summary

- Secure category increased significantly (+7.6%)**
 - This suggests more students are achieving a solid, reliable level of performance.
 - Indicates positive movement toward consistency and foundational competence.
- Exceptional and Proficient categories decreased (-3.5% and -5%)**
 - Fewer students are reaching the highest performance bands.

- Could imply a narrowing of top-end achievement or a shift toward middle-tier performance.

3. **Inconsistent slightly decreased (-2.5%)**

- Fewer students are struggling with erratic performance, which is positive.
- However, the decrease is modest compared to gains in Secure.

4. **Limited remains at 0%**

- No students are performing at the lowest level, which is excellent.
- Suggests baseline expectations are being met across the cohort.

Interpretation

- The overall trend shows **a move toward stability and secure performance**, but **a decline in high achieving PP students**.
- This could indicate:
 - Greater focus on bringing weaker students up to a secure level.
 - Possible lack of challenge for top performers, leading to fewer exceptional results.
- The data suggests **intervention strategies may need to target stretching the most able PP students** while maintaining support for those at risk of inconsistency.

Year 8 Summary

1. **PP students underperform compared to Non-PP students across all positive grades:**
 - **Exceptional:** PP (8%) vs Non-PP (11.4%) → Gap of **-3.4%**
 - **Proficient:** PP (14.1%) vs Non-PP (17.9%) → Gap of **-3.8%**
 - **Secure:** PP (46.9%) vs Non-PP (54.4%) → Largest gap of **-7.5%**
2. **Negative performance indicators are higher for PP students:**
 - **Inconsistent:** PP (26.9%) vs Non-PP (15.4%) → Gap of **+11.5%**
 - **Limited:** PP (4%) vs Non-PP (0.7%) → Gap of **+3.3%**

Interpretation

- **Achievement Gap:** PP students are significantly less likely to achieve **Secure or above**, with the largest disparity in the **Secure** category (7.5% gap). This suggests that PP students are not consolidating core knowledge as effectively as Non-PP peers.
- **High Inconsistency:** Over a quarter of PP students (26.9%) fall into the **Inconsistent** category compared to 15.4% of Non-PP students. This indicates variability in performance and possible gaps in foundational understanding.
- **Limited Performance:** PP students are **five times more likely** to be in the **Limited** category (4% vs 0.7%), signalling a need for targeted intervention for the lowest-performing group.
- **Top-End Performance:** While both groups have students achieving **Exceptional**, PP students lag behind by 3.4%, suggesting fewer high achievers among disadvantaged students.
- **Overall Trend:** The data reflects a persistent disadvantage for PP students across all attainment levels, with the most concerning gaps at the **Secure** level and the overrepresentation in **Inconsistent** and **Limited** categories.

Year 9 Summary

1. **PP students underperform in higher attainment bands:**
 - Exceptional: PP (4.6%) vs Non-PP (9.8%) → Gap of -5.2%
 - Proficient: PP (14.1%) vs Non-PP (20.1%) → Gap of -6%
2. **Secure is slightly higher for PP students (+2.5%),** suggesting many PP students are meeting minimum expectations but not exceeding them.
3. **Inconsistent performance is significantly higher for PP students (+8.9%),** indicating greater variability and lack of consistency.
4. **Limited performance is similar across both groups,** with a negligible gap (-0.3%).

Interpretation

- **Achievement Gap at Top End:** PP students are less likely to achieve Exceptional or Proficient, which suggests barriers to high achievement.
- **Secure Dominance:** While PP students slightly outperform in the Secure category, this may indicate a plateau effect—students are meeting basic standards but not progressing to higher levels.
- **High Inconsistency:** The large gap in Inconsistent grades (+8.9%) presents a challenge. It points to issues with engagement, or gaps in foundational knowledge that prevent sustained performance.

Overall Observations

- PP students tend to perform better in *Secure*, *Inconsistent*, and *Limited* bands.
- NonPP students consistently outperform in *Exceptional* and *Proficient* bands.
- The most significant gap appears in Year 8, highlighting a need to support PP students in reaching higher attainment levels.

