Pupil Premium Strategy Statement

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 effect that last year's spending of Pupil Premium Grant Funding had within our school.

School overview

Detail	Data
School name	Stockport Academy
Number of pupils in school	1023
Proportion (%) of Pupil Premium eligible students	41.2% (421)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 to 2026 – reviewed and updated annually
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs J McCann – Principal
Pupil premium lead	Lee Blood – Assistant Principal
Governor / Trustee lead	Mr A Hartley, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£443,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£443,975

Part A: Pupil premium strategy plan

Statement of intent

At Stockport Academy we aim to improve the life chances of all of our students and embody the wider United Learning mission to bring out 'the best in everyone'. This is particularly important for the young people we serve who experience socioeconomic disadvantage to ensure they leave Stockport Academy with the knowledge, skills and experiences to excel in further education and/or future careers. We aim to use Pupil Premium funding to ensure that the progress and attainment of our disadvantaged students is at least in line with their peers.

A higher than average proportion of pupils (41%) are eligible for Pupil Premium funding. We recognise that these students are not a homogenous group and like all young people have a range of experiences and aspirations and require different levels of intervention and support. However, we also understand that there are common challenges faced by students who experience socioeconomic disadvantage, including those who are in care or who are Young Carers. The purpose of this three-year strategy is to address these challenges and use Pupil Premium funding strategically to support students to achieve to their full potential.

A range of diagnostic assessment, internal data and evidence have been used to inform the strategy which is underpinned by evidence informed strategies. Key to the success of all students, but in particular those from disadvantaged backgrounds, is high quality teaching in all lessons (EEF, 2023). This is a central principle of our strategy, ensuring that we can impact not only students who receive Pupil Premium funding, but all pupils. We use targeted academic support, particularly to support language development and literacy that allows students to access the curriculum and to support reading for pleasure. Wider strategies have been chosen based on robust internal assessments including increasing attendance and improving behaviour standards to help all students access the curriculum to the best of their ability.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Student attendance is a whole school priority and absence from school impacts student attainment. The attendance of disadvantaged pupils is below that of their peers within the school. In 2023-24 the attendance of disadvantaged students was 88.6% compared to 94.3% for their non-disadvantaged peers In December 2025 Stockport Academy ranked as follows for Pupil Premium attendance: 	Attendance measure	Percentage	Ranking
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Overall attendance	93.0%	You are ranked 1st out of 14 schools
Overall absence	7.0%	You are ranked 1st out of 14 schools
Authorised absence	3.0%	You are ranked 1st out of 14 schools
Unauthorised absence	4.0%	You are ranked 5th out of 14 schools
Persistently absent	23.3%	You are ranked 2nd out of 14 schools
Severely absent	1.6%	You are ranked 1st out of 14 schools | In December 2025 Stockport Academy ranked as follows for overall attendance: | Attendance measure	Percentage	Ranking
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Overall attendance	95.1%	You are ranked 2nd out of 14 schools
Overall absence	4.9%	You are ranked 2nd out of 14 schools
Authorised absence	2.5%	You are ranked 1st out of 14 schools
Unauthorised absence	2.4%	You are ranked 8th out of 14 schools
Persistently absent	16.0%	You are ranked 7th out of 14 schools
Severely absent	1.2%	You are ranked 1st out of 14 schools	
2	**Attitudes to Learning, Self-Regulation and Behaviour** Disadvantaged pupils often encounter more social and emotional issues due to trauma experienced due to poverty. This can present itself in school in behavioural issues which has historically resulted in a higher number of suspensions.
3	**Progress and Attainment** Progress of students in receipt of Pupil Premium funding is lower than their non-disadvantaged peers. Evidence shows that as a group, they do not perform as well in summative Key Stage 4 (KS4) assessments.
4	**Reading and Literacy** Trust Wide

5		%pupils SAS below 100	Average SAS	Pupils stanine 1-3	Pupils stanine 4-6
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36 %	103	19 %	47 %

