

Pupil premium strategy statement – Biddulph High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Biddulph High School
Number of pupils in school	625 (in Years 9-11) 24/25 770 in 2025/26
Proportion (%) of pupil premium eligible pupils	146 – 23.36% in 24/25 160 – 20.78% in 2025/26
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	D Scott
Pupil premium lead	V Deavall
Governor / Trustee lead	Louisa Moseley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,960
Recovery premium funding allocation this academic year	No longer exists
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£134, 960
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Biddulph High School we are committed to raising the achievement of all students across the curriculum to ensure that students make at least the progress of which they are capable. As a RADY beacon school (raising attainment for disadvantaged young people), we have embedded the ethos of supporting our disadvantaged pupils in all aspects of school life, through our approach to quality-first teaching and learning to ensure that we have an equitable model to give more support, guidance, and challenge to our disadvantaged youngsters in all lessons.

It is our intention that all students, regardless of their background or the challenges that they face, are able to make good progress and have access to a broad and challenging curriculum.

Our strategy aims to support disadvantaged learners achieve this goal, irrespective of their starting point at Year 9. We will consider the challenges our disadvantaged learners face and those of other vulnerable students.

High quality teaching sits at the heart of our approach, with a focus on high expectations of all students, irrespective of their background. High quality teaching has the greatest impact of closing the disadvantage attainment gap and there will be a focus on areas where disadvantaged students need the most support, yet this will benefit non-disadvantaged pupils in our school at the same time. It is our intention that attainment and progress for all pupils will be improved and sustained through high quality teaching.

Our approach will be responsive to the challenges that are common across our cohort but also to individual need, rooted in diagnostic assessment and not on any assumptions about the effect and impact of disadvantage. The approaches, we have chosen to adopt, complement each other to help learners achieve excellence.

- *ensure there are high expectations for disadvantaged learners and that they are challenged in the work they are set.*
- *early identification of need and early intervention*
- *a whole school approach, where all staff take responsibility for disadvantaged learners' outcomes.*

Challenges

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

Challenge number	Detail of challenge																												
1 – Outcomes and knowledge gaps	<p>The attainment of disadvantaged learners across subjects is lower than that of their peers.</p> <p>2024 Data</p> <table border="1" data-bbox="493 309 992 393"> <thead> <tr> <th></th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr> <td>Attainment 8</td><td>3.33</td><td>4.21</td></tr> </tbody> </table> <p>2025 Data</p> <table border="1" data-bbox="493 467 992 550"> <thead> <tr> <th></th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr> <td>Attainment 8</td><td>3.43</td><td>4.31</td></tr> </tbody> </table> <p>Contributing factors affecting academic performance include attendance, engagement in and attendance to individual lessons and accessibility of lessons considering knowledge gaps of our PP learners.</p> <p>Internal assessment and feedback shows some significant knowledge gaps for some of our PP cohort.</p>		PP	Non-PP	Attainment 8	3.33	4.21		PP	Non-PP	Attainment 8	3.43	4.31																
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2 – Reading	<p>KS3 disadvantaged learners generally have lower levels of reading than their peers, which has an impact on their progress across the curriculum.</p> <p>2025 – 41% of students are “on or above” age related expectations (Whole cohort 49%)</p> <p>25% of students are “below” age related expectations (Whole cohort 36%)</p> <p>16% of students are “significantly below” age related expectations (Whole cohort 14%)</p>																												
3 -Attendance	<p>The attendance of disadvantaged learners and vulnerable learners compared to that of their peers is lower meaning these learners are missing vital learning opportunities. This is a large factor in the final academic outcomes for the student.</p> <p>Data below:</p> <table border="1" data-bbox="514 1388 1378 1560"> <thead> <tr> <th colspan="7">Attendance and Suspensions</th> </tr> <tr> <th>BHS</th><th>2023</th><th>2023%</th><th>2024</th><th>2024%</th><th>2025</th><th>2025%</th></tr> </thead> <tbody> <tr> <td>Attendance ALL</td><td></td><td>90.8</td><td></td><td>91.1</td><td></td><td>91.6</td></tr> <tr> <td>Attendance RADY</td><td></td><td>85.6</td><td></td><td>85.9</td><td></td><td>83.2</td></tr> </tbody> </table>	Attendance and Suspensions							BHS	2023	2023%	2024	2024%	2025	2025%	Attendance ALL		90.8		91.1		91.6	Attendance RADY		85.6		85.9		83.2
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4-Number of suspensions and behaviour incidents	<p>Data suggests some of our disadvantaged learners find it more difficult to meet the school standards around behaviour for learning. This is evidenced in class incidents, lesson removals and the number of suspensions of our PP learners when compared to non-pp learners.</p> <p>The main challenge is to reduce lost learning time by ensuring students are in all timetabled lessons and engaging in learning by reducing suspensions and truancy.</p>																												

