

Pupil premium strategy statement

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)
Proportion (%) of pupil premium eligible pupils	146 – 23.36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	D Robinson (Executive Headteacher)
Pupil premium lead	Kerry-ann Swift: Disadvantaged Learners Lead SLT Strategy Lead – Emma Moss Assistant Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,810
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,810

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	<p>The attainment of disadvantaged learners across subjects is lower than that of their peers.</p> <table border="1" data-bbox="512 271 1011 394"> <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> <tr> <td>Progress 8</td> <td>-0.91</td> <td>-0.73</td> </tr> </tbody> </table> <p>Additionally, across all subjects at GCSE in 2023 the progress of disadvantaged learners was -0.81 compared to -0.23 for their peers.</p> <p>Contributing factors affecting academic performance can include attendance, engagement in and attendance to individual lessons and accessibility of lessons considering knowledge gaps of our PP learners. Reasons for these challenges can range from adverse childhood experiences, trauma and the negative affect of partial schools closures during the COVID-19 pandemic.</p>		PP	Non-PP	Attainment 8	3.33	4.21	Progress 8	-0.91	-0.73
	PP	Non-PP								
Attainment 8	3.33	4.21								
Progress 8	-0.91	-0.73								
2 – Reading	<p>Assessment, observation and discussions indicate that KS3 disadvantaged learners generally have lower levels of reading than their peers, which has an impact on their progress across the curriculum. On entry into Year 9 currently 41.7% of PP learners present as “on or above” age related expectations (ARE) when compared to 47.7% of their non-PP peers. The proportion of students who read ‘significantly below’ ARE from the PP cohort is 19.4% compared to 13.5% non-PP.</p> <p>An area of improvement in the data is where students are ‘below’ ARE. The data shows that our current Y9 on entry PP students 33.3% compared to 38.9% non-PP below ARE.</p> <p>In addition to residual issues resulting from the pandemic, students also have differing experiences regarding reading depending on their life experiences and support to date.</p>									
3 –knowledge gaps	<p>Following a range of assessments, data, observations and discussions with teachers, students and families, suggest that PP learners have gaps in skills, knowledge and understanding which hampers their ability to assimilate new concepts and develop their learning. The education and wellbeing of many of our disadvantaged learners have been impacted by partial school closures to a greater extent than many other students. This is supported by a number of national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling behind expected progress.</p>									
4 - 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 outcomes for the student. Data below:</p> <ul style="list-style-type: none"> • 2022-2023: DL 82.9% vs. Non-DL 87.9% • 2023-2024: DL 86.4% vs Non-DL 91.56% <p>Disadvantaged learners historical attendance prior to Covid 19 was lower than that of their peers. It is now slower to rise to the national target of 96% when compared to non-PP students.</p>									