Stockport Academy

%pupils SAS below 100	Average SAS	Pupils stanine 1-3	Pupils stanine 4-6
39 %	103	18 %	50 %

Recent Year 7 reading ability assessments indicate that 31% of PP pupils are in Stanine 1-3 compared to 9% NPP |
| 5 | **Personal Development**
Data, conversations and observations of disadvantaged students suggests those in receipt of Pupil Premium funding have fewer opportunities to develop their cultural capital outside of school and are less likely to engage with opportunities to join co-curricular clubs and attend trips than non-disadvantaged students. |

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 - **by the end of the current plan in 2025/2026**
1. **Achieve and sustain increased attendance of all students, but particularly disadvantaged students to at least in line with the national average with no discernible difference in the attendance of disadvantaged and non-disadvantaged students.**	➢ Students and parents have an excellent understanding of why attending school every day is critically important for their progress and attainment. ➢ Attendance for all pupils is above national average and there is no gap in attendance between disadvantaged and non-disadvantaged students. ➢ The percentage of students who are persistently absent remains below national average and there is no difference between disadvantaged and their non-disadvantaged peers.
2. **Improved attitude to learning and engagement of disadvantaged students**	➢ No difference in the number of behaviour incidences between disadvantaged students and their peers ➢ Further reduce the number of suspensions ➢ No difference in the number of suspensions or permanent exclusions between disadvantaged students and their peers

3. **Improved achievement of disadvantaged students across the curriculum at the end of KS4**	➢ No gap in attainment between the progress of disadvantaged and non-disadvantaged students
	➢ 2025/2026 outcomes show that disadvantaged students achieve:
	    o Average attainment 8 score for disadvantaged pupils is the same as for non disadvantaged pupils, 50.
	    o Same pass rate for disadvantaged pupils and non disadvantaged pupils passing both English and maths at grade 4 or above, 70%
	    o Same pass rate for disadvantaged pupils and non disadvantaged pupils passing both English and maths at grade 5 or above, 45%
	    o Same pass rate for disadvantaged pupils and non disadvantaged pupils passing both English and maths at grade 7 or above, 10%

	➢ Act to raise the profile of the challenges disadvantaged students may face and how they are best supported in the classroom through whole school CPD and training. ➢ The gap in performance between non-disadvantaged and disadvantaged students is closely monitored and reviewed at each data point to allow early intervention to support students.
	➢ Teaching and learning data highlights that formative assessment strategies are used with increased consistency to check for gaps in understanding which are addressed by teachers. ➢ Teaching and learning data highlights regular opportunities for students to practice independently, with appropriate scaffolds removed over time, to increase students' resilience.
	➢ There is no discernible difference in the completion rates of Independent Study (homework) between disadvantaged and non-disadvantaged students.
4. Improved reading ages of disadvantaged students	➢ Teaching and learning data highlights the teaching of key vocabulary is more consistently evident in all lessons, with opportunities to speak, write and use key terminology regularly. ➢ Opportunities for students to read and comprehend subject specific texts is evident across the curriculum for all subjects and with increased frequency within lessons. ➢ Opportunities for students to develop their oracy skills and speak fluently and with confidence can be observed. This will be supported by whole school and subject specific CPD to support subjects to develop consistent expectations of oracy in their areas.
	➢ There is a reduction in the percentage of all pupils with a reading age below their chronological age. ➢ There is no difference in the reading age of disadvantaged and non-disadvantaged students by the end of Key Stage 3 (KS3). ➢ Introduce monitoring of reading ages at KS4 to ensure no student leaves the Academy with a reading age below their chronological age. ➢ Appoint an additional reading mentor to provide intervention for KS4 students where necessary. ➢ Increased engagement with reading for pleasure, taking advantage of the opportunity to borrow books from the school library at the same frequency as non-disadvantaged students.
5. Increased engagement with opportunities for personal development	➢ Disadvantaged students attend co-curricular clubs at the same frequency as non-disadvantaged students.