		Attendance and Suspensions						
		BHS	2023	2023%	2024	2024%	2025	2025%
Suspensions ALL				34.79		X		23.59
Suspensions RADY				X		X		15.7

5 – Parental / guardians Engagement

Data from Progress Evening attendance and other parent/guardians events shows that disadvantaged learners' parents/guardians are less likely to attend Progress Evenings and information evenings whether in person or online. Accessing online information such as letters/events invites may be a cause and not engaging with school social media outlets positively may be a contributing factor.

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
The attainment of disadvantaged pupils to be above national.	Progress 8 score to be positive and closing the gap to non- disadvantaged national. The school has an ethos of attainment for all. Target setting (MEGS) are aspirational and based on FFT20 with the RADY uplift applied in year 9 Observations show that there is an individualised approach to address barriers. A focus on QFT (Quality First Teaching), deploying the best staff for disadvantaged students, reviewing data frequently and acting swiftly. Teachers provide feedback on how to improve, considering unidentified gaps in skills and knowledge affecting pupil's ability to assimilate new concepts and develop learning. Retrieval practice is embedded in all lessons.
Parental engagement improves	All parents evenings are attended by 100% of PP parents. Home visits conducted to support parents in engaging with school where necessary and to challenge any barriers Parental views are positive in surveys
Aim for all students to be reading at expected reading age	Students in year 9 will reach expected reading age by year 10. Form time reading afternoon will be consistent across years 9-11
Attendance improves	Attendance of PP pupils to be in line nationally/internally with non-PP pupils

Lower suspension and internal exclusion rates	Reduce behaviour incidents and suspensions of PP by 20% by September 2027.
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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: £54,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – Designated disadvantaged learners' lead. This role will liaise with key stakeholders and whole school to promote the KPIs of the SEF applicable specifically to disadvantaged learners. Having a key member of staff will be a focal point for other staff to find guidance, ask questions as well as having someone to track and monitor the various initiatives specific to PP.	EEF and DFE: A Pupil Premium Lead ensures impact is tracked, adjustments are made, and resources are used efficiently.	1
RADY Beacon School – Using guidance from the team at Challenging Education and the Staffordshire Virtual School continue to train staff and develop strategies to support all disadvantaged learners throughout the school in all areas of school life including outcomes, attendance, behaviour and proportional representation.	Research from challenging education states that “Prior attainment of disadvantaged children is, on average, lower than that of other children it is inevitable that lower targets are set for disadvantaged children than other children – <i>there is a gap in the targets between the two groups. And this target gap helps to generate the next attainment gap.</i> It is about showing those students that you believe they can be relentless in your expectations and support highly effective assessment for learning”	1
CPD – Clear teaching and learning guides that outline the school	In its ‘Improving Behaviours’ report, the EEF recommends that ‘every pupil should have a supportive relationship with a member of staff’. The additional layers of support built into the	1,4

