

Pupil Premium Strategy Statement 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Cannock Chase High School
Number of pupils in school	1152
Proportion (%) of pupil premium eligible pupils	Pupils eligible: 337
Academic year/years that our current pupil premium strategy plan covers	1 Year 2025-26
Date this statement was published	
Date on which it will be reviewed	Sept 2026
Statement authorised by	Mr Iain Turnbull
Pupil premium lead	Mrs J Simpson
Governor / Trustee lead	Mrs P Bury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Service Premium)	£362,813
Pupil premium funding carried forward from previous years	£0
Service Pupil Premium	6 students x £340 = £2040
Total budget for this academic year	£362,813

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, secure excellent progress and attainment across the curriculum. This is aligned with our Cannock Chase High School School motto: 'Achievement for All'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. When identifying challenges, we will draw on a range of data sources including discussion with teachers, support staff and engagement with pupils and families.

We will utilise a wide range of external evidence to inform our decision making such as evidence summaries published by the EEF (Education Endowment Fund), alongside our knowledge of our students and our context.

We will develop strategies under 3 key areas of

1. **High-Quality Teaching**: High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
2. **Targeted Academic Support**: We aim to diagnose which students need the most support and where. Then to provide specialist tuition, mentoring, intervention and resources in place to improve outcomes for disadvantaged students.
3. **Wider Strategies**: Through understanding of the impact of the child as a whole and the understanding that different pupil premium students have different barriers, we aim to support their wider personal development which will make them more resilient learners and support their progress in order that they become positive contributors to society in all elements of their lives.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance:</p> <p>Improving attendance is a key priority at Cannock Chase High School. The Department for Education (DfE) states that "attendance is the essential foundation to positive outcomes for all pupils."</p> <ul style="list-style-type: none"> • Attendance of disadvantaged pupils lags behind non-disadvantaged peers. • Persistent absence rates are higher for Pupil Premium students, impacting progress and engagement. • Post-pandemic challenges (e.g., anxiety, disengagement, socio-economic factors) are more pronounced for disadvantaged families. <p>PP – 86.3% Non PP – 92.9%</p> <p><u>Importance:</u></p> <p>Research evidence, including from the Education Endowment Foundation (EEF), highlights the strong correlation between attendance and academic achievement.</p> <ul style="list-style-type: none"> • Improving attendance is a prerequisite for the success of all other Pupil Premium strategies (literacy, numeracy, behaviour, enrichment, etc.). • Without tackling attendance gaps, the school cannot fully close the attainment gap. • Attendance interventions create a foundation for long-term progress and success beyond school. <p><u>Strategic Response</u></p> <ul style="list-style-type: none"> • Embedding a culture of high expectations around attendance for all pupils, with particular support for disadvantaged learners.

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	<ul style="list-style-type: none">• Use of Pupil Premium funding to:<ul style="list-style-type: none">◦ Strengthen pastoral systems (mentors, attendance officers, home–school liaison).◦ Provide targeted family support and engagement.◦ Implement early identification and intervention for persistent absence.◦ Remove practical barriers to attendance (uniform, transport, breakfast provision). <p>Underpinned by the DfE’s “Working together to improve school attendance” guidance.</p>																					
2	<p>Academic outcomes:</p> <table><tr><td></td><td>Pupil Premium</td><td>Non-pupil premium</td></tr><tr><td>A8</td><td>35.32</td><td>45.50</td></tr><tr><td>9-4 Eng/Ma</td><td>43.9</td><td>67.9</td></tr><tr><td>9-5 Eng/Ma</td><td>22.8</td><td>44.6</td></tr></table> <p>PP students have lower academic outcomes in terms of attainment for 2025 (progress was not measured in this year)</p> <p>Expected impact</p> <ul style="list-style-type: none">• Narrowing attainment and progress gaps between disadvantaged and non-disadvantaged pupils.• Higher proportions of disadvantaged pupils achieving strong outcomes at GCSE and progressing to sustained post-16 destinations.		Pupil Premium	Non-pupil premium	A8	35.32	45.50	9-4 Eng/Ma	43.9	67.9	9-5 Eng/Ma	22.8	44.6									
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3	<p>Literacy/Reading ages:</p> <table><tr><td></td><td>PP</td><td>Non PP</td></tr><tr><td>Whole School</td><td>102.26</td><td>107.47</td></tr><tr><td>Y7</td><td>101.43</td><td>108.1</td></tr><tr><td>Y8</td><td>102.51</td><td>108.37</td></tr><tr><td>Y9</td><td>100.09</td><td>106.77</td></tr><tr><td>Y10</td><td>101.71</td><td>106.23</td></tr><tr><td>Y11</td><td>107.59</td><td>107.8</td></tr></table> <p>As can be seen from the data above, across all year groups, PP students have on average a lower reading age than non-PP students.</p>		PP	Non PP	Whole School	102.26	107.47	Y7	101.43	108.1	Y8	102.51	108.37	Y9	100.09	106.77	Y10	101.71	106.23	Y11	107.59	107.8
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A significant proportion of our Pupil Premium students enter school with reading ages below their chronological age. This limits their access to the wider curriculum, affects academic outcomes across all subjects, and contributes to a widening attainment gap.