	➤ Participation in house events and competitions at the same frequency as non-disadvantage students.
	➤ All students have the opportunity to attend cultural trips throughout their time at school.
	➤ High quality and appropriate destinations are ensured for all students.

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: £177,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development of staff - ➤ Development of Teaching and Learning Handbook to ensure a common language around shared teaching techniques and routines – ensuring students have common expectations in lessons ➤ Weekly Teaching and Learning briefings based on strategies in the Teaching and Learning Handbook to support teachers to be better able to address misconceptions and move students learning forward. ➤ Developing practice sessions run by internal and/or external staff to match whole school teaching and learning priorities (SEND provision, reading and x, independent practise/extended writing). ➤ Timetabled department co-planning every two weeks to support with subject specific pedagogy, within teachers' teaching allowance to ensure time is available to engage with this ➤ External CPD opportunities – National Professional Qualifications (NPQs), Masters and Apprenticeships with the intent to improve classroom practice. ➤ Opportunities for teachers to develop their skills through mentoring and dedicated mentor training. ➤ Feedback to teachers on classroom practice from middle leaders and SLT which is used to inform whole school training. ➤ Develop effective use of Precision Seating Plans with a focus on Disadvantaged	The EEF guide to effective professional development highlights: ➤ the effectiveness of a 'drip feed' approach to CPD allowing teachers time to embed strategies. ➤ NPQs are built on a body of trusted sources of research which highlight knowledge and skills integral to effective teaching and learning. National Institute of Teaching report highlights the benefits of mentoring on teaching practice.	2,3,4

pupils, particularly live marking and literacy		
Support for developing teachers and Early Career Teachers ➢ Robust programme of development based on instructional coaching. ➢ Mentoring is a priority with time in the school day to ensure this is done properly and meeting more than the minimum entitlement. ➢ Time allocated for mentor training and 'coaching on coaching' with lead mentor throughout the school year.	Instructional coaching is recognised as some of the 'best evidenced form of professional development'. National Institute of Teaching report on mentoring highlights ➢ Importance of mentor training ➢ Most effective mentors engage in modelling and rehearsing with mentees – instructional coaching	2,3,4
Knowledge of key vocabulary and reading fluency ➢ CPD on explicit reading and vocabulary strategies. ➢ CPD for teachers on applying reading and vocabulary strategies in a subject specific manner, addressing cultural capital deficits. ➢ Each subject curriculum is developed to ensure key words (tier 2 or tier 3) are shared with students in every lesson with opportunities to say, write and use in lessons. That there are regular opportunities for students to read and engage with academic texts. ➢ Support from Literacy Lead and Senior Leaders with the implementation of literacy strategies in lessons.	The EEF report on Improving Literacy in secondary schools highlights key strategies to develop literacy skills: ➢ 'Disciplinary literacy across the curriculum' ➢ Targeted vocabulary support in all lessons ➢ Developing students' ability to read academic texts. 'The language gap is the attainment gap' – as highlighted by Durrington Research School. Reading comprehension strategies, as indicated by the EEF, can have an impact of +6 months progress.	3,4
Recruitment and retention of staff ➢ Creation of lead practitioners to retain experienced teachers. ➢ Robust Early Career Teachers programme to retain teachers. ➢ Additional Cover supervisors to reduce the need for any external agency cover teachers. ➢ Wellbeing charter and planning days to support staff well being	The EEF Pupil Premium Guide describes effective teaching as a 'top priority' for pupil premium spending. Additional cover supervisors reduces the need for external supply, increasing consistent teaching and learning for students. OFSTED recommendations for teacher well-being highlight the importance of	1,2,3,4,5

	ensuring teacher well being to support retention of staff.	
Appropriate and well planned careers guidance ➢ Teachers and external agencies deliver key content from both the RSE framework and CEIAG. ➢ CEIAG programme for all years. Relevant guidance targeted for individual years. This includes opportunities to work with universities and local post 16 providers. Year 11 partake in CEIAG day in order to support applications to further education or the workplace. ➢ Pupil Premium students receive early careers meetings with additional time if needed ➢ Support for all students with CV writing and Interview skill workshops ➢ Future Me is weaved into the school ethos and is used to help students develop themselves and provide education with character.	Gatsby.org.uk describes how good career guidance is embedded within education and a necessity for social mobility EEF Careers Guidance (2016) describes how disadvantaged young people are more likely to be uncertain about the qualifications and skills they need after school	5,6