<p>principles for approach to teaching. This includes lesson structure and Mindset for Mastery. Clear behaviour policy processes.</p>	<p>school Inclusion staffing structure facilitates this and supports pupils if key members of staff are absent. It also recommends that 'Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.' By having these consistent members of staff in school, who are trained and familiar with the school's behaviour systems, consistency and coherence of school systems is enhanced for pupils. These consistencies with staffing and behaviour will lead to improved and enhanced outcomes in attainment. Consistencies in approach and positive relationships based on relational practices which are advocated by Paul Dix, 'When the Adults Change, Everything Changes' and Mark Finniss 'Restorative Practice'</p>	
<p>Trauma training – This will continue to be delivered to all staff to ensure deeper understanding of adverse childhood experiences and trauma and how this impacts on many aspects of a child's development including the ability to learn and engage in school.</p>	<p>Trauma informed schools UK: THIS training is designed to inform and empower school and community staff to respond effectively to vulnerable children/young people who have experienced trauma and/or have a mental health issue. The government Green Paper, 'Transforming Children and Young People's Mental Health Provision' (December 2017), states:</p> <p><i>There is evidence that appropriately trained and supported staff such as teachers and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder.)</i></p>	1,4
<p>Dr Frost Learning Maths Dr Frost programmes used within curriculum time and as homework will ensure students receive valuable feedback regarding their knowledge and skills gaps.</p>	<p>The EEF identifies as providing relevant, high quality and timely feedback as improving progress by 6 months. Using the Dr Frost learning toolkit staff can monitor students learning closely and adapt tasks depending on misconceptions.</p>	1,2
<p>Academic forms – Forms have been developed to provide specific interventions with specialist staff daily to</p>	<p>The EEF and DfE emphasize that schools must evaluate and sustain their strategies. A Pupil Premium Lead ensures impact is tracked, adjustments are made, and resources are used efficiently.</p>	1, 2,3

support in addressing any gaps and improve outcomes.		
Targeted Data Analysis and Progress Review Department meetings after every review point including a focus on disadvantaged learners. Pupil Premium meeting after every Data Point with key stakeholders.	The best available evidence indicates that great teaching is the most important lever schools have to improve student attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them. (EEF) Teaching & Learning Toolkit (EEF)	1
King's Trust Pathway – students have been very carefully placed on different options pathway for their Key Stage 4 learning. The princes trust qualification aims to develop functional maths and English skills alongside key life and work skills to prepare students for adult life. Students who for a variety of reasons may struggle to access the full curriculum at KS4 will benefit from gaining key skills to enable them to positively contribute to society and prevent the cycle of poverty.	EEF Guide to Pupil Premium Teaching & Learning Toolkit (EEF)	1
ASDAN English – A short course qualification in English targeting students with educational disadvantage ranging from medical need, SEND or PP to enable all learners to be successful and reach their next steps by attaining an English qualification.	EEF Guide to Pupil Premium Teaching & Learning Toolkit (EEF)	1, 2
Recruitment and retention of staff to ensure quality first provisions and	The EEF https://educationendowmentfoundation.org.uk/	1,2

support curriculum and enrichment opportunities for pupils.	support-for-schools/school-improvementplanning/1-high-quality-teaching in its report on High-Quality Teaching states that: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. '	
ECF - Early career teacher Framework training opportunities delivered through the TeachFirst Programme by trained staff within school.	EEF Guide to Pupil Premium Teaching & Learning Toolkit (EEF)	1
The EEF toolkit for Pupil Premium 2024 guidance training to be disseminated to all staff including strategies for the classroom	EEF Guide to Pupil Premium Teaching & Learning Toolkit (EEF)	1,4
Targeted after school revision programme – all DLs to have priority invites to revision and staff to engage with parents to ensure information has been communicated effectively.	Teaching & Learning Toolkit (EEF)	1, 2
Whole school reading strategy reading during form time Reading modelled by expert reader during tutor time. CPD delivered to staff regarding struggling readers and its impact on outcomes.	Engagement in form time reading shows an increase in engagement and enjoyment of reading supporting increasing reading ages. Westbrook et al (2019) Just Reading	2
Curriculum resources – staff are able to purchase resources for students using a bidding process. Items for example are: art resources to enable students to access the GCSE Art curriculum, revision guides and workbooks for	<i>"Children from the lowest income families are less likely to achieve the standard benchmarks at age 11, make slower progress in secondary school, and are much less likely to attend the most selective higher education institutions. This has an impact on levels of educational attainment and later job opportunities and wages"</i> Child Poverty Action Group. Providing resources for our disadvantaged learners enables us to provide equity and poverty proof the curriculum.	1

