Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Coventry Blue Coat Church of England School & Music College
Number of pupils in school	1432 (Exc. 6th form)*
Proportion (%) of pupil premium eligible pupils	388 pupils (27.1%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026 – Annual Update 2025-2028 – 3 Year Strategy
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs L Henden - Headteacher
Pupil premium lead(s)	Mrs D Kershaw – Assistant Headteacher
Governor / Trustee lead	Mr J. Ombudo - Link Governor

**Data used by DfE from Oct 24 Census Data*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£417,100
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	**£417,100**

Part A: Pupil premium strategy plan

Statement of intent

Our Intent:

At Blue Coat Church of England School, our Pupil Premium intent is to ensure that all disadvantaged pupils are supported to "*live life in all its fullness*", in line with our Christian ethos and school values: **Care, Hard Work, Respect, Integrity, Servanthood, and Togetherness**.

We are committed to ensuring that every pupil eligible for Pupil Premium funding receives targeted support to overcome academic, social, or economic barriers to learning. Our provision is inclusive, evidence-informed, and designed to close the attainment gap while supporting the whole child — academically, socially, and spiritually.

We recognise that disadvantaged pupils are not a homogenous group and may span a range of abilities. Therefore, our approach is personalised and rooted in high-quality teaching, targeted academic support, and wider strategies that address attendance, behaviour, wellbeing, and material barriers to learning.

Our objectives:
1. To raise progress and attainment and close the achievement gap between disadvantaged pupils and their peers allowing them to reach their potential.
2. To ensure that Pupil Premium funding provided for these pupils has a measurable impact on their academic outcomes, conduct, attendance, and wellbeing.
3. To provide additional educational support both within and beyond the curriculum, including access to extra-curricular opportunities.
4. To ensure all disadvantaged pupils have access to the same broad, balanced, ambitious and inclusive curriculum through interventions that support excellent conduct, attendance & attainment.
5. Through strategic use of the funding be able to address any underlying economic and social inequalities between eligible pupils and their peers.

Our Pupil Premium strategic priorities:
Teaching & learning – Continuing to embed a inclusive first high quality approach to teaching & learning alongside a broad and ambitious curriculum that is inclusive to all learners especially those who are economically or socially disadvantaged.
Targeted academic support & intervention – Implementing and evaluating the impact of targeted interventions — including tutoring, mentoring, and catch-up programmes — delivered by internal staff or external providers.
Wider attendance, behaviour, wellbeing – Intervening with pupils to ensure excellent attendance, punctuality, behaviour, and wellbeing, while reducing material barriers to learning and raising aspirations.

Our principles for implementing our strategies:
All strategies are underpinned by **specific, measurable, achievable, realistic, and time-bound (SMART)** goals.
Interventions are selected based on **quantitative data analysis** and **qualitative insights** into pupil needs.
Impact is evaluated using robust monitoring systems, aligned with the Education Endowment Foundation (EEF) guidance.
Accountability is maintained through regular reporting to governors and the Trust Board, ensuring value for money and continuous improvement.

Challenges

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

Challenge number	Detail of challenge
1	**Academic Progress & Outcomes** - Maintaining a progress 8 score that is in line with national NPP whilst continuing to close the in-school gap between PP & NPP. Our P8 for PP is usually 0.2-0.4 less than the NPP. The quality of teaching & learning has the greatest impact on our PP cohort meaning the quality of classroom teaching, data tracking and small group tuition are key to improving outcomes. This year we will have a second year of no progress 8 due to the cohort not sitting SAT's so again the focus will be around the attainment 8 score. Therefore, all comparisons for the next two academic years will be on comparing average attainment through Attainment 8. **Disadvantaged pupils - Overall A8** See table below.
2	**SATS Entry Profile** – Our PP cohort continues to enter the school on average 5 scaled score points below NPP. Our PP students have entered historically with a lower ability in Maths than Reading. This continues with this year's Year 7's: See table below. **Overall Performance**: The cohort is performing slightly above the national average (typically 100) in both Reading and Maths. **PP vs Non-PP Gap**: There's a **4.54 point gap in Reading** and a **5.28 point gap in Maths** between Pupil Premium and Non-Pupil Premium students. This variance at entry profile continues through to Year 11 outcomes where the gap is around 0.2-0.4.
3	**English as an Additional Language** –The number of pupils entering the school whose English proficiency is below expected levels has increased. Many of these pupils are from economically disadvantaged backgrounds and require additional intensive support to ensure they can access the breadth of curriculum subjects. Upon arrival, every newly admitted EAL (English as an Additional Language) pupil undergoes an initial assessment within the first two weeks to determine their current English language proficiency. This assessment is conducted using the **Bell Foundation framework**, which evaluates four key linguistic domains: **Listening, Speaking, Reading, and Writing**, similar to Modern Foreign Languages assessments.