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

Budgeted cost: £88,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to educational support materials ➢ Materials are provided to students to support home learning e.g., access to chrome books and the internet, purchase of revision guides and stationery. ➢ Teachers monitor the completion of Independent Study, particularly disadvantaged students. ➢ Online Independent Study is used to identify gaps in knowledge and understanding to inform practice – including Sparx, Seneca, Exam Pro etc. ➢ Independent Study support clubs run every lunchtime, with subject specialists to support students. Alongside lunchtime sessions, Independent Study clubs run nightly. ➢ Access to the library at break, lunchtime and afterschool also provides students with support to complete independent study. ➢ Participate in EEF Funded Action Tutoring Project to raise attainment in maths for PP pupils. Free online maths tuition for Y7, 10 and 11 pupils.	The EEF guide to Using Digital Technology highlights that ➢ technology can support retrieval practice and self-quizzing to increase retention of key knowledge. EEF rapid evidence assessment on distance learning shows ensuring access to technology is key for disadvantaged. EEF report on homework describes how homework clubs can overcome barriers such as a lack of a quiet place to work and reliable internet connection.	3,4
Reading Interventions ➢ Small group reading intervention with mentors who will work with students with low reading ages to improve their reading and literacy. Librarian to also help with reading interventions. ➢ WRAT tests used to diagnose specific reading gaps. ➢ Use of Lexonik Leap and Advance resources and training for students. ➢ Use of Lexonik Leap screening tests. ➢ Use of YARC tests to support further diagnosis of reading deficits.	Use of GL assessments and YARC tests to identify specific reading needs to target key skills and ensure rapid progress. The EEF teacher toolkit identified reading comprehension strategies as providing +6 months progress. The EEF and Kent State University highlight the importance of students regularly hearing fluent readers.	3,4

➢ Librarian and reading mentor to monitor recent 'graduates' of intervention. ➢ All students are given the opportunity to hear fluent reading modelled in Form Time Reading. ➢ All students are given the opportunity to explore texts further using our library. ➢ Pupil Premium pupils prioritised for literacy intervention		
Numeracy Intervention ➢ KS3 co-ordinator to plan numeracy intervention for KS3. ➢ Students in need of intervention guided by early assessment. ➢ Small group numeracy intervention taking place during form time with targeted year 7and 8 students with numeracy levels below expected ability. This is a six week programme before progress is reviewed and new groups begin or sessions continued. ➢ Intervention will include explicit and systematic instruction to address gaps that prevent access to the rest of the curriculum.	The EEF report on Improving Mathematics at KS2 and KS3 highlights the importance of early intervention that includes guided practice and feedback and is consistent with what students are learning in the classroom.	3,4,5
Academic Intervention ➢ Additional Maths and English lessons for students who need bespoke to support delivered by class teachers. ➢ Use of form time intervention for Year 11 to provide additional teaching time in areas targeted for improvement. ➢ 'Period 6 intervention' with a small group focus prioritising Pupil Premium and SEND students who are not working at the expected level. Time for teachers to address specific gaps in knowledge and understanding. ➢ Engagement with the Brilliant Club to allow students to meet PhD students and gain insights into higher education with the aim of raising aspirations and progression to University. ➢ 'Key winnable' PP cohorts identified in Year 11 at various points and	The EEF report on small group tuition highlights the potential for an additional +4 months of progress and the Effective Tutoring Guide highlights the impact of tutoring, particularly post pandemic. The EEF toolkit describes extending learning time during the school day can have a positive effect of +3 months progress.	3,4,5

subject to a programme of targeted support ➢ Subjects given specific number of PP grades to improve by in order to reach specific A8 targets. These +1 pupils are identified and become a standing item in LM meetings		

