

# Pupil premium strategy statement (Review 1)

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

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

## School overview

Detail	Data
School name	Stockport School
Number of pupils in school	1353
Proportion (%) of pupil premium eligible pupils	31.49% (426/1353)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2024-2025 2025-2026 2026-2027
Date this statement was first published	December 2024
Date on which it will be reviewed	December 2025 (Review 1) December 2026 (Review 2) December 2027 (Review 3)
Statement authorised by	Ian Irwin Headteacher
Pupil Premium Lead	Cat O'Gara
Governor lead	Karen Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£442,652
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£145
<b>Total budget for this academic year (2024-2025)</b>	£442,797
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
<i>NB Funding for pupil premium is allocated by financial year, not academic year within Stockport LA</i>	

# Part A: Pupil premium strategy plan

## Statement of intent

*Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.*

Pupil Premium - Gov.uk

Our vision is that our disadvantaged and vulnerable students are nurtured in the school community which is dedicated to inspiring respectful collaboration in an aspirational learning culture. Ultimately, we would like all of our students to become successful, motivated, well-adjusted adults who achieve economic well-being, irrespective of their background or the challenges they face. The work which we do with all of our students is scaffolded by our PROUD values: positivity, respect, opportunity, unity and determination.

We fully appreciate that no single intervention provides a complete solution to the complex educational issues faced by many students, and it is therefore important that we operate a multifaceted approach, as we feel that this offers the best opportunity for our students to succeed. However, we do believe that one key element of raising attainment of all our students is quality first teaching and learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

We recognise that our disadvantaged cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our disadvantaged cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Designated staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Pastoral, Attendance and SEN teams and teaching staff to identify emerging needs and deliver interventions.

At Stockport School, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve. Our students are challenged in the work which they are set and as a school we act early to intervene at the point which need is identified.

We aim to take a nuanced approach which recognises the unique circumstances surrounding our students to understand why the 2023 disadvantaged gap index at secondary continued to increase to its highest level since 2011.

All students will be able to access knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit or reading comprehension.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>‘The breakdown of a representative sample of 300 schools’ Pupil Premium strategy statements from the last academic year reveals that 75% cite attendance and 74% reading as the main barriers to attainment for pupils eligible for the funding.’ (SecEd, 2023)</p> <p>During the academic year 2024-2025 the attendance data for the disadvantaged cohort was 82.8% compared with 92.2% for non-disadvantaged. During the same academic year, 45.85% of the disadvantaged cohort were classed as being PA whilst 7.1% were SA. This is in comparison to 27.83% PA and 5% SA for the non-disadvantaged.</p> <p>Our internal data is showing that there will be a negative impact on the progress of our vulnerable and disadvantaged students if their levels of absenteeism remain at their current levels</p>
2	<p><b>Literacy</b></p> <p>‘Reading at age 3 and outings to places of cultural interest are particularly 26 associated with this aspect of development, with for example a child who is read to daily at age 3 predicted to have a test score nearly two months more advanced than an equivalent child who was not read to daily at age 3.’ (Waldfogel and Washbrook, 2010)</p> <p>In September of 2025, our disadvantaged Y7 cohort had an average KS2 scaled score of 103(100 representing the average during standardisation), compare to 107 for our non-disadvantaged cohort.</p> <p>At the start of year 7 our disadvantaged cohort have a NRSS score of 100.66 compared to 105.24 for the non-disadvantaged cohort. Research shows that the vocabulary gap increases for the disadvantaged compared to the non-disadvantaged, which has an impact on their progress in all subjects.</p>
3	<p><b>Behaviour and Values</b></p> <p>‘Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.’ (Gutman and Vorhaus, 2012).</p> <p>Our internal data shows that during the academic year 2024-2025, 3.6% of our students who have a temporary exclusion are disadvantaged, whilst 0.1% who receive a permanent exclusion are disadvantaged. Our disadvantaged students receive 236 reward points on average compared to 316 for the non-disadvantaged, whilst the disadvantaged receive 25 behaviour points on average compared to 12 for the non-disadvantaged.</p>