Impact of the Barrier

- PP students with low reading ages often struggle with comprehension, vocabulary acquisition, and independent learning.
- Difficulty accessing exam materials and curriculum content results in underperformance and lower progress scores.
- Low reading proficiency impacts confidence, engagement, and motivation, leading to higher instances of disengagement or behaviour concerns.
- These literacy barriers hinder students' ability to articulate ideas, infer meaning, and develop critical thinking — all key skills for long-term academic and life success.

Expected impact

- PP students make accelerated progress in reading age (at least 1.5x expected annual progress).
- Reading gap between PP and non-PP students narrows termly.
- Increased reading confidence and participation in class discussions.
- Improved outcomes in reading-heavy subjects across the curriculum.

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Intended outcomes

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

Intended outcome	Success criteria
<u>Improved attendance</u> To achieve and sustain improve attendance for all pupils, particularly our disadvantaged pupils	Improve attendance from 2025-26 demonstrated by: <ul style="list-style-type: none">• The overall absence rate for all pupils being no more than 90% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.• The percentage of all pupils who are persistently absent decreasing from last academic year.
<u>Improved Academic Outcomes:</u> Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths and Ebacc subjects.	By the end of our current plan in 2025-26 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none">• A reduced gap in A8• A reduced gap in the 9-5 and 9-4 Eng/Ma pass rates.
<u>Improved Literacy:</u> Improved reading among disadvantaged pupils across KS3.	Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and learning walks.

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (GL Assessment for the reading ages of Y7/8/9 students to measure progress and impacts of intervention)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://ffteducationdatalab.org.uk/2018/05/what-can-short-standardised-tests-tell-us-about-the-attainment-and-progress-of-individual-pupils-and-of-schools/	2 & 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Launch of disciplinary Literacy with all staff and utilisation across all subject areas.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2 & 3
Staff training and CPD , providing high quality up-to-date guidance and training. Learning Community Time (LCT) - provision of time for staff to meet and share good practice.	Research gate - teacher training It is concluded that training and development is an essentially important element of human resource management for every teaching institution and there exists powerful	2 & 3

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<p>Subscription to the National College, providing all staff, teaching and non-teaching, with access to high quality, endorsed and accredited courses and webinars, with content focused on curriculum redesign, learning & teaching, pastoral care, wellbeing, mental health, and much more. All staff are provided with user log ins and access to the full suite of CPD</p>	<p>connection between training and development and teachers' productivity and performance.</p>	
<p>Digital Theatre Plus: Provide access for all students, particularly the most disadvantaged, to live theatre, with staged productions of studied texts available to all key stages, during the pandemic when live theatre visits are prohibited.</p>	<p>https://www.digitaltheatreplus.com/success-stories</p> <p>Students having access to theatre productions really helps students to immerse themselves in the narrative and gain a deeper understanding of the text.</p>	<p>1, 2 & 3</p>
<p>The appointment of a learning & teaching project lead: This role is tasked with the development and sharing of best practice, innovation in face-to-face and remote learning and teaching and the implementation of continued. Professional development.</p>	<p>Impact of evidence based research - EEF</p> <p>Research shows that it results in <i>'an increase in the proportion of teachers positively disposed to academic research informing teaching practice, and a decline in teachers' perceptions that academic research is not useful to teaching.</i></p>	<p>1 & 2</p>
<p>Carnegie Reading Medal Launch Carnegie Medal 'shadowing' groups in years 7 and 8 and</p>	<p>https://www.gl-assessment.co.uk/press-office/press-releases/new-study-highlights-the-importance-of-reading-to-the-whole-school-curriculum/</p>	<p>1, 2 & 3</p>