Science, compulsory literary text in English Literature.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading intervention groups – students to engage in targeted, intensive reading interventions following reading tests on entry to year 9. Year 10 & 11 students continue on the intervention if they are still below age-related expectations. These interventions not only focus on word reading, vocabulary and comprehension for older students they will also mirror what is taught in the curriculum to further embed concepts and exam content.</p> <p>Staffing to support Targeted intervention groups / Targeted one to one intervention.</p> <p>Baseline reading testing and intervention planned to address gaps and misconceptions and improve reading ages across the school.</p>	<p>Some students may require additional support alongside high-quality teaching in order to make good progress. The evidence suggests that small group and one to one interventions can be a powerful tool for supporting these students. EEF</p>	1,2
<p>Staffing – PP Intervention. Staff to create and manage targeted interventions. Qualified and experienced member of staff to be utilised to manage, create and monitor the effectiveness of targeted interventions for PP students where progress and attainment is lower than expected.</p>	<p>EEF research declares that TAs delivering targeted interventions in 1:1 or small group settings shows an impact of 3-4 months progress. The impact of adult support staff on pupils and mainstream schools (Alborz, Pearson, Farrell, and Howes, 2009) also supports the importance of sufficient training for TA's and Intervention staff. 'TAs tend to have a direct positive impact on pupil progress when they are prepared and trained,' Making sense of 'teaching,'</p>	1

	'support' and 'differentiation' (Webster & Blatchford, 2012)	
<p>Intervention lead and subject leads create programme of meaningful short term interventions to close gaps and address misconceptions.</p> <p>TA used to provide catch up for students and close gaps from missed learning.</p> <p>SEND PP students & PP students are provided with targeted and robust support.</p>	Teaching & Learning Toolkit (EEF)	1,3
<p>Teaching and learning centre staff</p> <p>The TLC provides pupils with access to an alternative setting to complete their work as and when required. This is fully staffed to allow flexibility with access.</p> <p>The setting can be used as a stepping stone to support in accessing the school due to absences and support catch up work.</p>	<p>Some students may require additional support alongside high-quality teaching in order to make good progress. The evidence suggests that small group and one to one interventions can be a powerful tool for supporting these students. (EEF)</p>	1,2,3

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

Budgeted cost: £60,597.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Monitoring, visits and meetings</p> <p>Whole school focus on attendance</p> <p>CPD for staff on attendance</p>	<p>Absence has a significantly negative impact on student attainment, especially for disadvantaged learners.</p> <p>https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</p> <p>Social Mobility Commission Against The Odds Report 2021</p>	3
<p>Parental Engagement Strategies</p> <p>Progress evenings offered to PP first, priority calls and bookings systems.</p> <p>Engagement of parents in</p>	<p>Parental Engagement is key as parents play a crucial role in supporting their children's learning. Levels of parental engagement are consistently</p>	5