Comparison of Trends Across Year 7, Year 8, and Year 9

1. Secure Performance

- Year 7: Significant increase (+7.6%) → More students achieving stable performance.
- Year 8: PP students lag behind Non-PP by 7.5% (PP 46.9% vs Non-PP 54.4%).
- Year 9: PP slightly higher than Non-PP (+2.5%), suggesting plateau at Secure level.

Trend:

Overall, Secure performance improves in Year 7, but in Years 8 and 9, PP students either lag behind or plateau, indicating a focus on foundational competence but limited progression to higher bands.

2. Exceptional & Proficient (High Achievement)

- Year 7: Both categories decreased (Exceptional -3.5%, Proficient -5%) → Fewer top performers.
- Year 8: PP students underperform:
 - Exceptional: -3.4% gap
 - Proficient: -3.8% gap
- Year 9: Gaps widen:
 - Exceptional: -5.2%
 - Proficient: -6%

Trend:

Consistent decline or gap in high achievement for PP students across all years. Year 9 shows the largest disparity, suggesting persistent barriers to top-end attainment.

3. Inconsistent Performance

- Year 7: Slight decrease (-2.5%) → Positive movement.
- Year 8: PP students significantly higher (+11.5% gap).
- Year 9: PP students still much higher (+8.9% gap).

Trend:

While Year 7 shows improvement, Years 8 and 9 reveal major consistency issues for PP students, indicating engagement or knowledge gaps.

4. Limited Performance

- Year 7: 0% → Excellent baseline.
- Year 8: PP students five times more likely to be Limited (4% vs 0.7%).
- Year 9: Minimal gap (-0.3%), but still present.

Trend:

Year 7 strong baseline, but Year 8 shows a spike in Limited performance for PP students, which slightly stabilizes in Year 9.

Intended outcome: To continue achieve sustained high attainment for all our disadvantaged pupils, with no inschool gap.

GCSE Results:

Achievement Overview:

	All	Male	Fe- male	Disadvan- tagged - Yes	Disadvantaged - No
5x 9-4 including English and Mathematics - (%)	100	100	100	100	100
5x 9-5 including English and Mathematics - (%)	95.6	96.3	95	93.8	95.8
EBacc Achievement 9-4 - (%)	41.3	32.5	50	50	40.3
EBacc Achievement 9-5 - (%)	39.4	28.8	50	43.8	38.9

Key Insights

- **Universal success** in achieving 5x 9–4 including English and Maths across all groups.
- **Slight gender gap** in 5x 9–5: Males (96.3%) outperform Females (93.8%).
- **EBacc Achievement** shows a **significant gender difference**:
 - Females outperform Males by **17.5 percentage points** at 9–4 and **21.2 points** at 9–5.
- **Disadvantaged students** perform comparably in EBacc 9–4 (50%) but slightly lower in EBacc 9–5 (43.8%) compared to non-disadvantaged (38.9%).

	All	Male	Female	Disadvantaged - Yes	Disadvantaged - No
Attainment 8 - (Avg)	74.41	74.33	74.49	72.56	74.61
English Element AT8 - (Avg)	14.96	14.95	14.98	14.75	14.99

Mathematics Element AT8 - (Avg)	14.43	14.68	14.18	14.13	14.46
EBacc Element AT8 - (Avg)	22.98	23.05	22.91	22.13	23.07
Open Element AT8 - (Avg)	22.04	21.65	22.44	21.56	22.1

Overall Performance

- **Attainment 8 Average (All): 74.41**

This is a strong overall score, indicating good performance across subjects.

Gender Comparison

- **Male: 74.33 vs Female: 74.49**
 - Performance is almost identical, with females slightly ahead (+0.16).
 - Suggests gender is not a significant factor in overall attainment.

Disadvantaged vs Non-Disadvantaged

- **Disadvantaged: 72.56 vs Non-Disadvantaged: 74.61**
 - Gap of **2.05 points**, showing disadvantaged students perform slightly lower overall.
 - Indicates a need for targeted support to close this gap.