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purchase relevant texts to establish reading groups who will meet weekly online to further foster a culture of reading for pleasure across the school through organised reading group meetings and events for students.	Studies show that reading improvements lead to improvements in all curriculum areas, therefore improvements in outcomes.	
Book Trust- Book Buzz Programme to inspire a love of reading in Y7/8 students	Research Evidence on reading for pleasure (DFE) Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure: <ul style="list-style-type: none"> • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making. 	3
Purchase of 'Top 10 Reads' for the Library In line with the English Department 'Reading for betterment'. The Top 10 books are purchased for students to loan from the library.	https://literacytrust.org.uk/blog/library-life-line-part-3-developing-reading-for-pleasure-in-your-school/ <i>'Improvements in young children's communication abilities and longer-term education outcomes were reported.'</i>	3
PSHE lead teacher A PSHE specialist to teach a discreet PSHE lesson in Y7-9 and lead on PSHE across the school to ensure that	https://pshe-association.org.uk/our-vision/why-pshe-education-matters <i>'PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.'</i>	2 & 3

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students get quality learning and teaching in this area.		
Character Education Lead A Character Education lead to drive forward Character across the curriculum and school.	https://uobschool.org.uk/wp-content/uploads/2017/08/Framework-for-Character-Education-2017-Jubilee-Centre.pdf Character Education Framework Guidance.pdf A literature review for the Education Endowment Foundation and Cabinet Office found that: <ul style="list-style-type: none"> • High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work; • Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement; • Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and • Having good coping skills (part of being able to bounce back) is associated with greater well-being. This post will provide leadership of character education lessons, overview of logging and monitoring of activities and competencies on Unifrog to ensure that any barriers for PP students are removed in order to allow them to benefit from all the area mentioned above.	1, 2 & 3

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number (s)

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		address ed
<p>Purchase of Lexonic (Advance/Vocabulary/Leap)</p> <p>Implement Lexonik Advance to run small group intervention sessions with students identified to have low level reading/spelling ages relative to their verbal reasoning scores in the GL Assessment CAT4 cognitive tests. Small group 4-1 intervention will endeavour to rapidly address barriers through the explicit teaching of vocabulary, phonics, root words and formations.</p>	<p>Improving literacy in Secondary Schools EEF</p> <p>https://lexonik.co.uk/case-studies</p> <p>Case studies of schools who have used the programmes report improvements in reading ages no matter what the learners age.</p> <p>Struggling readers often disengage, leading to lower outcomes and wider gaps.</p> <p>Lexonik's structured, small-group approach builds confidence and resilience, increasing PP students' motivation and participation.</p>	1, 2 & 3
<p>Literacy Support Assistant</p> <p>Targeted literacy intervention for students with low reading ages.</p>	<p>https://files.eric.ed.gov/fulltext/EJ1270183.pdf</p> <p>https://www.sciencedirect.com/science/article/abs/pii/S0022440517301231</p> <p>Research shows the direct impact of small group reading interventions on reading ages and literacy.</p>	1, 2, & 3
<p>Carousel Learning Platform</p> <p>Learning platform with question banks and quizzes to aid with knowledge retrieval.</p>	<p>https://www.carousel-learning.com/product/secondary</p> <p>feedback from other users online:</p> <p>My year 10's confidence in remembering key studies and terms after lockdown was at an all time low 6 weeks ago. Lots of recall through using @Carousel_Learn for their assessment today (which was on 2 of our oldest topics) and they've absolutely smashed it!</p> <p>7:56 PM · Jun 25, 2021</p>	1, 2 & 3
<p>Purchase of Class Charts</p> <p>To allow for greater analysis of student attendance and behaviour data in order to diagnose</p>	<p>https://www.researchgate.net/publication/292147655_Behavior_Monitoring</p> <p>Research shows that:</p> <p>Implementation of strategies and interventions that help schools monitor behaviour can also play a vital role in dropout prevention by</p>	1, 2 & 3