4	<p><b>Homework and Independent Learning</b></p> <p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. (EEF, no date).</p> <p>Our internal data suggests that there is a discrepancy between the completion of homework for the disadvantaged vs the non-disadvantaged. On average our disadvantaged students have received 116 positive points for their completion of homework, versus the non-disadvantaged at 180. 97% of the disadvantaged students have received negative points for their homework completion compared to 92% of the non-disadvantaged.</p>
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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
To improve attendance levels of the disadvantaged cohort	<p>The overall unauthorised absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4% by 2026-2027.</p> <p>The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers by 2026-2027.</p>
Increased reading ages from the start of year 7 to the end of year 7	<p>In 2024-2025, there were 41/95 disadvantaged students in Year 7 with an NRSS reading scaled score of 100 or more. Of those 41, 1 student was at the highest scaled score (so could not improve further) and 20 improved their scaled score further. In 2024-2025, there were 47/95 disadvantaged students in Year 7 with an NRSS reading scaled score of 100 or less. Of those 47, 24 improved their scaled score by the start of Y8. This shows a 46% improvement (or at the maximum scaled score).</p> <p>The aim is for this to increase to 60% by the end of year 7.</p>
To reduce the gap between the number of suspensions between disadvantaged and non-disadvantaged students	To monitor the behaviour of both the disadvantaged and non-disadvantaged to minimise the gap between both cohorts.
To increase the number of positive points awarded for homework for the disadvantaged, so that it is closer to those of the non-disadvantaged.	Disadvantaged students to have a higher completion rate for their homework which is recognised and rewarded. Currently the gap stands at 23.9 points.
Improved outcomes among disadvantaged students across the curriculum at the end of KS4	<p>To narrow the gap between the percentage of disadvantaged students achieving both 9-4 and 9-5 including English and maths.</p> <p>2024-2025:</p> <p>9-4 gap – 11.8%</p> <p>9-5 gap – 9.9%</p>

## 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

Budgeted cost: £214,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vision for disadvantaged students shared with all stakeholders	<p><b>Addressing Educational Disadvantage</b>  <i>it is vital that all staff understand: the issues being addressed; how school is addressing them; evidence to support the approach; their role within it; what success looks like</i></p> <p><b>An Updated Practical Guide to the Pupil Premium</b>  <i>The Pupil Premium might just be the key that unlocks the opportunity for all to achieve well</i>  <i>Higher expectations and consistency are explicit everywhere, as are the school's values in the classrooms and the corridors</i>  <i>The barriers may be the school community having low expectations of them</i>  <i>The most effective schools have high expectations and high ambitions for every pupil regardless of background</i></p>	1-4
Quality CPD through teaching and learning delivered to all staff  Retain current staff through quality CPD programmes and the opportunity to complete NPQ's	<p><b>EEF Teaching and Learning Toolkit</b>  +5 months</p> <p><b>Addressing Educational Disadvantage</b>  <i>Effective teaching is the best level for improving school and pupil outcomes' 'training opportunities and high quality CPD are often powerful lures for teachers looking not only to hone their skills, but to make a real difference to the life chances of all pupils</i></p> <p><b>An Updated Practical Guide to the Pupil Premium</b>  <i>Systems are in place in Maths to ensure consistently good teachers are recruited and retained into the department</i>  <i>Good professional development is fundamental</i></p>	1, 3
Smaller class sizes in years 9-11 for English, maths and science	<p><b>EEF Teaching and Learning Toolkit</b>  +2 months</p> <p><i>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</i></p>	3

<p>Improving literacy in all subject areas</p> <p>All year 7 PP students to receive a book on World Book Day</p> <p>PP students are given the opportunity of being in a reading /focus group</p>	<p><b>EEF Teaching and Learning Toolkit</b> +6 months</p> <p><b>Closing the Reading Gap</b> <i>most things teachers do are important, but teaching reading is essential' 'we must remember that for one in four pupils 'below expected' reading skill in year 7, such development of subject expertise will be inevitably stunted</i></p> <p><b>Educational attainment in poor comprehenders</b> <i>Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.</i></p> <p><b>An Updated Practical Guide to the Pupil Premium</b> <i>... revealing that low-income children are exposed to 30 million fewer words than their higher-income peers before age three</i></p>	2
<p>All DOS to be involved in analysing their data at each AP and putting early interventions in as needed.</p>	<p><b>EEF Teaching and Learning Toolkit</b> +5 months</p> <p><b>EEF Diagnostic Assessment</b> <i>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</i></p> <p><b>Addressing Educational Disadvantage</b> <i>Adopt a culture of early intervention</i></p>	3, 4
<p>Students to receive regular feedback in their lessons which they can act on accordingly</p>	<p><b>EEF Teaching and Learning Toolkit</b> + 8 months Addressing</p> <p><b>Educational Disadvantage</b> <i>Meaningful assessment is part of great teaching, including helping to identify gaps in learning</i></p>	1, 3
<p>Teachers are starting to use a wide range of metacognition practises in their lessons and home learning linked to our values</p>	<p><b>EEF Teaching and Learning Toolkit</b> + 7 months</p> <p><b>Addressing Educational Disadvantage</b> <i>It is important for teachers to explicitly teach metacognitive skills within their domain</i></p> <p><b>An Updated Practical Guide to the Pupil Premium</b> <i>The work to improves children's metacognitive skills can be powerful. It is being well researched and, if done effectively, will link closely to the school's overarching strategy to improve outcomes for all.</i></p> <p><i>Metacognition can help create successful learners</i></p>	1-4