Subject Breakdown

- **English Element**
 - All: 14.96 | Male: 14.95 | Female: 14.98
 - Very balanced performance across genders.
 - Disadvantaged slightly lower (14.75 vs 14.99).
- **Mathematics Element**
 - Male: 14.68 vs Female: 14.18
 - Males outperform females by **0.5 points**, suggesting a gender gap in Maths.
 - Disadvantaged also slightly lower (14.13 vs 14.46).
- **EBacc Element**
 - All: 22.98 | Male: 23.05 | Female: 22.91
 - Males slightly ahead; disadvantaged lower (22.13 vs 23.07).
- **Open Element**
 - Female: 22.44 vs Male: 21.65
 - Females outperform males by **0.79 points**, suggesting strength in creative or open subjects.
 - Disadvantaged slightly lower (21.56 vs 22.10).

Implications

- **Gender gaps:**
 - Maths favours males; Open element favours females.
 - English and EBacc are balanced.
- **Disadvantaged gap:**
 - Consistent across all elements, though relatively small.
 - Indicates equity strategies should focus on Maths and EBacc for disadvantaged learners.

	All	Male	Female	Disadv - Yes	Disadv - No
EBacc APS - (Avg)	6.71	6.63	6.78	6.57	6.72
English Element APS - (Avg)	7.48	7.48	7.49	7.38	7.49
Mathematics Element APS - (Avg)	7.21	7.34	7.09	7.06	7.23
Science Element APS - (Avg)	7.58	7.61	7.54	7.22	7.62
Humanities Element APS - (Avg)	6.91	7.03	6.79	6.13	6.99

Languages Element APS - (Avg)	3.48	2.7	4.25	4.44	3.37
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Key Insights from EBacc APS Data

Overall Performance

- EBacc APS average for all students: **6.71**
- Strongest subject: **Science (7.58)**
- Weakest subject: **Languages (3.48)** – significant gap compared to other elements.

Gender Comparison

- **Females outperform males** in:
 - EBacc APS (+0.15)
 - English (+0.01)
 - Languages (+1.55) – **major strength for females**
- **Males outperform females** in:
 - Maths (+0.25)
 - Science (+0.07)
 - Humanities (+0.24)
- **Implication:** Gender gaps are subject-specific—males stronger in STEM and Humanities, females significantly stronger in Languages.

Disadvantaged vs Non-Disadvantaged

- Non-disadvantaged students outperform disadvantaged in:
 - EBacc (+0.15)
 - English (+0.11)
 - Maths (+0.17)
 - Science (+0.40)
 - Humanities (+0.86) – **largest gap**
- **Languages anomaly:** Disadvantaged outperform non-disadvantaged by **1.07 points**.
- **Implication:** Equity gap most pronounced in Humanities and Science; targeted support needed.

Implications for Action

- **Languages:** Very low overall performance—requires review of performance and intervention strategies put in place.
- **Gender gaps:** Address female underperformance in Maths and Humanities; maintain strength in Languages.
- **Disadvantaged gap:** Focus on Humanities and Science for disadvantaged learners.

As part of the school's support we engaged with the National Tutoring Programme through the delivery of school led tutoring. This included term time tutoring; a revision and intervention support programme that provided 30 hours of additional support in English and Maths that targeted disadvantaged and pupils within the cohort that were identified as underachieving at data points.