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	63	39.6	34.9	Close to average (sig+)	50.3	-10.7	Widening
2024	54	41.7	34.6	Above (sig+)	50.0	-8.3	Narrowing
2023	51	39.4	35.0	Close to average (non-sig)	50.3	-10.9	Not available

	Reading	Maths
Overall Average	105.97	105.08
PP Average	102.39	100.92
Non PP Average	106.93	106.20
PP-Non PP gap	-4.54	-5.28

	AY2526 EAL PP students A - New to English 3/5 B - Early acquisition 7/15 C - Developing Competence 11/27 **Based on the assessment outcomes:** Pupils identified as having below-average English proficiency are placed into tailored **EAL interventions**. These interventions follow the **"Assess, Plan, Do, Review"** cycle and are delivered through a combination of **1-to-1, paired, or small group sessions**, depending on individual needs. High-priority EAL pupils also receive **in-class support** from LSAs, particularly in high-literacy subjects such as English. **To ensure ongoing progress:** EAL assessments are repeated **half-termly** to monitor development and inform adjustments to teaching and support strategies. Each pupil is assigned an **EAL Ambassador** (peer buddy) and a **key adult** to support their integration and wellbeing. A **Pupil Passport** is created for each EAL student, containing relevant background information and practical strategies for classroom teachers to support learning effectively.
4	**Conduct** - Behaviour points have reduced for three consecutive years for our PP cohort, but on average our eligible learners achieve twice as many points as their peers. Exclusions are reduced & continue to be low, but a higher proportion of PP pupils require higher levels of behaviour intervention & support compared to NPP.

2023-24 Average behaviour points by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	10.5	23.3	32.5	42.4	62.7	87.0
Not PP	5.8	13.3	18.2	24.1	35.2	47.0
	4.7	10.0	14.3	18.4	27.5	40.0
2024-25 Average behaviour points by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	15.6	18.4	14.8	22.0	11.1	20.1
Not PP	7.7	9.4	7.0	10.5	5.3	10.2
	7.8	9.0	7.8	11.5	5.8	9.9
2025-26 Average behaviour points by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	17.3					
Not PP	7.6					
	9.7	0.0	0.0	0.0	0.0	0.0

5	**Attendance –** School PP 2024-25 93.1% vs Coventry Attendance 91.6% vs Nationally for PP 90.2% vs NPP 94.2% Persistence abs by PP 29.8% vs 15.1% NPP West Midlands PA 44%

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	413	91.0%	88.2%	Above	Relative improvement
2023/24	367	88.3%	86.0%	Above	Relative decline
2022/23	337	90.2%	86.0%	Above	Relative improvement
2018/19	331	95.2%	91.8%	Above	Not available

2023-24 Average attendance % by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	92.6	90.9	90.9	90.6	89.7	90.2
Not PP	94.8	94.0	94.1	94.0	93.7	94.2
	-2.2	-3.1	-3.1	-3.4	-4.0	-4.0

2024-25 Average attendance % by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	91.3	89.6	89.3	88.4	88.8	86.7
Not PP	95.6	94.7	94.5	93.9	94.1	92.0
	-4.2	-5.1	-5.2	-5.5	-5.2	-5.3

2025-26 Average attendance % by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	90.4					
Not PP	94.3					
	-3.9	0.0	0.0	0.0	0.0	0.0

Need to lower these numbers in conjunction with the pastoral teams' initiatives

We continue to
Strengthened pastoral support and mentoring
Increased parental engagement
Attendance incentives and personalised action plans
Put extra funding towards meeting with LA attendance officer once a week

When looking at the data over the past three years our PP numbers continue to grow as well.