LAC and Young Carer training for ECTs and new staff	<p><b>Identification Practice of Young Carers in England</b></p> <p><i>It is recommended that young carer awareness and identification was built into induction for new staff and there was a named young carer lead who would act as key contact</i></p>	1
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## Targeted Academic Support

Budgeted cost: £102,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards online homework platforms	<p><b>EEF Teaching and Learning Toolkit</b> +5 months</p> <p><b>Addressing Educational Disadvantage</b> <i>In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties. These cutting-edge resources can benefit all pupils at different points in their education</i></p>	4
<p>All PP students have access to the technology needed to complete their online learning</p> <p>Homework Clubs are available for students both before and after school</p>	<p><b>EEF Teaching and Learning Toolkit</b> +5 months</p> <p><b>EEF Teaching and Learning Toolkit</b> <i>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</i></p> <p><b>Addressing Educational Disadvantage</b> <i>In particular, developments in ICT resources have allowed more pupils than ever to overcome difficulties and make greater progress than ever to overcome difficulties. These cutting-edge resources can benefit all pupils at different points in their education</i></p>	4
All LAC students who are in need of 1:1 tuition are given the opportunity to do so	<p><b>EEF Teaching and Learning Toolkit</b> +4 months</p> <p><b>Addressing Educational Disadvantage</b> <i>There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning</i></p> <p><b>Tutoring: guidance for education settings</b> <i>Evidence shows the positive impact that targeted academic support can have for those that come from disadvantaged backgrounds.</i></p>	1-4
Accelerated Reader for years 7 and 8	<p><b>EEF Teaching and Learning Toolkit</b> +6 months</p> <p><b>Closing the Reading Gap</b> <i>most things teachers do are important, but teaching reading is essential' 'we must remember that for one in four pupils 'below expected' reading skill in year 7, such development of subject expertise will be inevitably stunted</i></p>	2

Purchasing educational equipment such as revision guides, calculators and food technology ingredients for Pupil Premium students	<b>An Updated Practical Guide to the Pupil Premium</b> <i>The personalised approach – transport, alarm clocks etc. – to ensure young people are accessing quality first teaching is powerful</i>	1-4
Intervention sessions for English, science and maths during registration	<b>EEF Teaching and Learning Toolkit</b> +4 months  <b>Addressing Educational Disadvantage</b> <i>There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning</i>	3, 4
Peer Reading sessions for the year 7 and 8 cohorts	<b>EEF Teaching and Learning Toolkit</b> + 6 months  <b>Closing the Reading Gap</b> <i>reading, offers a great deal of pleasure, while simultaneously offering us a vital tool to learn</i>  <b>Paired reading programme boosts attainment for nine- and ten-year olds</b> <i>The analysis found that pupils in primary schools using the PALS-UK programme made, on average, two months' additional progress in reading compared to pupils in the schools who did not.</i>	2
Funkey Maths sessions for the year 7 and 8 cohorts	<b>EEF Teaching and Learning Toolkit</b> + 6 months  <b>An evaluation into the efficacy of the FunKey Mathematics Peer Mentoring Programme</b> <i>There is evidence that participation in the programme leads to an increased understanding of ways of learning mathematics and an appreciation of the possibility that mathematics is learnable.</i> <i>The highly structured content of the mathematical programme ensures that mentors are not required to teach, but rather to facilitate carefully graded practice steps which build skills, thereby minimising the possibility of misconceptions being introduced by the mentors.</i>	3

<p>Tailored approach to literacy intervention in conjunction with MFL department. A tiered approach with targeted cohorts receiving literacy intervention lessons and adapted MFL lessons depending on level of intervention required.</p>	<p><b>EEF Teaching and Learning Toolkit</b> + 6 months</p> <p><b>Addressing Educational Disadvantage</b> <i>Every moment in school needs to be a language development and comprehension moment. The presumption of language can leave pupils isolated in the classroom. Language is key to success in accessing the curriculum</i> <i>There is extensive high-quality evidence demonstrating potential 1-1 and small group tuition as an effective way of supporting pupils who are falling behind in their learning</i></p>	<p>1-4</p>
<p>Students have access to a high quality PSHE curriculum which will allow them to have lessons which they will benefit from in the future</p>	<p><b>EEF Teaching and Learning Toolkit</b> + 4 months</p> <p><b>School and Academies Show</b> <i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</i></p> <p><b>Personal, social, health and economic (PSHE) education: a review of impact and effective practice</b> <i>The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.</i></p>	<p>1, 3</p>