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concerns early and impact improvement.	<p>developing relationships, monitoring risky student behaviours, and providing positive support for students who are having behavioural problems.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Purchase of Provision Map</p> <p>To allow for the recording and reviewing of provisions for students and the evidencing of plan/do/review processes to ensure that support and interventions have impact on outcomes.</p>	<p>https://www.structural-learning.com/post/provision-maps-a-teachers-guide</p> <p><i>‘Provision maps helps schools to look strategically at their learners’ specific needs, including inclusive education for those belonging to underprivileged groups, to identify their strengths and weaknesses.’</i></p> <p>This will allow us to ensure that money spent on provisions for PP students and non-PP students is having the desired impact so that they can be evaluated and amended quickly.</p>	1,2 &3
<p>One to one tutoring:</p> <p>For students who require support in English and Maths due to time missed at school due to illness/SEND.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p><i>‘One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding.’</i></p> <p>This will enable us to close the gap in academic outcomes for PP and non-PP students.</p>	1, 2 & 3
<p>Attainment Managers</p> <p>To support students in lessons who struggle to access the lesson or to support with specific needs. To be a point of contact with parents for</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Many of our students who are PP are SEND (K) students who get some support and strategies provided to support them in lessons. The allocation of attainment</p>	1, 2 & 3

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<p>selected students and monitor/impact their academic outcomes/attendance.</p> <p>New attainment manager appointment September 2026</p>	<p>managers where no formal EHCP is in place allows this support to take place and reduce barriers and access to learning in lessons.</p> <p>An AM can closely track the progress of PP pupils, quickly identifying gaps in understanding. Immediate feedback and tailored strategies can be applied before misconceptions become entrenched.</p> <p>With an AM supporting key groups, the teacher has more capacity to provide high-quality teaching for the whole class. Teachers can focus on planning and differentiation while knowing PP pupils are receiving additional input.</p> <p>Research (e.g. Education Endowment Foundation guidance) shows that when deployed effectively, TAs can significantly improve outcomes for disadvantaged pupils, especially through structured interventions and targeted support.</p>	
<p>Year 11 P6 Intervention</p> <p>Based on teacher predications in each subject area, students who are underachieving are highlighted and invited for intervention lessons after school with subject specialists.</p>	<p>https://thirdspacelearning.com/blog/gcse-intervention-strategies/</p> <p><i>‘Evidence from the EEF indicates that small group tuition can be effective, although clearly the smaller the group, the better – the EEF suggests that a group size larger than six or seven results in a noticeable reduction in effectiveness. They further suggest that quality of teaching has a similar impact to group size – so it may be more effective to deploy a more experienced member of staff with a larger group, than it would a newly-qualified teacher.’</i></p> <p>Our after-school intervention sessions are with qualified teachers and small groups with a specific highlighted area for improvement. This should again target specific students where we need to reduce the progress gap between PP/Non-PP.</p>	<p>2</p>

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<p>Alternative Provision</p> <p>The use of alternative education providers to support students in smaller and more specialist settings</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf</p> <p><i>‘The most effective alternative provision involves joint planning between the mainstream and the alternative education provider and avoids a narrow focus on behaviour, instead opening up wider possibilities for the young people.’</i></p> <p>By working with Alternative Provisions and always trying to reintegrate students back into mainstream we aim to have positive impacts on student’s behaviour and attendance to reduce barriers to learning.</p>	<p>1, 2 & 3</p>
<p>Pupil progress</p> <p>The use of an online assessment recording and report tool</p>	<p>https://www.pupilprogress.com/</p> <p>1. Improved Data Visibility and Analysis</p> <ul style="list-style-type: none"> • Real-time tracking of pupil performance across subjects, groups (e.g. PP, SEND, EAL), and year groups. • Enables early identification of underachievement or slow progress among PP students. • Visual dashboards help leaders and teachers interpret data quickly and effectively, supporting timely interventions. <p><i>“What gets measured gets improved.” – With Pupil Progress, underperformance among PP students becomes visible earlier, avoiding ‘hidden’ gaps until termly or annual reviews.</i></p> <p>2. Sharper, More Targeted Interventions</p> <ul style="list-style-type: none"> • Allows staff to drill down into specific skills or strands (e.g. reading comprehension vs. decoding) to personalise support. • Facilitates the strategic deployment of resources, ensuring that PP funding is used effectively to close gaps. 	