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

Budgeted cost: £ 177,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care ➢ Non-teaching pastoral managers for all years. Working with students to help engage with learning and reduce barriers to learning through behavioural issues and/or other issues such as attendance, mental health or personal issues. ➢ Increased capacity of SLT designated to behaviour and working with the pastoral team. ➢ Students have access to a full range of pastoral intervention, tailored to their needs and managed by the pastoral and SEN teams plus now have access to an in-house counsellor. ➢ Participate in PP SLT Trial which facilitates action planning and review to support the progress of Pupil Premium pupils in each year group. Involves attendance, character, Pastoral and PP leads. ➢ Participate in Year 2 of PP Boys Impact Project	EEF guide to improving behaviour in schools highlights the importance of knowing students and their contexts which pastoral staff are a crucial part of ensuring this. EEF toolkit highlights the positive impact working effectively with parents can have on students' progress.	1, 2
Mental health and wellbeing ➢ Mental health and well being lead to provide bespoke support and interventions with students. ➢ Subscriptions including but not limited to Jigsaw, Ed Psych, alternative provision and behaviour support. ➢ Key staff allocated to LAC students as a point of contact for support. ➢ Mental health support and mentoring for PP pupils though the charity NGage ➢ Free breakfast for all pupils every morning	Post covid, evidence suggests disadvantaged students have experienced 'greater negative impacts on their mental health and well being.	1,2

Behaviour of students ➢ Common language used by all staff regarding behaviour expectations with a focus on positive relationships with students. ➢ Whole school processes to support students regulate their behaviour now in place following successful trial last year to ensure calm and focused learning environments. ➢ Flexible but consistent expectations adapted to meet individual need. ➢ Ongoing training for all staff to ensure a consistent approach to behaviour for learning in the classroom. ➢ Use of positive report cards to improve communication between children and adults regarding their behaviour. ➢ New house system in place to develop rewards culture, increase engagement with lessons and further develop the sense of community within the school. ➢ A range of prizes for good attendance/behaviour/participation including prize draws for vouchers/money for full year attendance rising to a laptop for 5 years, supporting a praise culture in school.	The EEF report on improving behaviour in schools describes: ➢ Teachers knowing students well has a positive impact on classroom behaviour ➢ 'A flexible but consistent approach' will be necessary for some students to meet expectations ➢ Daily report cards can improve communication between students, teachers and parents The Independent review of behaviour in schools describes the use of praise and rewards to encourage positive behaviour.	1,2,3,4,5
Behaviour Mentoring ➢ New behaviour mentor employed last year and uses a range of programmes/schemes/techniques to help re-engage students who are struggling to meet the demands and needs of school, particularly those at risk of suspension. ➢ MUFC Foundation programme – a partnership designed to help those who will need it through a range of programmes and mentoring that an experienced member of staff from the MUFCF will deliver. Includes activities such as football with character and mentoring.	EEF toolkit describes behaviour interventions having a positive impact, particularly where they lead to increasing the time students have to engage with learning. EEF guide to improving students' behaviour describes Supporting students' social and emotional learning and developing effective self regulation skills can improve behaviour for learning.	1,2,3,5