## Wider strategies

Budgeted cost: £109,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spare school uniform	<p><b>An Updated Practical Guide to the Pupil Premium</b>  <i>The personalised approach – transport, alarm clocks etc. – to ensure young people are accessing quality first teaching is powerful</i></p>	1
Peripatetic music lessons	<p><b>EEF Teaching and Learning Toolkit</b>  + 2 months</p> <p><b>Powell Academy of Music</b>  <i>there's plentiful evidence that learning to play an instrument can significantly relieve stress. Scientific studies have shown that people who play an instrument have lower stress levels, lower blood pressure, decreased heart rate, and decreased symptoms of anxiety and depression.</i></p>	1, 3
<p>Students are able to have access to a trained school counsellor</p> <p>Students have access to our in-house provision for those struggling with SEMH</p>	<p><b>Addressing Educational Disadvantage</b>  <i>Ensure that the social, emotional and mental health of pupils is prioritised</i></p> <p><b>Youth Endowment Fund</b>  <i>CBT is effective in both reducing crime overall and behaviours associated with crime and violence. The research suggests that, on average, CBT has reduced crime by 27% and reduced the prevalence of behavioural difficulties. It has tended to have greater impacts when working with children who had previously had more contact with the criminal justice system.</i></p> <p><b>Adolescent mental health A systematic review on the effectiveness of school-based interventions</b>  Universal social and emotional learning (SEL) interventions have good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term.</p> <p><b>Born to Fail</b>  <i>Figures suggest rates of depression and anxiety amongst teenagers have increased by 70 percent in the past 25 years and one in ten children and young people (aged 5-16) suffer from a diagnosable mental health disorder and as many as one in 15 children and young people deliberately self-harm.</i></p>	1, 3

<p>Disadvantaged students will be supported in ensuring they have opportunities to increase cultural capital including DoE</p>	<p><b>EEF Teaching and Learning Toolkit</b> + 3 months</p> <p><b>Addressing Educational Disadvantage</b> <i>ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible</i></p> <p><b>EEF – Arts Participation</b> <i>The research here summaries the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes</i></p> <p><b>Born to Fail</b> <i>A child's emotional health is far more important to their satisfaction levels as an adult than other factors</i></p>	<p>1-4</p>
<p>Attendance roles contributing towards the welfare of the PP students by embedding good practise as set out in the DfE guidance on <b>Working Together to Improve School Attendance</b></p>	<p><b>British psychological report 2017 Behaviour Change: School attendance, exclusion and persistent absence</b> <i>the 4 categories identified by the British Psychological Society are addressed: Mental Health; Physical Health; Attitudinal/systemic; School behaviour related</i></p>	<p>1</p>
<p>Pupil Premium champion on the Leadership Team</p>	<p><b>Addressing Educational Disadvantage</b> <i>The most effective schools create capacity and provide the expertise and support for teachers and other staff to better meet the needs of their disadvantaged students</i></p> <p><b>An Updated Practical Guide to the Pupil Premium</b> <i>Leadership capacity is given over to plan a very clear coherent and well-resourced strategy to improve outcomes for disadvantaged learners ...tackling underachievement by disadvantaged learners at the top of the agenda at a strategic level</i></p>	<p>1-4</p>
<p>A Young Carers champion will liaise with staff</p>	<p><b>Children's Society</b> <i>Young carers miss on average 48 school days due to their caring role Young carers are more likely to perform at one grade lower than other students</i></p> <p><b>Addressing Educational Disadvantage</b> <i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge</i></p>	<p>1-4</p>