6	**Economic Disadvantage** – Access to curriculum materials, learning resources, uniform, food, transportation and uniform are all typical barriers for a select group of our eligible cohort. Support is provided through our excellent pastoral system, finance and curriculum teams.
7	**Increased Safeguarding & Mental Health Issues –** The number of pupils being referred for safeguarding or mental health investigations & interventions has increased significantly post lockdown.
8	**Reading Age** – Post lockdown PP eligible learners are 9 months behind their NPP peers on average in their assessed reading age this September. That's 25/72 PP students in Year 7. FSM eligible pupils are a whole 12 months below their NFSM peers on average and on average are below their chronological age for reading. Lowest 20% of the cohort have lexiconic intervention to help boost phonics, comprehension

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
PP students in Year 11 demonstrate outcomes that are broadly in line with their NPP peers. For this academic year focussing on A8 as there is no P8 score for this current Year 11's.	1. The in-school gap does not widen when comparing PP and NPP past 0.3 through successfully mitigating attendance related lost learning & prioritising tutoring for FSM, PP & SEND. 2. For this academic year as there is no P8 progress measure we need to reduce the A8 gap 3. Our PP cohort achieves a A8 score of 0 or better. 4. Our PP cohort achieves a A8 score in line or better than that of national NPP. 5. FSM Ev.1 (currently economically disadvantaged) cohort achieves a A8 at 0 or better.
Improved Disadvantaged pupils' participation in EBacc subjects leading to improved levels of academic attainment.	1. Raise the whole school EBacc entry to above 50% rising overtime. – 109 students in total entered for EBacc currently 25 of them are PP which is 23% 2. Improved the EBacc entry for disadvantaged pupils so that it is at least inline or above the LA average for 2024/25 academic year was 31.9%. The national average for England was 40.5%.
PP students in Year 8 to 11 worse impacted by Covid related absence and reduced levels of academic progress are intervened with through tutoring or other activities that enable them to progress and attain in line with their expectations or targets.	1. Academic data from KS3 & KS4 show that students that are targeted with BC staff have demonstrated a measurable improvement in progress & attainment. 2. Our PP cohort across the school are achieving their age-related expectations or GCSE targets by the end of the tutoring & intervention process.
Attendance for PP is in line with NPP	1. MIS data analysis shows each term that PP absence is broadly in line when comparing PP to NPP.
PP eligible pupils' behaviour is as good as NPP learners conduct across the school.	1. Arbor KPI and pupil level data analysis indicates that we need to work on reducing the number of high-level incidents compared to our NPP students 2. Learning walk and other QA data analysis shows a high level of expectations and effective routines for learning in place for all pupils.
Ensure that economic disadvantage of materials, resources or basic school equipment does not prevent pupils accessing the same broad and ambitious curriculum as their affluent peers.	1. Pupil voice from a range of subjects indicates that PP eligible learners have the equipment, resources, uniform, transport and materials required to access school & the curriculum 2. Heads of Department can articulate the support we put in place to support our pupils in accessing the curriculum.
Reading	1. Bottom 20% reading raising the age to chronological 2. Raise access of reading to higher tier entry levels allowing access to Maths/Science top grades and decrease the PP gap in future Year 11 cohort

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: **£67,671.02**

Activity	Evidence that supports this approach	Challenge number(s) addressed

CPD – Inclusive T & L
8 Pillars of Inclusive Practice
• "The "8 Pillars of Inclusion" summarise a large body of current research about effective ways to create inclusive environments that promote learning and growth. To help staff remember these pillars, each one begins with an 'R'.
• The 8 Pillars are: Relationships, Room, Resources, Response, Relevance, Resilience, Retention and Recall
• 2-year CPD plan and focus in place.
• Focus on inclusive teaching practice allowing accessible learning for all. CPD to focus on the Relationships & Response staff have to challenging behaviour. In addition, Recall and Retention of knowledge overtime.
• Walkthrus CPD continued – Inclusive First Quality Teaching
• External CPD
• 4forAll inclusive classroom strategy:
   o Reading/keywords
   o Chunk & check instruction
   o Clear use time/timings
   o Visual cues
• Walkthrus Books 2 + 3 purchased for all staff to support their professional development.
	EEF – "*inclusive & adjusted practice leads to improved progress & outcomes*"
	EEF – "*+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour*"
	