Intended outcome: To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

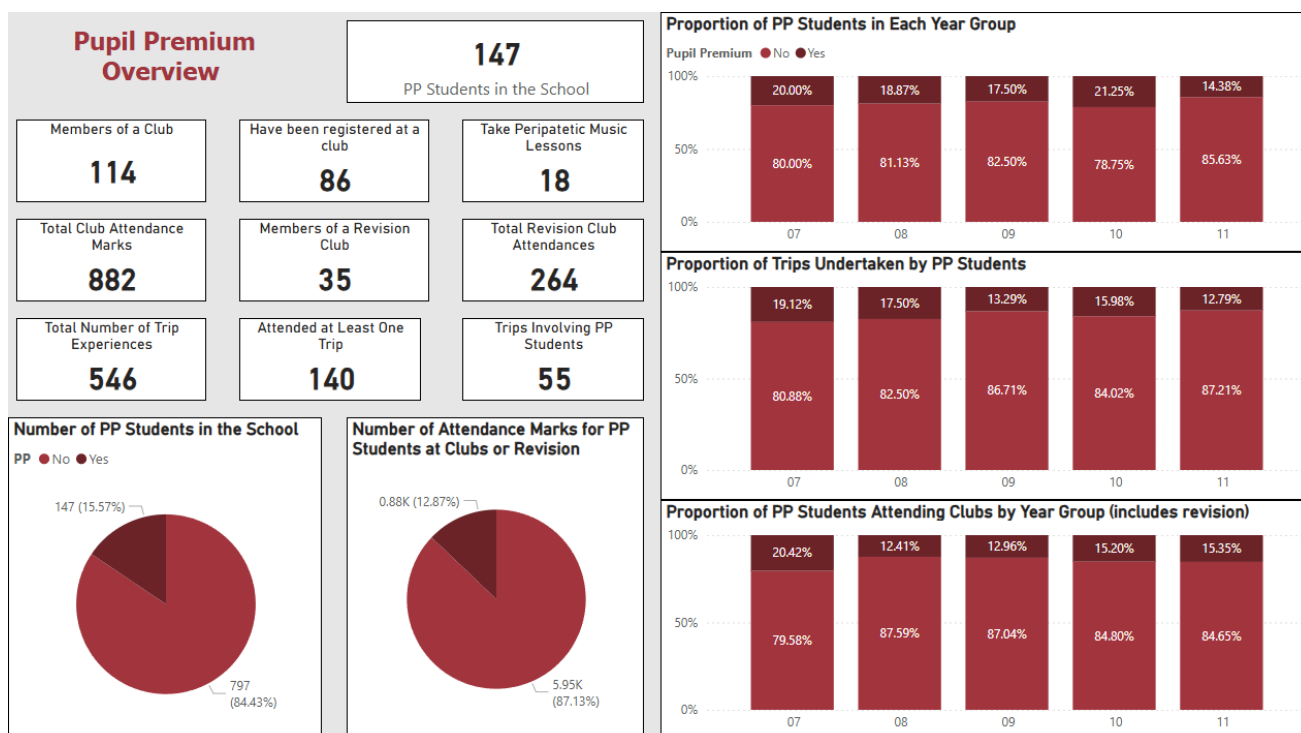
The PSHCE curriculum delivered lessons that focused on mental health and wellbeing and the KS3 and KS4 curriculum maps were developed to reflect a focus on these areas (curriculum maps available on the school website).

Counselling to 42 pupils of which 5 were PP and 1 was PLAC. Of these 5 pupils 32 individual sessions were delivered and the PLAC pupil received 27 sessions. Data from CPOMS shows that these sessions had a positive impact on mental health and attendance improved.

Feedback from counselling sessions reported positive impacts on wellbeing with pupils completing a course of sessions to their conclusion.

Intended outcome: To ensure that disadvantaged pupils receive opportunities to learn off site and develop cultural capital alongside their peers.

During the course of the year, financial support was provided for PP pupils on trips and visits:



Impact Statement: Pupil Premium Students' Access to Enrichment Clubs

The data shows that 147 Pupil Premium (PP) students are enrolled in the school, with 114 having joined a club, and 86 have registered at a club at least once. Attendance marks for PP students at clubs and revision sessions account for 882 out of 5,959 total marks (12.67%), indicating relatively low engagement compared to their proportion in the school population (15.57%). Furthermore, 35 PP students are members of a revision club, and 18 take peripatetic music lessons, suggesting that participation in specialist enrichment opportunities could be improved.