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	<ul style="list-style-type: none"> Enables subject leads and class teachers to plan evidence-informed interventions based on actual performance data. 	
<p>Contributions to school trips and events that impact on student outcomes</p>	<p>Improved Curriculum Engagement and Understanding</p> <ul style="list-style-type: none"> Trips deepen curriculum knowledge by making learning real, tangible, and memorable (e.g. a visit to a Roman museum, theatre performance, or science centre). Enhances vocabulary acquisition, background knowledge, and cultural capital — all of which are essential for academic success, especially in reading and writing. Boosts recall and application of knowledge in assessments and classroom discussions. <p><i>"PP students were able to refer to the trip in their GCSE answers — improving the depth and detail of their responses." – KS4 Subject Leader</i></p> <p>Development of Social and Communication Skills</p> <ul style="list-style-type: none"> Exposure to new environments encourages students to interact, collaborate, and communicate more confidently. Builds teamwork, resilience, and independence — especially in residential or multi-day trips. PP students often demonstrate improved oracy, confidence, and self-esteem after attending trips. 	

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

Budgeted cost: £102,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma and Attachment Training for all staff The training of staff on the impact of trauma and attachment on children's brains and behaviour and specific strategies that can be used with students in the classroom and school in general.	https://the-arc.org.uk/calltoaction <i>'There is a growing body of academic research which demonstrates the effectiveness of attachment aware approaches in schools and other settings which work with young people.'</i> Making our staff more aware of the impact of trauma and attachment can help them to rethink reasons for behaviours and respond and support students in different ways. This has been proven to have a significant impact on escalations of behaviour incidents, suspensions and attendance of students.	1, 2, & 3
Emotion Coaching training For Pastoral Team with view to training the wider staff on Emotion Coaching strategies by the end of the academic year.	https://www.emotioncoachinguk.com/ https://www.sec-ed.co.uk/ <i>'Emotion coaching has been found to have positive benefits on staff feelings of competency and calmness, pupils' emotional literacy and regulation and pupil-staff trust. Positive effects are also noted in pupil behaviour, attainment and staff wellbeing (Gus & Kilby 2016). Schools even notice an improvement in family wellbeing and a decrease in parental complaints.'</i>	1, 2, & 3
Summer School: Provide Key Stage 2 to Key Stage 3 transition support through the running of a summer school, which familiarises all students with key staff, settings and procedures, provides staff the opportunity to work with	https://educationendowmentfoundation.org.uk/news/eef-blog-summer-schools-what-the-evidence-tells-us-and-what-it-doesnt <i>'The transition between primary and secondary school is a key moment when students are at risk of exclusion'</i> (House of Commons Education Committee, 2011) Ensuring that students receive a robust transition into Secondary school will have a	1 & 3