	Attendance has been impacted by a range of reasons due to trauma, poor attendance previously, family support and education of parents, students missing prior learning therefore struggling to access current learning.												
5-Number of suspensions and behaviour incidents	<p>Our disadvantaged learners are more likely to find it difficult to meet the school standards around behaviour for learning. This is evidenced in the behaviour data and the number of suspensions of our PP learners when compared to non-pp learners. Currently Term 1 2024:</p> <table border="1"> <thead> <tr> <th></th> <th>pp</th> <th>non-pp</th> </tr> </thead> <tbody> <tr> <td>Detentions</td> <td>63%</td> <td>37%</td> </tr> <tr> <td>IER</td> <td>18%</td> <td>1%</td> </tr> <tr> <td>Suspensions</td> <td>14%</td> <td>1%</td> </tr> </tbody> </table> <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. Behaviour that does not meet our expectations could be due to adverse childhood experiences, trauma, learned helplessness and poor self-regulation.</p>		pp	non-pp	Detentions	63%	37%	IER	18%	1%	Suspensions	14%	1%
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6 – Learning skills	Assessment, observation and discussion have shown that disadvantaged learners lack the meta-cognitive strategies and self-regulation that are needed to be successful across the curriculum. Staff have previously received training based on these strategies, but this will be continued to be revisited and embedded during the length of the strategy.												
7 – Career pathways	<p>The understanding of career pathways amongst disadvantaged learners is not always secure and disadvantaged learners are often unsure of the most appropriate pathways to support their next steps and the career opportunities available to them post 16 and 18. Students who are disadvantaged tend to less access to information about careers in the home and may have lower aspirations due to socio-economic status of the home. This can either be through lack of conversations at home (due to lack of knowledge from adults or lack of time) and lower aspirations particularly regarding higher education. This could be due to no other members of the family going into higher or further education.</p> <p>The data released currently is for students who finished Key Stage 4 or 5 in 2022 and it shows that in the Staffordshire Moorlands a total of 89.4% of leavers entered into Sustained education, apprenticeship or employment. 88% of disadvantaged pupils went into a ‘sustained destination’ after Key Stage 4, compared to 96% of non-disadvantaged pupils.</p> <p>The same is true for disadvantaged students finishing Key Stage 5 – 85% of disadvantaged pupils go onto a ‘sustained destination’, compared to 90% of non-disadvantaged pupils. In terms of destinations type, it seems that disadvantaged pupils are less likely to progress to higher education and sustained higher apprenticeships compared to their non-disadvantaged peers.</p>												

8 – Cultural Capital experiences	Data from student 360 surveys and discussions indicates that disadvantaged learners are far more likely to have not experienced a number of enriching activities than their peers, including visits to museum and galleries to increase their cultural capital. Proportional representation will be a key driver for activities throughout school such as upcoming author visits and trips. There is also a difficulty in the tracking and monitoring of the involvement of DLs in events, activities and trips which needs implementing and coordinating.
9 – Parental Engagement	Data from Progress Evening attendance 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
Progress 8 improves and gap narrows	Achieve top quartile for progress made by disadvantaged learners when compared to their non-disadvantaged peers within our school community.
Attainment 8 improves and gap narrows	Achieve in line with national average for attainment for all students by Sept 2027
% of Grade 5+ in Maths & English improves and gap narrows	Achieve average 5+ for E+M for similar schools
Ebacc entry levels improve	Achieve national average Ebacc entry by Sept 2027
Parental Engagement improves	Increase the engagement of parents of disadvantaged learners so it is in line with the engagement of non-disadvantaged families by Sept 2027
All students to have a reading age of 12 or above before their GCSE courses in year 10	Reading scores to show reading ages of 12years plus by the end of interventions in year 9.
All students will have high next step aspirations through equitable and ambitious opportunities on entry from year 9.	NEET figures for PP to be in line with non PP. Secure next step placements for PP learners in line with non-PP peers by sept 2027. Provide robust and ambitious careers

	programme for all. Starting with options pathways and discussions in year 9.
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 sept 2027.

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
<p>Staffing – Designated disadvantaged learners lead. This role will liaise with key stakeholders and whole school to promote the KPI's 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.</p>		ALL
<p>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.</p>	<p>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 being relentless in your expectations and support highly effective assessment for learning”</p>	ALL
<p>EEF Toolkit and Effective Learning Behaviours CPD including behaviour management, attendance</p>	<p>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</p>	1, 4, 5

<p>and addressing educational disadvantage. Key staff to attend the training and disseminate the strategies and research to all staff through CPD afternoons.</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 Finnis '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>	<p>1, 4, 5, 6</p>
<p>Sparx Learning Maths and English. Sparx 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 Sparx learning toolkit staff can monitor students learning closely and adapt tasks depending on misconceptions.</p>	<p>1,2, 3 ,6</p>
<p>Academic forms – Forms have been developed to provide specific interventions with specialist staff daily to support in addressing any</p>		<p>1, 3, 6</p>