	EEF *"+6months Feedback appears to have slightly greater effects secondary (+5 months). Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science*
	Low attaining pupils tend to benefit more from explicit feedback than high attainers."
		1 / 4

Reading • Guided reading CPD • Reading champions • Tutor time reading programme "The Day" online system with an article each week followed by questions /debates about the article • Lexonic – Bottom 20% have focused interventions • Accelerated Reading KS3 Yr 7/8 have one English lesson a week dedicated in the library as a reading lesson - individual reading, guided group reading and quizzes based on books read. • Year 9 Group reading Library lesson and free reading homework with a creative task in response • KS4 – Year 10 / 11 have a library lesson once a fortnight during tutor time, to do planned research and reading around a given focussed research activity. • English also dedicate certain amount of time for reading per week to boost literacy and all students encouraged to bring a book every day.	EEF – "*+6 months impact on learning and high evidence that it increases comprehension of texts*"	8

Clear Identification of Pupils • Consistent printed Arbor seating plans and use of Pupil Passports used in lessons with annotated strategies beyond 4forAll that adjust learning for individuals • Increased focus on pastoral behavioural data analysis at all levels	**DFE (2015) Supporting the attainment of disadvantaged pupils** "*Clear identification of small cohorts to prevent pupils being lost*"	1 / 4
Online Platforms used to increase attainment • Introduction of Sparx Products – Maths and Science - Used as a close the gap, intervention, metacognitive strategy to raise attainment through personalised learning homework's/lesson settlers and personalised feedback based on gaps in knowledge etc. **Integration of Pupil Progress Software in Pupil Premium Strategy** • To enhance our approach to raising achievement among disadvantaged pupils, we have integrated **Pupil Progress** into our Pupil Premium strategy. This platform provides real-time, curriculum-specific tracking of pupil attainment and progress, enabling staff to make timely, data-informed decisions. **Key Contributions to Our Strategy:** • **Precision Tracking**: Pupil Progress allows for granular monitoring of pupil performance against exam board criteria. This ensures that gaps in learning are identified early, particularly for Pupil Premium students, and addressed through targeted interventions. • **Personalised Support**: The software highlights individual strengths and areas for development, supporting the creation of bespoke learning plans that align with each pupil's needs. • **Data-Driven Interventions**: Teachers and leaders can use live data to evaluate the impact of interventions, refine strategies, and ensure resources are directed where they will have the greatest impact. • **Reduced Workload, Increased Focus**: By automating grade calculations and simplifying data analysis, Pupil Progress reduces teacher workload, allowing more time for high-quality teaching and pastoral care. • **Strengthening Parental Communication**: The platform enables clear, visual reporting of pupil progress that can be shared with parents and carers. This fosters more meaningful conversations around learning, encourages parental engagement, and supports a collaborative approach to improving outcomes. • **Accountability and Reporting**: The software supports transparent reporting to governors, Ofsted, and other stakeholders, demonstrating the effectiveness of our Pupil Premium strategy through clear, visual data.	**EEF (Oct 2021) - using digital technology to improve learning.** *. "more complex ways of using technology to improve explanations and modelling show promise, particularly in STEM (science, technology, engineering, and mathematics) subjects."* This integration aligns with the Education Endowment Foundation's tiered approach, supporting high-quality teaching, targeted academic support, and wider strategies to improve attendance, engagement, and parental involvement.	1