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new admission students prior to the new academic year, notably the most vulnerable and those with SEND.	profound impact attendance of year 7 students (particularly PP) and their mental health and well being in school.	
Safeguarding training and support: The training of all the pastoral team to Level 2 safeguarding. Staffing costs of extended safeguarding team (DSL/DDSL/wider safeguarding team)	https://learning.nspcc.org.uk/safeguarding-child-protection-schools https://safeguarding.network/content/leading-a-safeguarding-culture/ Research shows that effective safeguarding in schools through robust training of staff leads to a culture of security and therefore happiness of learners. This positively impacts on attendance mental health. Having all staff in the pastoral team trained to Level 2 will mean that staff have greater awareness to safeguarding concerns and how to report and support with individual cases. This will have a positive impact on specific students' attendance (for example where external agencies can be utilised to support following concerns) as well as students mental health and well being as they feel safer and more secure in the school setting.	1 & 3
Attendance Attendance/Pastoral Managers are appointed to improve attendance. Cost of Attendance Champion (AHT)	Embedding principles of good practice set out in DfE's Improving School Attendance advice. Guidance suggests having attendance champions on Leadership and a strong set of systems carried out by an attendance officer to report on attendance and follow up on patterns of absence. Improvements in staff training on the monitoring of student's absence in their tutor groups through Class Charts and clear/concise systems whereby tutors /pastoral staff and leadership team intervene to support and have impact with specific cases.	1
Senior Mental Health Lead Senior Mental Health Lead time allocated to impact positively on the mental health and well-being of	https://www.gov.uk/guidance/senior-mental-health-lead-training https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing	1 & 3

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staff and students in the school.	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	
Primary Transition Programme: Chase Sings/Global Day/Science Day/school show performance/rounders and multi-sport competition.	https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges Successful transitions, as identified from case studies in the research, are those with close cross-phase links. A variety of opportunities for induction, taster days and visits between schools appear to improve institutional adjustment. For example, help with getting to know the physical school building, school routines, along with the relaxing of rules in the early weeks, to allow time for explanation, practise and reinforcement.	3
Pastoral Managers To support day to day with students' behaviour, mental wellbeing and engagement in learning.	https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools At an individual level, a professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child's education. They can be crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education.	1, 2 & 3
Careers Information Advice and Guidance Lead and Careers Support Officer (new post Sept 2025) To support with students' aspirations and to help signpost students to different career pathways and goals in order to motivate students to gain better outcomes and have better attendance.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education https://www.suttontrust.com/wp-content/uploads/2022/03/Paving-the-Way-1.pdf <i>'62% of these provided evidences of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision making skills, career competencies, or career identity.'</i>	1, 2 & 3

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	<p><i>'60% of these provided largely positive findings of educational outcomes'</i></p> <p>Evidence shows that good careers advice and guidance has a positive impact on both student outcomes and their approach and engagement in their school work.</p> <p>Personal guidance (Benchmark 8): DfE expects all students to receive at least one careers guidance interview by age 16, and a further one by 18. A dedicated careers advisor ensures this requirement is systematically met.</p> <p>Addressing disadvantage: The DfE emphasises equality of opportunity in careers provision. A careers advisor can focus support on disadvantaged pupils (including Pupil Premium students), who are statistically less likely to access high-quality advice through informal networks.</p> <p>Linking curriculum learning to careers (Benchmark 4): Advisors can work with teachers to embed career relevance into subject learning, particularly supporting those who may lack parental knowledge of pathways.</p>	
<p>Fireworks Charity:</p> <p>Mindfulness sessions on (Art/music therapy) for a select number of students in order to improve behaviour, engagement and attendance.</p>	<p>https://www.mindful.org/mindfulness-in-education/</p> <p>https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf</p> <p>Well conducted mindfulness interventions can improve the mental, emotional, social and physical health and wellbeing of young people who take part. It has been shown to reduce stress, anxiety, reactivity and bad behaviour, improve sleep and self-esteem, and bring about greater calmness, relaxation, the ability to manage behaviour and emotions, self-awareness and empathy.</p>	1 & 3
<p>Breakfast Club:</p> <p>Offered every morning to all students in order to ensure that students have had a healthy breakfast before they start their day to increase alertness, productivity and learning</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments.</p>	1, 2 & 3

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outcomes as well as behaviour.		
YESS Counselling Provision of a counsellor for students who require support for their mental health.	https://yess.uk/ https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf Advice and guidance from the DFE states: <i>‘Many pupils report improvements in their capacity to study and learn following counselling and frequently report that counselling helps them to concentrate⁹. Pupils also report an increased motivation for school and schoolwork. Headteachers and pastoral care teachers are also supportive of counselling in helping pupils to study and learn, particularly in facilitating the young person’s ability to concentrate in class, as well as increasing their attendance at school and improving behaviour.’ (DFE 2016)</i>	
Team SOS Response App used in school to attend pastoral incidents during the school day efficiently and effectively in order to retain students in lessons learning and maintain a good learning environment.	https://teamsos.co.uk/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf <i>‘The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.’ (DFE 2022)</i>	