gaps and improve outcomes.		
<p>Targeted Data Analysis and Progress Review</p> <p>Department meetings after every review point including a focus on disadvantaged learners. Pupil Premium meeting after every Data Point with key stakeholders.</p>	<p>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)</p> <p>Teaching & Learning Toolkit (EEF)</p>	1,3
<p>Princes 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.</p>		1, 3, 5, 6 ,7, 8
<p>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.</p>		
<p>Recruitment and retention of staff to ensure quality first provisions and support curriculum and</p>	<p>The EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/1-high-quality-teaching</p>	ALL

enrichment opportunities for pupils.	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. ‘	
CPD – Information delivered to staff regarding disadvantaged learners – developing an awareness of the individuals, their needs, their potential barriers to learning, fostering positive relationships, poverty proofing, learned helplessness, having high aspirations. In addition strategies shared from the EEF toolkit for pupil premium 2024 update.		1, 4, 5
ECF - Early career teacher Framework training opportunities delivered through the Best Practice Programme by trained staff within school.		1, 3, 6
The EEF toolkit for Pupil Premium 2024 guidance training to be disseminated to all staff including strategies for the classroom (staff to attend training course)		1, 2, 3, 4, 5, 6, 9
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.		1, 2, 3
Whole school reading strategy reading during form time Reading modelled by expert reader during tutor	Engagement in form time reading shows an increase in engagement and enjoyment of reading supporting increasing reading ages. Westbrook et al (2019) Just Reading	1,2,3,6

time. CPD delivered to staff regarding struggling readers and its impact on outcomes.		
SISRA Analytics – staff to use data to enable responsive planning, adaptive teaching strategies and understanding of students gaps in knowledge, understanding and skills.		1, 3, 6
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 Science, compulsory literary text in English Literature.	<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” Child Poverty Action Group.</i> Providing resources for our disadvantaged learners enables us to provide equity and poverty proof the curriculum.	1, 2, 3, 6

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
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.	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	1, 2, 3

<p>Staffing to support Targeted intervention groups / Targeted one to one intervention. Baseline reading testing and intervention planned to address gaps and misconceptions and improve reading ages across the school.</p>		
<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,' 'support' and 'differentiation' (Webster & Blatchford, 2012)</p>	<p>1, 2, 3, 6</p>
<p>Maths intervention form – Disadvantaged learners with lower than expected progress attend a small-group maths intervention form with a specialist teacher. This will enable to correct misconceptions and close knowledge gaps.</p>		<p>1,3</p>
<p>Intervention lead and subject leads create programme of meaningful short term interventions to close gaps and address misconceptions. TA used to provide catch up for students and close gaps from missed learning. SEND PP students & PP students are provided with targeted and robust support.</p>		
<p>Teaching and learning centre staff 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>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</p>	<p>1,2,3, 4, 5</p>

The setting can be used as a stepping stone to support in accessing the school due to absences and support catch up work.	interventions can be a powerful tool for supporting these students. (EEF)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,597.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Monitoring, visits and meetings Whole school focus on attendance VIP education, A* Attendance, ELB CPD attendance focus.	Absence has a significantly negative impact on student attainment, especially for disadvantaged learners. https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement Social Mobility Commission Against The Odds Report 2021	4
Parental Engagement Strategies Progress evenings offered to PP first, priority calls and bookings systems. Engagement of parents in supporting students with revision for GCSE examinations. Posting of key documents home rather than using email and text alerts.	Parental Engagement is key as parents play a crucial role in supporting their children's learning. Levels of parental engagement are consistently associated with academic outcomes. (EEF) Addressing Educational Disadvantage in Schools & Colleges (2021 p 87-8)	8
School Counselling School counselling services available for students	Social & emotional learning, well-being and mental health are vital in supporting learning and positive outcomes in later life. (EEF)	1
360 Profiles & Co-Curricular Students complete questionnaire, results used to inform planning, and help shape whole school priorities, extra-curricular planning, cultural capital, intervention, CPD and T&L foci.		1
Pathway support & Careers guidance Work closely with Y9 DLs to ensure their curriculum choices for KS4 are challenging but	Sutton Trust Parent Power 2018 Learning without Labels 2017(p83-4)	7