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

Budgeted cost: **£135,295.98**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core – Maths & English Intervention Tutor • Part time unqualified teacher • Extra curricula, in lesson, tutor time support for eligible learners inc. one to one or small group tuition including Y12 retakes	**EEF** – "*+5 or +4 months impact on learning from a structured one to one or small group tutoring*"	1/2
Accelerated Reader – • Accelerated Reader for year 7/8 pupils • Support for those reading below chronological ages • Reading in/out of English lessons with regular assessment/monitoring from lead • Year 9 have regular English Comprehension lessons in the library	**EEF** – "*+6 months impact on reading & comprehension strategies*"	2/8
Lexonic Leap & Advance • Lexonic leap deployed for those students sig. below chronological reading age at the lowest assessed score • Lexonic advance for deployment for those that below chronological age but not sig. below • NGRT Testing has happened at start of Year 7 and then re done end of Year 8 / 9 to see how the gaps are closing • Looking into software that gives a more comprehensive breakdown of reading abilities.	**EEF** – "*+6 months impact on reading & comprehension strategies*"	2/8
Data Analysis- Sisra & Tracking Software – • MIS used to allow for login of positive/negative behaviours, data seating plans & accurate tracking • Accurate analysis of 3-year trends in conduct and attendance – • Sisra Academic data analysis of progress, attainment and analysis of key groups or individuals	NA	1/2/4/5
Extra Curricula Intervention • Afterschool / lunchtime/Holiday/Evening intervention classes • Additional curriculum or intervention resources • Breadth of subjects funded with English & Maths being first priority	**EEF** – "*+4 months impact on learning from a structured small group tuition*"	1/4/5
Homework Club • Provide a quite space for home learning • Access to technology / internet to support homework • Ensure homework is linked to classroom learning (flipped approach i.e to increase a specific area of knowledge, or to develop fluency in a particular area) • Effective feedback provided on homework	**EEF – "***Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.*"*	1/5/6/7

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

Budgeted cost: **£214,132**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Resources & Material Barriers • Year 7 New Starter £50 voucher • Learning equipment and resources such as maths sets/calculators, art/textile folders etc. • Revision guides & packs created for pupils • Bus passes • Uniform, shoes & PE kits funded through on request vouchers identified through the House team • School trips linked to the curriculum – Geography fieldwork / Art NEA coursework	**DFE (2015) Research to understand successful approaches to support most able academically disadvantaged pupils** "Removing financial barriers reduces stress… promotes the feeling of being care for… supports adult aspirations… allows curriculum engagement"	1, 6
Fully Funded Food Technology Ingredients • Pupils are funded for their ingredients to ensure that all students have the same starting point for each lesson. • This ensures equality and allows **all** students to succeed. • Giving students the same starting point means they have a fair chance of meeting end points appropriate to their age and ability. • Providing ingredients takes pressure off families who may be struggling financially and provides the student with a complete meal, reducing costs for families. It can introduce a range of dishes and flavours to students who may not have a broad experience of food from home, introducing other cultures and recipes.	**DFE (2015) Research to understand successful approaches to support most able academically disadvantaged pupils** "Removing financial barriers reduces stress… promotes the feeling of being care for… supports adult aspirations… allows curriculum engagement"	1,5,6
EAL – Translation Tablets • Refreshing tablets and upgrading to the latest technology. • 25 EAL tablets equipped with translation software & flash academy application and a charging cabinet, to improve engagement/understanding of lesson content	**The Bell Foundation (2017) EAL Classroom Support Strategies**	3/6/7
Enhanced Exam Access Screening • Better identification of PP learners with identified learning barriers leading to exam access arrangements supporting their achievement and attainment	NA	1/7
Pastoral, Welfare & Mental Health • Ring fenced funding utilised to support pupil's pastoral, wellbeing & mental health through increased staffing • Assistant Heads of House, Safeguarding & Counselling staff funded through the grant. • Looking at funding for a School Wellbeing Officer, who can support families getting students into school and early intervention.	**PHE & DFE (2021)** Promoting children and young people's mental health and wellbeing – a whole school or college approach	5/6/7