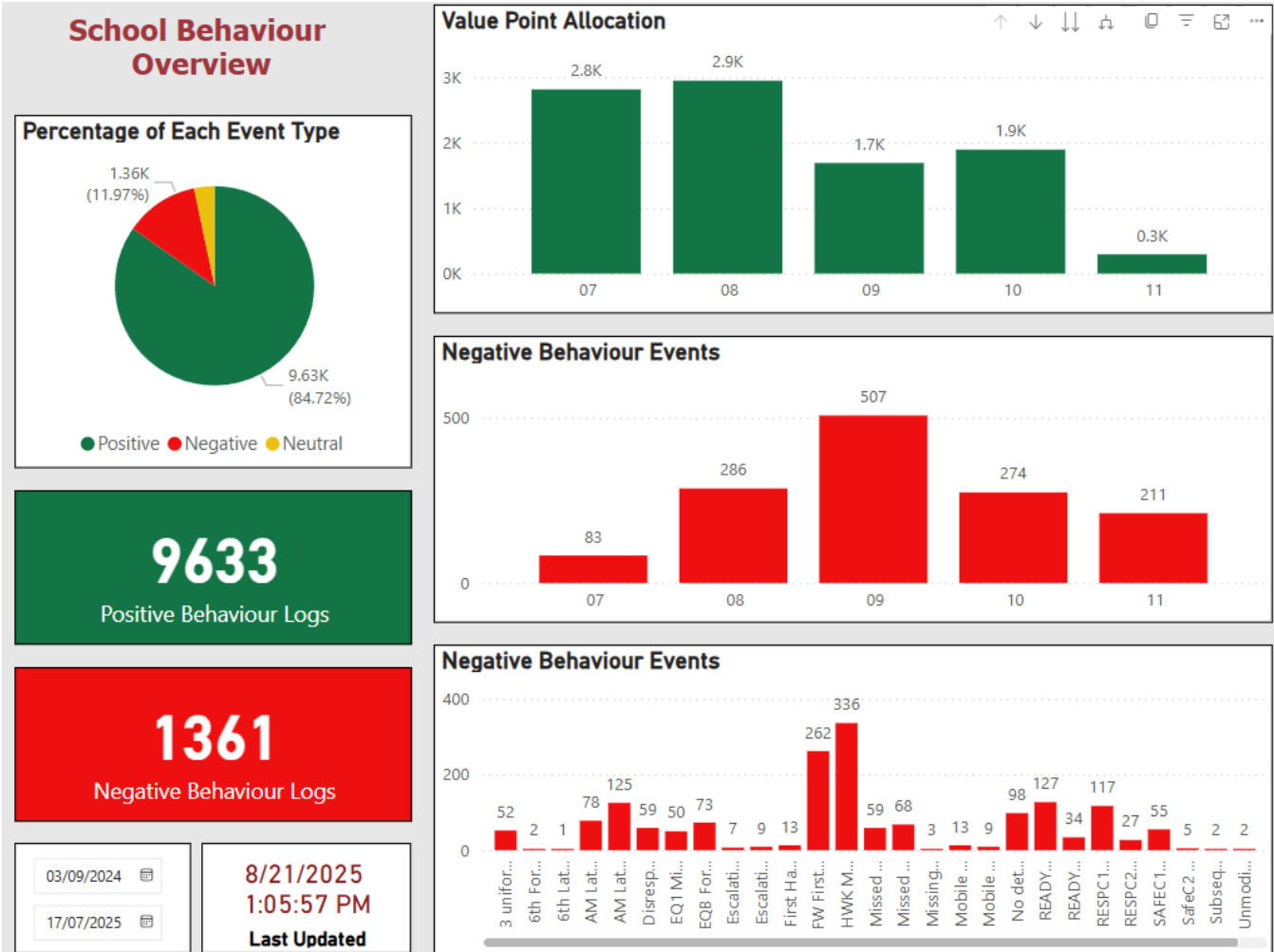
Trip participation: 140 PP students attended at least one trip, with 55 trips involving PP students - this highlights potential barriers to cultural and experiential learning. Year-group

breakdowns reveal that PP students' club attendance rates are consistently lower across all years, ranging from 20.42% in Year 7 to 1.53% in Year 11, with a downward trend as students progress through school. Similarly, PP representation in trips declines from 19.12% in Year 7 to 12.79% in Year 11, indicating that targeting engagement remains a priority.