Attendance Intervention
 ➢ Family liaison officer regular home visits and support.
 ➢ Family liaison officer and attendance officer – working with families/students to improve attendance.
 ➢ Attendance letters are sent to parents of those with low attendance and meetings are set up through the year plus presence at parents' evenings.
 ➢ Attendance interventions. Rewards trips for 95% + attendance.
 ➢ Heads of year work with year teams to improve attendance.
 ➢ Students below 90% attendance are discussed at 'Safer Schools' team meeting and there is a set of actions for implementation and monitoring. This includes home visits and liaison with Local Authority for issue of an Educational Penalty Notice. Pastoral team is regularly updated on latest status.
 ➢ Introduction of Stockport Academy Attendance League for forms with rewards tied to the house system and celebrating individual excellence.
 ➢ Introduction of Streaks reward system to minimise troughs in attendance at specific times of the year.
 ➢ Summer holiday check ins for priority pupils
 ➢ Use LA Primary school attendance data for early identification of PP pupils in need of attendance intervention
 ➢ Attendance intervention through scripted, planned sessions
 ➢ LSAs conduct daily scripted calls to the families of absent PP pupils
	The EEF rapid evidence review in attendance describes
	     ➢ Small but positive impact on increasing parental engagement
	     ➢ Importance of understanding barriers to attendance
	
	 Effective communication with parents can increase attendance.
	
	 DfE Report on working together to improve school attendance describes praise and rewards, used sensitively, can increase attendance
	
	 Excellence visit data provided by schools within the group that have adopted similar approaches.
		1

Co-curricular and trips/visits ➢ Years 7 and 8 are expected to attend at least two co-curricular club after school each week including one PE club. Years 9 and	EEF toolkit describes how arts participation can have a positive impact on academic outcomes in other areas of the curriculum and physical activity can increase attendance. Both	5

17

10 encouraged to attend co-curricular independent study clubs through the year. The co-curricular co-ordinator monitors attendance and follows a process when below target for different students/groups. ➢ Music tuition subsidised for disadvantaged students. ➢ All PP students to receive a minimum of 50% subsidy on at least one trip per year. Some students receiving full subsidy on application by the family or Pastoral team. More than one subsidy may be appropriate. ➢ Using the Aspire programme to help track the impact of personal development activities and uptake by PP students. We are a pilot school for East learning software company to create a link between Arbor and Aspire. ➢ House events and competitions are open to all pupils Year 7-Year 11 to help encourage participation, community. All cost is covered when providing opportunities for pupils to succeed. ➢ Implementation of PP Enrichment Tracker, which tracks engagement of PP pupils with educational visits ➢ Staff to use the PP Enrichment Tracker to prioritise pupils lacking participation in educational visits ➢ 'Climbing the Mountain' group challenge for Y10 and 11. Whole year group ascend Mam Tor together, representing the first of many major challenges they will overcome together	also have positive impacts on student mental health and wellbeing.	

Total budgeted cost: £443,975

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Academic Outcomes

In 2025, the attainment gap between Pupil Premium (PP) and non-Pupil Premium (NPP) pupils widened significantly, increasing from 7.11 in 2024 to 18.78. PP pupils in Year 11 made less progress of their NPP peers, with an average attainment increase of 9.85 compared to 16.44 for NPP pupils.

Early indicators from Year 10 outcomes suggest that the current Year 11 cohort is more academically able, with a narrower PP/NPP gap than their predecessors and higher average attainment compared to the previous cohort in Summer of Year 10. This presents a promising opportunity to significantly raise attainment and close the gap further in 2025-26.

A key development in our Teaching and Learning strategy was the successful implementation of the Blue Zone during the independent phase of lessons. This contributed to high attainment of the overall Year 11 cohort. Despite this, PP pupils did not perform as strongly as in the previous year, suggesting there is more work to in terms of consistency of delivery, in particular routines and expectations.

Our Quality First Teaching (QFT) approach, underpinned by the Stockport Way, continues to be central to our strategy. This evidence-informed framework is designed to reduce variability in outcomes between PP and NPP pupils. Where QFT was consistently applied, outcomes across all pupil groups were notably strong.

To further embed QFT, we are utilising a responsive coaching model via the Steplab platform. This enables granular, actionable feedback and supports sustainable progress. Additionally, Precision Seating Plans are being used to identify and support disadvantaged pupils more effectively during lessons. We are confident that these strategies will contribute to narrowing the attainment gap in the coming year.