Attendance • Decrease persistent absence rates • Decrease overall absence rates. • Continue to build a holistic understanding of pupils and families and diagnose specific needs. • Continue to build a culture of community and belong for pupils • Additional hours of Coventry's LA attendance officer • School counsellor to support with barriers to attendance	The **new Department for Education (DfE) attendance guidance - "Working Together to Improve School Attendance", 19 August 2024**. **Whole-school culture**: Schools must promote the benefits of high attendance and embed it in their ethos. **Clear attendance policy**: Every school should have a policy understood by staff, pupils, and parents. **Early intervention**: Schools must identify barriers to attendance and work with families to remove them. **Data-driven approach**: Regular analysis of attendance data to spot patterns and intervene early. **Collaboration**: Schools should share information with local authorities and other partners when absence risks becoming persistent or severe. **Support for vulnerable pupils**: Extra attention for pupils with SEND, mental health issues, or physical illness.	5
Crossroads • A2E – alternative provision including internal exclusion • Support studies – academic small group learning • Behaviour Interventions – one to one or small group behaviour interventions for those at risk of exclusion. • **Specialist Learning Mentor** recruited to provide intensive pastoral support to individuals & small groups who are not progressing as well as expected	**EEF** – "*+4 months behaviour interventions that lead to developing a more consistent effective approach that improve behaviour*"	5/6/7
Careers Advice & NEET Intervention • **Specialist Careers Advisor** appointed to deliver high-quality careers education and guidance for all pupils, with priority given to **PP, SEND, FSM, and at-risk NEET students**. • **Personalised Careers Action Plans** developed for targeted PP learners to ensure aspirational pathways and reduce risk of NEET. • **Early Intervention**: Careers guidance begins in **Year 10**, supported by an additional **Careers Apprentice** providing 1:1 sessions and tailored support. • **High-Quality Careers Programme** embedded across the school, ensuring all pupils access accurate labour market information and individual guidance. **Targeted NEET Interventions** for vulnerable pupils, including bespoke mentoring and signposting to post-16 opportunities.	**DFE (2021)** Careers guidance and access for education and training providers **Gatsby Benchmarks 1, 2, 3, 8** **Benchmark 1:** A Stable Careers Programme **Benchmark 2:** Learning from Career and Labour Market Information **Benchmark 3:** Addressing the Needs of Each Pupil **Benchmark 8:** Personal Guidance	5/6

DFE Breakfast Programme • Identified pupils are provided with a free breakfast allowance as identified by the pastoral team • Provision is made through the schools' canteen provider • Links with National School Breakfast Programme (NSBP) to boost attendance • Staff with cover supervisors	**IFS (2016) Breakfast clubs work their magic in disadvantaged English schools** "*Improved behaviour, attendance & concentration*"	4/56/7
Extra Curricula Funding • 50% subsidy for peripatetic lessons for PP learners supporting our Music College engagement for all – 8% are PP • Trip, visit and club funding to support attendance of all disadvantaged learners • All educational trips linked to curriculum fully funded i.e Geography Field Trips and Art NEA visits. • Aiming for 100% PP students to have been involved in some form of curriculum linked activities by end of the academic year	**Social Mobility Commission (2019)** An Unequal Playing Field: Extra Curricular Activities, Soft Skills & Social Mobility	5/6

Total budgeted cost: £417,100

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 2024 to 2025 academic year.

Our Year 11 outcomes for Summer 2025 demonstrate resilience and progress, particularly for Pupil Premium (PP) students. Despite the absence of Progress 8 data due to missing SATs, internal and LA data show that PP students achieved an **Attainment 8 score of 39.44**, exceeding the original prediction of 38.4. This is a positive achievement given the lower prior attainment profile of this cohort and the increased complexity of need. Importantly, as a school, our PP eligible students have **performed better than both the Local Authority and National averages for Attainment 8**, which reflects the impact of targeted interventions and staff commitment to equity. Furthermore, our PP Attainment 8 performance has been **significantly stronger than national PP averages for the last three years**, **consistently outperforming recently published national data** (taken from the IDSR). For context, our PP A8 scores were 37.6 in 2022, 35.0 in 2023, and 34.6 in 2024, demonstrating a clear and sustained pattern of improvement and impact over time.

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2025	63	39.6	34.9	Close to average (sig+)	50.3	-10.7	Widening
2024	54	41.7	34.6	Above (sig+)	50.0	-8.3	Narrowing
2023	51	39.4	35.0	Close to average (non-sig)	50.3	-10.9	Not available

While the attainment gap remains a challenge—PP students averaged **39.44** compared to **54.94** for non-PP students (a gap of -15.5, consistent with last year)—this must be viewed in the context of a cohort with higher medical and mental health needs. Several students were unable to fully access exams or performed significantly below potential due to these circumstances.

English and Maths Outcomes for PP Students:
Strong Pass (Grade 5+) in English & Maths: 30.2%
Standard Pass (Grade 4+) in English & Maths: 52.4%
Although these figures are lower than 2024 (39.6% and 64.2%), they exceeded original predictions and reflect the resilience of learners and the effectiveness of support strategies.

EBacc Entry for PP Students:
EBacc entry has remained strong, with **53 PP students entered**, representing **51% of the cohort**, consistent with 2024. This demonstrates our continued commitment to providing a broad and ambitious curriculum for disadvantaged learners.