Interpretation

- **Access Gap:** PP students are underrepresented in enrichment activities relative to their proportion in the school population. This gap widens in higher year groups, suggesting that older PP students disengage from enrichment opportunities over time.
- **Impact on Outcomes:** Limited participation in clubs, revision sessions, and trips may restrict PP students' exposure to cultural capital, peer networks, and academic support, all of which are linked to improved attainment and confidence.
- **Equity Challenge:** While some PP students engage in enrichment, the overall trend indicates systemic barriers—such as financial constraints, lack of awareness, or competing responsibilities—this remains a priority.

Value Points



PP students received a high percentage of positive value points in line with NonPP. Homework missed is the main negative and this is consistent with NonPP.

SECTION B – ACTIVITIES DURING THE YEAR

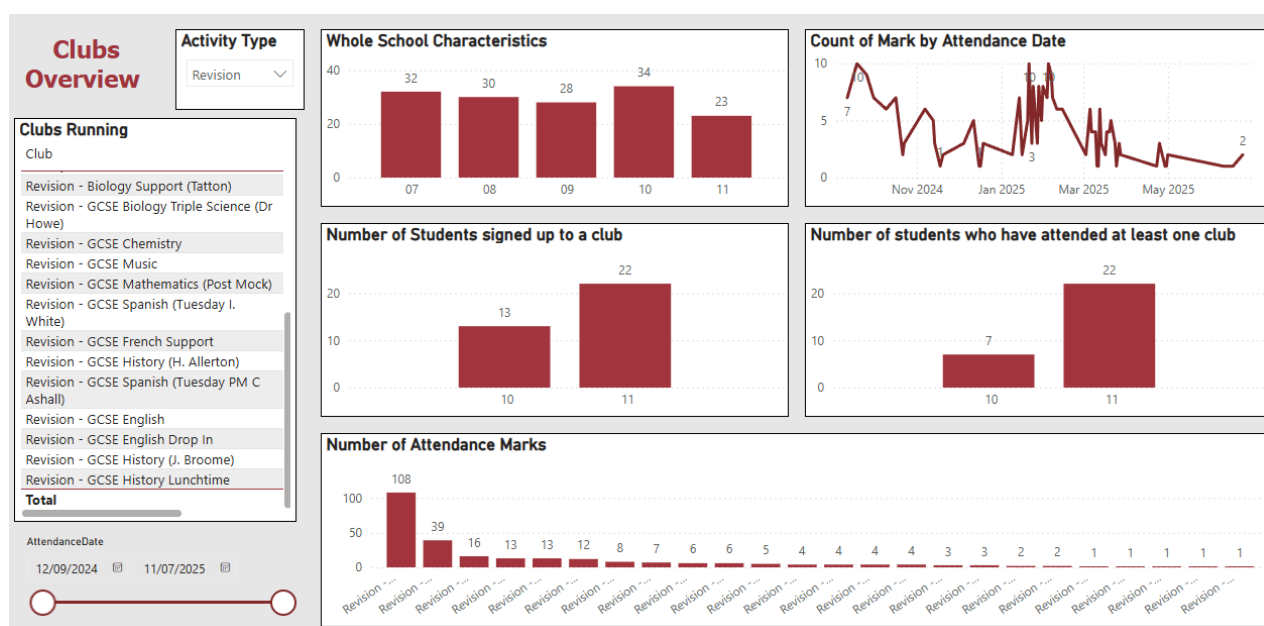
TEACHING

- SSAT Embedding Formative Assessment was rolled out to staff, parents and students. During the course of the year several meetings were held in teaching groups to disseminate EFA teaching strategies. All teaching staff set out action plans that put into practice teaching strategies to embed formative assessment as part of individual teachers and whole school pedagogy. Peer lesson observations demonstrated that strategies from the project are firmly embedded in practice. In addition, student voice provided positive feedback that several strategies are used in class on a regular basis. Combined with the Mid Year and End of Year assessment cycle, and curriculum milestone assessments, the project has enabled staff and students to develop learning that avoids the negative impacts of cognitive overload. Evidence from this can be seen in the general percentages of Secure to Exceptional grading at Key Stage 3 and the Attainment 8 score of 74.4 at Key Stage 4. Pupil Premium students are making very good progress in terms of Attainment 8 compared to National (School PP 72.5; National PP 45.9).
- CPD delivery to all staff embedded Tier 2 and Tier 3 literacy in all schemes of work – each subject has these terms embedded within Topic Overviews at the start of all new topics. Teaching of these terms and their use in specialist subject areas is explicit in teaching and lesson observations by the Literacy Co-ordinator demonstrate the whole school impact of the CPD. Reading is embedded into form time with all students taking part in active reading. Library data shows a large increase in borrowing with Pupil Premium cohort increasing at Key Stage 3 by 34%. Writing competitions have also increased numbers of students submitting pieces for publication in the Young Writers annual poetry collection (68 in 22/23 to 510 in 23/24, 524 in 24/25). This includes 14% of Pupil Premium students. In addition, all PP students were provided with a book of their choice from the school book fair.
- GL Assessments (New Group Reading Test) taken by all students in Year 7 at the start of the year. In addition, students from Years 8-10 who were identified as weaker readers through school data points were tested. This provided teaching staff with diagnostic information regarding levels of literacy and highlighted any students for intervention. As a result of the tests Year 12 Reading Mentors were employed in English classes to support students. After school interventions were put into place for students across the Key Stages 3 and 4. Results at the end of the English End of Year assessments demonstrated positive impact with most of the students moving up into Secure grading.