<p>accessible. 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. Intensive support through one to one careers meetings, group visits to provisions, taster sessions to support aspirations and clear goals. Follow up letters for parents during the final academic term to engage parents and support next steps where necessary. 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>RADY pledge – proportional representation. For all staff to be supporting improving the school journey of disadvantaged young people through 20% proportional representation through extra-curricular activities, visits and internal sessions such as careers/STEM events.</p>		6
<p>Access Ensuring all students have access to ICT facilities. Ensuring all students have access to all equipment required to access curriculum and wider opportunities</p> <p>Testing for access arrangement Ensuring that all pupils have needs assessed to ensure that the relevant dispensation is issued to support outcomes</p>		
<p>ELSA 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, 3, 7

	children and young people (from primary through to secondary) with a range social and emotional needs.	
Music for life Provide 1-1 music lessons to support extra curriculum and developing skills in area of interest		1
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.	2
Wellbeing coordinator – staff to liaise with pastoral, teaching staff and safeguarding team to provide support to the most vulnerable students experiencing a range of barriers.		7
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” Child Poverty Action Group.</i> Providing resources for our disadvantaged learners enables us to provide equity and poverty proof the curriculum.	4, 5, 8

Total budgeted cost: £ 145,958.80

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

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

In 2024 PP students made similar progress when compared to the previous PP cohort. The gap from 2023 to 2024 did not increase as significantly as the rest of the cohort. There is evidence that demonstrates how effective strategies have been thus far, whilst acknowledging the group are still underperforming when compared to non-PP peers. Therefore, this will continue to remain a key focus moving forward.

P8	2019	2020	2022	2023	2024
PP	-0.94	-0.57	-1.35	-0.81	-0.89
Non PP	-0.29	0.09	-0.42	-0.15	-0.75

The number of students achieving **grades 9-5 in English and Maths** is 15.6% (PP) vs 31.8% (non-PP) showing further work to support closing the attainment gap for our disadvantaged learners.

At Biddulph High School **A8 scores** for 2024 leavers are:
FSM = 32.7
Non-FSM = 40.4

These figures are encouraging as it shows that our disadvantaged learners have a narrower gap when compared to national figures for attainment.

Sparx maths

Using the Sparx maths platform for assessment and feedback is showing signs of positive impact as the progress 8 scores are as follows:

2024 Maths P8 -0.58 (non-PP) / -0.65 (PP) Gap is -0.07

2023 Maths P8 -0.07 (non-PP) / -0.83 (PP) Gap is -0.76

In 2024 the gap has narrowed and progress has improved against a backdrop of weakening performance across the whole cohort.

1:1 Interventions –

47% of Y11 2024 leavers receiving interventions made better progress than their peers in the pupil premium cohort.

The reading programme identified anyone with a reading age of 12 and below upon entry in Year 9. Those identified received additional interventions to support increasing their reading age. The 2023-24 cohort identified a reading intervention group of 25 pupils who made an average group improvement of 1.78 years on their reading ages.

By the end of the academic year over 50% of the intervention group had reached reading ages of 12 and above. Those who were still below have continued with the intervention into Year 10 and continue to progress and close the gap between their peers.

Y9	Baseline (sept 2023)	After intervention
PP	11.97yrs	13.71
Non-PP	13.39yrs	13.49

Attendance continues to be a key measure whole school and particularly with our PP learners. Figures show PP learners have improved their attendance from 2022-23 by 3.5%. They have lower attendance than non-PP learners, however, the attendance gap has remained stable. This is a key focus moving forward where we aim for this gap to begin to narrow

2022-2023: DL 82.9% vs. Non-DL 87.9%
 2023-2024: DL 86.4% vs Non-DL 91.56%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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