Percentage PP achieving grade 5 or above in English and Maths compared to national

	2023 final	2024 final	2025 provisional
School	48.3%	55.0%	56.3%
Local authority state-funded schools	41.0%	43.4%	40.9%
England state-funded schools	45.3%	45.9%	45.2%

Percentage PP achieving grade 4 or above in English and math's compared to national

	2023 final	2024 final	2025 provisional
School	74.5%	77.1%	76.8%
Local authority state-funded schools	61.0%	64.0%	60.9%
England state-funded schools	65.1%	65.0%	64.5%

	2023 final	2024 final	2025 provisional
School	30.4%	51.9%	51.0%
Local authority state-funded schools	34.2%	33.2%	31.9%
England state-funded schools	39.3%	40.4%	40.5%

Notably:
 - EBacc APS for PP students was 4.65, slightly higher than predicted and consistent with last year and higher than National and Local data.

	2023 final	2024 final	2025 provisional
School	4.51	4.71	4.65
Local authority state-funded schools	3.78	3.86	3.83
England state-funded schools	4.05	4.07	4.08

   - Languages uptake among PP students increased, with 43.4% taking a language, compared to 41.5% in 2024
   - 100% of PP students entered for EBacc achieved a positive residual, indicating strong value-added performance

Building on the successes of Summer 2025, we remain committed to accelerating progress for all learners, particularly those eligible for Pupil Premium (PP). Our strategy for the coming year is rooted in evidence-informed practice and a relentless focus on equity and excellence.

Key actions include:

Refining Curriculum Planning: Ensuring sequencing and challenge are fully aligned to support progression for every learner.

Embedding Inclusive Teaching Practices: High-quality adaptive strategies that meet diverse needs and remove barriers to learning.

Expanding Targeted Intervention: After-school and holiday sessions focused on closing gaps and boosting confidence in core subjects.

Specialist Support: Appointment of dedicated Maths and English intervention tutors working within departments to provide bespoke, high-impact support.

These actions are already translating into strong outcomes. **Subject-specific highlights for PP students include:**

English: 69.8% achieved a standard pass (Grade 4+), and 54.7% achieved a strong pass (Grade 5+).

Maths: 69.8% standard pass, 47.2% strong pass.

Science: 65.4% standard pass, 55.8% strong pass.

These results demonstrate that strategic interventions and inclusive practices are making a tangible difference. While the Attainment 8 gap remains, positive residuals and strong pass rates in core subjects confirm that disadvantaged students are making meaningful progress and benefiting from our targeted approach.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	63	2916	449566
Attainment 8 score	39.6	48.3	50.3
Grade 5 or above in English & Maths	30.2%	48.2%	52.8%
Grade 4 or above in English & Maths	52.4%	68.8%	72.7%
Achieving EBacc at grade 5 or above	6.3%	16.3%	22.5%
Achieving EBacc at grade 4 or above	14.3%	22.7%	30.4%
Entering EBacc	28.6%	36.2%	45.0%
EBacc Average Point Score (APS)	3.44	4.24	4.49

We continue to prioritise enrichment opportunities for Pupil Premium (PP) students to enhance learning experiences and engagement. Last year, **41.8% of students participated in a wide variety of clubs and extracurricular activities**, with **9.5% of these being PP students**. This commitment ensures that disadvantaged learners have access to the same breadth of experiences as their peers.

To remove financial barriers, **all Year 11 Geography students had their NEA fieldwork trips fully funded**, enabling visits to Sefton Sands and the Olympic Park in London. Additionally, we funded transport for all Year 11 students to attend the **National Careers Event at the NEC**, ensuring no one missed out on this valuable opportunity. Every PP student also benefited from **two bespoke workshops delivered by Elevate Education**, focused on exam preparation and study strategies. For the first time, **Year 10 PP students accessed a dedicated workshop to prepare for their mock exams**, which was highly rated by students and will run again this year.

Breakfast Club remains a key support strategy. In AY24/25, **35% of attendees were PP students**, slightly down on previous years. This year (AY25/26), we have launched a focused push and already seen an increase in PP attendance during the first half term. Our partnership with the **National Schools Breakfast Programme (NSBP)** continues to strengthen this provision.