Attendance

PP attendance has shown a marked improvement over the past three years, rising from 84.1% in 2023 to 90.2% in 2025 - surpassing the national average of 88.8%. This 6.1% increase compares favourably to the 2.3% rise among NPP pupils, although it is worth noting that NPP attendance started from a higher baseline of 92.1% in 2022/23.

The close collaboration between Attendance and Heads of Year has been effective. The implementation of regular Safer Schools meetings have also allowed greater transparency and collaboration in identifying key attendance issues and coordinating effective, timely actions. These meetings involve SEND, PP, Behaviour Leads, the Attendance Team and Safeguarding Team.

Attendance remains a key focus of our Pupil Premium Strategy. Particular attention will be given to Year 9 PP pupils, following an 8.3% attendance gap observed in last year's Year 8 cohort. This year, attendance will be a sustained priority across all levels of leadership and pastoral care. Access to Year 6 attendance data has enabled earlier identification of concerns and more timely interventions.

Reading and Literacy

The PP/NPP gap between weaker readers (S1-3) was around 20% in all year groups tested bar Year 10, where the proportion of PP pupils in Stanine 3 is significant. As these pupils enter Year 11, they will be tested and, if necessary, reading intervention may take place of academic intervention.

The SEND reading gap was the largest in last year's Y11 Leavers. Our current Year 11 SEND cohort have a relatively low proportion weaker readers, which will allow academic interventions to take priority over reading. In Year 8, there was a much lower proportion of SEND weaker readers than NSEND, with only 13% of this SEND cohort considered weaker readers. Although this gap bodes well for our SEND pupils, this gap may in reality be smaller. Upon more granular analysis, however, it appears that a number of Year 8 scores may not be reflective and a period of re-testing is underway to ensure validity.

Behaviour and Attitudes

The introduction of the 'reset' system has positively influenced classroom behaviour, as evidenced by pupil voice feedback indicating a reduction in low-level disruption.

Last year 48.4% of the PP cohort was removed compared to 28.8% of the NPP cohort.

Internal exclusions among PP pupils have decreased significantly over three years - from 17.2% to 6.2% - compared to a reduction from 7.9% to 3.8% among NPP pupils.

The appointment of a Mental Health Lead in 2022 has enhanced pastoral support, particularly for disadvantaged pupils. This role has strengthened collaboration with the attendance team and increased teacher capacity to support pupils within lessons. Additionally, targeted

interventions are now available for pupils removed from lessons, including Literacy, SEND, Speech & Language, and academic support.

This year, we plan to baseline assess pupils who are regularly removed from lessons to identify any unmet needs and provide appropriate support.

Personal Development

There has been a significant expansion in co-curricular opportunities, including clubs, trips, and visits. The introduction of a new House System in September 2023 has fostered a stronger sense of community and increased student engagement in wider school life. Initial pupil voice feedback has been overwhelmingly positive.

Our mission - *Creating Opportunity to Succeed* - continues to drive our co-curricular offer. In 2024–25, we implemented forensic tracking of participation in clubs and House events to better understand and address barriers to engagement among disadvantaged pupils. Early data from 2023 indicated lower uptake among PP pupils, but this has improved steadily, with 43% of extra-curricular club attendees last year being PP pupils. We aim to increase this figure further in the coming year.

Form groups have been restructured to align with House membership, promoting cohesion and enabling form tutors to provide targeted support, particularly for disadvantaged pupils.

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
Sparx	Sparx Maths Sparx Reader Sparx Science
TT Rockstars	https://ttrockstars.com/
Pearson Revise	https://www.pearson.com/uk/web/pearson-revise.html
MUFC Foundation	Manchester United Foundation - Engage. Inspire. Unite. (mufoundation.org)
NGRT Reading Assessment	New Group Reading Test - GL Assessment (gl-assessment.co.uk)
Seneca	Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)