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

Attendance:

PP – 86.3%

Non PP – 92.9%

	2023-24	2024-25	
Pupils with FSM	84.7%	86.3%	+1.6%

Outcomes:

	Pupil Premium	Non-pupil premium
A8	35.32	45.50
9-4 Eng/Ma	43.9	67.9
9-5 Eng/Ma	22.8	44.6

Literacy:

	PP	Non PP
Whole School	102.26	107.47
Y7	101.43	108.1
Y8	102.51	108.37
Y9	100.09	106.77
Y10	101.71	106.23
Y11	107.59	107.8

Based on all the information above, the performance of our disadvantaged pupils in all 3 areas (although there is still a gap between PP and non-PP) we are seeing improvements from last academic year for attendance of PP students and we have seen an overall improvement in the literacy of PP students. Comparisons on

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Attainment are more difficult as Progress 8 was not measured last year due to lack of KS2 data due to Covid. Progress 8 is a much more robust measurement.

Our evaluation of the approaches delivered last academic year indicates that although these areas are still areas that we need to further close the gap in, we are still seeing improvements and the impact of the investment of PP income.

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Service Pupil Premium

How our service pupil premium allocation was spent last academic year											
<p>Service children within our secondary school community may experience unique challenges linked to parental postings, mobility between schools, and periods of separation during deployment. Our intention is to ensure these pupils achieve academically in line with their peers, maintain strong wellbeing, and experience stability in their learning.</p> <p>Our strategy prioritises:</p> <ul style="list-style-type: none">• Academic assessment and continuity so that mobility does not negatively impact progress• Skilled pastoral support during times of deployment or transition• High-quality teaching, supported by evidence-informed intervention <p>This strategy aligns with our wider school priorities of inclusion, consistent high expectations, and strong pastoral care.</p> <h3>1. High-Quality Teaching</h3> <table><tr><th>Activity</th><th>Evidence / Rationale</th></tr><tr><td>literacy, numeracy, and cognitive baseline assessments when needs highlighted.</td><td>Ensures accurate setting and identifies gaps caused by mobility.</td></tr><tr><td>Curriculum continuity mapping for subjects commonly affected by mid-year transfer</td><td>Aligns sequencing and supports transition.</td></tr></table> <h3>2. Targeted Academic Support</h3> <table><tr><th>Activity</th><th>Evidence / Rationale</th></tr><tr><td>Homework and study support sessions</td><td>Provides structure during parental absence and stabilises routines</td></tr></table>		Activity	Evidence / Rationale	literacy, numeracy, and cognitive baseline assessments when needs highlighted.	Ensures accurate setting and identifies gaps caused by mobility.	Curriculum continuity mapping for subjects commonly affected by mid-year transfer	Aligns sequencing and supports transition.	Activity	Evidence / Rationale	Homework and study support sessions	Provides structure during parental absence and stabilises routines
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literacy, numeracy, and cognitive baseline assessments when needs highlighted.	Ensures accurate setting and identifies gaps caused by mobility.										
Curriculum continuity mapping for subjects commonly affected by mid-year transfer	Aligns sequencing and supports transition.										
Activity	Evidence / Rationale										
Homework and study support sessions	Provides structure during parental absence and stabilises routines										

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3. Wider Strategies (Pastoral, Wellbeing, and Transition)

Activity	Evidence / Rationale
Deployment of support groups such as Fireworks, resilience sessions and other personalised support when required.	Helps pupils process emotions related to deployment cycles
Induction (welcome pack, buddy system, parent meeting)	Accelerates integration and belonging
Exit transition profiles for mid-year leavers	Ensures continuity of learning at next school

The impact of that spending on service pupil premium eligible pupils

We have observed that these provisions have helped service children to settle quickly and continue learning, minimising disruption effects from school transfers.