- CPD programme for NPQs and NPQSLs delivered and training to teaching staff on inset days, acted as EFA leaders and provided mentoring to staff on aspects of Teaching and Learning, Literacy and Behaviour. This has been instrumental in ensuring that Quality First Teaching is evidenced throughout the school – as performance management

targets and actions demonstrate. In addition, learning walks and lesson observations from senior leaders show that the programme has been effective in implementation.

SECTION C – TARGETED ACADEMIC SUPPORT

- Led by Progress Leaders and Heads of Subject, targeted academic support was put into place for students identified as not making expected progress (either by not meeting Secure grading at KS3; or by showing that progress levels were not in line with Minimum Expected Grade Targets at KS4). Data from Mid Year Assessments and Milestone assessments was used to identify cohorts of small group interventions. Intervention groups were closely monitored and work scrutiny conducted to track the effectiveness of interventions. Key Stage 4 subject specific support sessions were timetabled during lunch and after school. At each assessment point the cohort of targeted students was amended to reflect the needs of the students. Over the course of the year 13% of Key Stage 3 students received some form of targeted support. At Key Stage 4 subject revision sessions were fluid in terms of numbers according to the needs identified by data points. Year 11 students received a high degree of academic intervention with over 30% of the cohort accessing academic support/intervention – table below shows PP attendance in revision clubs.



SECTION D – WIDER STRATEGIES

- In order to provide effective attendance and emotional wellbeing for students, the Attendance Officer and School Counsellor provided targeted support during the course of the year. Attendance figures demonstrate that strategies put into place to raise attendance figures have been successful.
- The tutor programme was developed to enhance students' cultural capital and the school's investment in a new PSHCE programme has meant that the delivery of the RSE curriculum was more focused on providing students with impactful lesson content.

In addition, the spiral curriculum developed students' wider knowledge by being constructed around 6 core themes: Rights, Responsibilities and British Values; Celebrating Diversity and Equality; Relationships and Sex Education; Staying Safe Online and Offline; Health and Wellbeing; and Life Beyond School. This approach has ensured that students are taught about the wider issues beyond the academic curriculum.

- Trips and visits have provided students with a wide range of cultural and fulfilling experiences and PP students have been supported in all curriculum based enrichment activities such as music and drama additional lessons; religious studies curriculum trips to a range of places of worship; residential trips of an adventurous nature; and students are giving support to access the Duke of Edinburgh award.
- The school has also ran a wide range of clubs that have supported the students wider interests. These clubs have been accessed by a large number of students and the introduction of the new MIS BROCOM will enable a more forensic approach to tracking student involvement and thus enable the school to offer more clubs that reflect the student populations wider interests.