<p>supporting students with revision for GCSE examinations.</p> <p>Posting of key documents home rather than using email and text alerts.</p>	<p>associated with academic outcomes. (EEF)</p> <p>Addressing Educational Disadvantage in Schools & Colleges (2021 p 87-8)</p>	
<p>Pathway support & Careers guidance</p> <p>Work closely with Y9 DLs to ensure their curriculum choices for KS4 are challenging but accessible.</p> <p>Provide meaningful opportunities to introduce DLs to the wide array of pathway opportunities available to them after KS4.</p> <p>Early identification of potential NEETs and high achievers.</p> <p>Intensive support through one to one careers meetings, group visits to provisions, taster sessions to support aspirations and clear goals.</p> <p>Follow up letters for parents during the final academic term to engage parents and support next steps where necessary.</p> <p>Assemblies and tutorials to provide students with knowledge to make informed next steps. Weekly drop-in sessions for guidance from Spring term onwards.</p>	<p>Sutton Trust Parent Power 2018</p> <p>Learning without Labels 2017(p83-4)</p>	1,3
<p>Access to ICT facilities</p> <p>Ensuring all students have access to ICT facilities.</p> <p>Ensuring all students have access to all equipment required to access curriculum and wider opportunities</p> <p>Testing for access arrangement</p> <p>Ensuring that all pupils have needs assessed to ensure that the relevant dispensation is issued to support outcomes</p>	<p>EEF Using Digital Technology to Improve Learning</p>	1
<p>ELSA</p> <p>Emotional literacy support assistant. To provide 1-1 support to individuals emotional needs</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting</p>	1,4

	children and young people (from primary through to secondary) with a range social and emotional needs.	
Valuable and varied extra curricular and enrichment programme	Extra-curricular activities are a valuable investment in your future, with research showing that students who participate in activities outside of their studies tend to have higher grades, better exam scores, and more positive educational experiences in general.	3,4
Resources - staff are able to purchase resources for students using a bidding process. Items for example are: uniform, shoes, PE kit and contributing towards educational visits and trips.	<i>“Children from the lowest income families are less likely to achieve the standard benchmarks at age 11, make slower progress in secondary school, and are much less likely to attend the most selective higher education institutions. This has an impact on levels of educational attainment and later job opportunities and wages”</i> <i>Child Poverty Action Group.</i> Providing resources for our disadvantaged learners enables us to provide equity and poverty proof the curriculum.	1

Total budgeted cost: £ 145,958.80

Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attainment data 24 and 25

Attainment/Progress 8 Summary						
BHS	2023	2023%	2024	2024%	2025	2025%
Average Attainment 8 Grade ALL Students	4.62		4.04		4.31	
Average Attainment 8 Grade RADY Students	3.48		3.33		3.43	
Basics 9-7						
BHS	2023	2023%	2024	2024%	2025	2025%
Students Achieving 9-7 in English and Maths ALL		10.8		9.7		6.8
Students Achieving 9-7 in English and Maths RADY		2.9		2.8		0
Students Achieving 9-7 in English ALL		19.6		14.4		16
Students Achieving 9-7 in English RADY		8.6		5.6		2.3
Students Achieving 9-7 in Maths ALL		14.7		14.4		10.2
Students Achieving 9-7 in Maths RADY		2.9		5.6		4.7

The number of students achieving **grades 9-4 in English and Maths 2025** is 41.9% (PP) vs 59.7% (non-PP) showing more needs to be done to support in closing the gap for our disadvantaged learners.

The reading programme identified anyone with a reading age of 12 and below upon entry in Year 9. Those identified completed the intervention programme.

Overall Data for Year 9

	September 2024	December 2024	March 2025
On or above	47.7%	64.2%	75.2% (39.8% above)
Below age	38.9%	24%	15.1%
Significantly below	13.5%	9.3%	8.8%

Attendance continues to be a key measure whole school and particularly with our PP learners. Figures show PP learners that PP students have lower attendance than non-PP learners. For 2025 – 26 this is a key focus moving forward where we aim for this gap to begin to narrow.

Attendance and Suspensions						
BHS	2023	2023%	2024	2024%	2025	2025%
Attendance ALL		90.8		91.1		91.6
Attendance RADY		85.6		85.9		83.2

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Dr Frost	Dr Frost
Know it all Ninja	Know it all Ninja