We have also introduced **Sparx Learning**, an innovative online platform for Maths, Science, and Reading homework, which has seen exceptional uptake:
- **Sparx Maths:** 1,022,162 questions answered, 18,582 hours of practice, and times tables confidence up by **57%**.
- **Sparx Science:** 1,057,715 questions completed, eliminating **254,358 misconceptions** through targeted video support.
- **Sparx Reader:** 19,456,912 words read, 260,270 comprehension checks, and **938 books finished**, significantly advancing our literacy strategy.

In addition, we trialled **iPads in Science and Maths**, with teachers reporting increased student confidence, engagement, and participation. Features such as screen sharing and collaborative problem-solving promoted metacognitive discussions and challenged misconceptions effectively.

Despite these successes, **conduct and attendance remain key barriers** for some disadvantaged learners. Internal analysis shows PP students are **twice as likely to have recorded behavioural incidents compared to non-PP peers**, highlighting the need for continued focus on pastoral and behavioural support alongside academic interventions.

Average behaviour points by Pupil Premium

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	10.5	23.3	32.5	42.4	62.7	87.0
Not PP	5.8	13.3	18.2	24.1	35.2	47.0

Average achievement points by Pupil Premium

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	147.6	241.7	310.0	374.3	486.4	632.9
Not PP	142.3	234.3	303.1	368.9	477.2	643.6

To address barriers to progress and attainment, we have invested in **additional pastoral resources** to improve conduct and engagement. This includes continued mentoring from our pastoral team and enhanced provision within our **alternative setting (A2S)**, with a clear focus on delivering high-quality pastoral and academic interventions. This year, our priority is to take a personalised approach—**reviewing every Year 11 PP student and identifying bespoke strategies for those at risk of underachievement**.

Attendance remains a critical priority within our Pupil Premium strategy. Despite previous whole-school improvements, PP attendance declined across all reported terms in 2024–25 compared to 2023–24, with the most significant drops in **Spring 2 (-2.2 percentage points)** and **Autumn 2 (-1.3 percentage points)**. This downward trend is concerning given the importance of Year 11 in preparing for final examinations.

To reverse this trend, we are implementing **targeted interventions**, including:
Strengthened **pastoral support and mentoring** to address individual barriers.
Increased **parental engagement** through proactive communication and partnership.

Attendance incentives and personalised action plans to motivate and sustain improvement.
The data underscores the need for **early identification and sustained support** to ensure PP students remain engaged and present during critical learning periods. By combining pastoral care with academic focus, we aim to secure improved attendance and conduct, enabling every disadvantaged learner to thrive.

Average attendance % by Pupil Premium AY2425

Average attendance % by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	91.3	89.6	89.3	88.4	88.8	
Not PP	95.6	94.7	94.5	93.9	94.1	

Persistent absence remains a significant challenge for Pupil Premium (PP) students and continues to exceed rates for non-PP peers across both academic years. In 2024–25, the gap widened in several terms, with **Spring 2 showing PP persistent absence at 31.9% compared to 17.6% for non-PP—a difference of over 14 percentage points**. While some terms, such as Autumn 1, saw slight improvements compared to the previous year, the overall trend indicates that persistent absence is increasing for PP students.

This pattern highlights an urgent need for **early and sustained intervention**. Our strategy focuses on:
- **Early identification and intervention** for students at risk of persistent absence.
- **Improved parental engagement** through proactive communication and partnership.
- **Close collaboration with pastoral teams** to address underlying barriers.
- **Attendance mentoring and robust tracking systems** to monitor progress.
- **Regular meetings with the Local Authority Attendance Officer** to ensure accountability and support.
- Reducing persistent absence is critical to ensuring PP students have **equitable access to learning and improved outcomes**. Closing this gap remains a top priority in our Pupil Premium strategy for 2025–26.

Persistent Absence for PP compared to Non PP still has a significant gap.

Persistent Absence % by Pupil Premium	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
PP	23.4	30.4	30.1	31.9	29.6	
Not PP	13.3	15.5	14.9	17.6	17.6	

Externally provided programmes

Programme	Provider
2/7 on alternative placements and provision were PP	Hospital Education Service (Coventry) Academy 21

Service pupil premium funding (NA)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One student was supported – provided revision guide and paid for extracurricular trips. Otherwise, funding is absorbed into the main PP strategy.
What was the impact of that spending on service pupil premium eligible pupils?	Helping support academic achievement