<p>We will continue with the high quality IAG programme</p>	<p><b>Addressing Educational Disadvantage</b>  <i>As beacons of humanity, schools have a duty to educate and protect the more vulnerable, and so strive to promote equality and social mobility</i></p> <p><b>An Updated Practical Guide to the Pupil Premium</b>  <i>...when they leave school, all young people should be 'life ready'.</i></p> <p><b>Born to Fail</b>  <i>...schools to talk about opportunities in their area, explaining ways children can make a difference as they grow up</i></p> <p><b>Gatsby Benchmarks</b>  <i>The greater the number of Benchmarks held, the greater the number of GCSE passes at A*-C/9-4 were achieved by each learner, even when gender, ethnicity, SEND status, FSM status, looked after status and Ofsted rating were statistically controlled for.</i></p>	<p>1-4</p>
<p>A robust and informative options package is in place for year 9 which is run by ADHT and the pastoral team</p>	<p><b>Addressing Educational Disadvantage</b>  <i>ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible</i></p>	<p>1-4</p>
<p>We have a robust year 6-7 transition in place which a key member of the pastoral team is responsible for</p>	<p><b>An Updated Practical Guide to the Pupil Premium</b>  <i>Transition means that less resilient learners are at risk of falling further behind during what can be a daunting experience</i></p> <p><b>ImpactEd</b>  <i>There is an emerging challenge of a 'second transition' from Year 7 to Year 8 that deserves greater attention.</i></p>	<p>1-4</p>
<p>Develop the opportunities for disadvantaged students to take part in Student Leadership</p>	<p><b>Education observatory</b>  <i>Opportunities for student leadership, accompanied by other compensatory initiatives, can be effective in building students' confidence and skills.</i></p>	<p>1-4</p>
<p>Working towards increasing parental engagement, especially after the pandemic</p>	<p><b>An Updated Practical Guide to the Pupil Premium</b>  <i>Maybe that's the key to parental engagement – finding their passion and getting them to share it with the children!</i></p>	<p>1-4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1-4</p>

**Total budgeted cost: £426,783**

## 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.

#### 2024-2025 Attendance for FSM:

FSM6	FSM6	437	School	82.8%	89.9%	81.2%	79.3%	80.7%	80.8%
			FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%
			Difference	-3.4% ●	+0.1%	-5.8% ●	-5.9% ●	-3.5% ●	-2.8% ●
Not FSM6	959		School	92.2%	96.3%	92.9%	91.5%	91.0%	88.8%
			FFT National	93.3%	95.2%	93.8%	92.9%	92.5%	91.7%
			Difference	-1.1% ●	+1.0% ●	-0.9%	-1.4% ●	-1.5% ●	-2.9% ●

#### Exam Results for PP 2024-2025

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
<b>No. of pupils</b>	77	2379	449566
<b>Attainment 8 score</b>	38	51.1	50.3
<b>Grade 5 or above in English &amp; Maths</b>	33.8%	56.4%	52.8%
<b>Grade 4 or above in English &amp; Maths</b>	51.9%	74.7%	72.7%
<b>Achieving EBacc at grade 5 or above</b>	13.0%	29.4%	22.5%
<b>Achieving EBacc at grade 4 or above</b>	27.3%	38.8%	30.4%
<b>Entering EBacc</b>	42.9%	54.2%	45.0%
<b>EBacc Average Point Score (APS)</b>	3.39	4.65	4.49
<b>In education, apprenticeships or employed for 2 terms after KS4 (2023 leavers)</b>	86%	94%	94%
<b>Exam entries per pupil, all KS4 qualifications</b>	7.6	8	8.2
<b>Exam entries per pupil, GCSEs</b>	6.9	7.5	7.6

As a school we aim for students who need extra support but may not qualify through other routes to be able to access the support which they need to be supported through our dedicated Pathways mentor. She successfully works with some of our most disengaged and challenging students in the school, leading them through different courses such as N-GAGE, Golddigger, Mindfulness, My Anger Gremlin, Anti-Bullying Week and Signpost Young Carers drop in. We have taken the Pathways team in a different direction over the last couple of years and have brought it together with inclusion.

We have also tried to encourage students who were consistently outstanding with regards to attendance/punctuality/behaviour by taking them on rewards trips or celebrating their success in school.

We are developing links with our local community and Foodbank and have successfully run several Foodbank drives which have been donated at key points in the year. We have developed close links with a local charity to provide some of our most vulnerable students with toiletries and utilise the budget provided for sanitary items by having a stall at parents evening where parents are able to take a selection of products. We have also link with Mission Christmas to provide toys for those in need during the festive season and are looking at setting up a uniform shop at Parents Evenings.

We have continued to staff smaller class sizes in years 9-11 in English, Maths and Science. This has had a positive effect on results and experiences in the class for our pupils.

We widened our provision across the board with the creation of the academic mentor roles throughout the school. These members of staff work closely with our disadvantaged cohort to increase outcomes, as well as being split down into cohorts such as prior high attainers, SEN and gender.

We have continued with our enhanced roles for the School Behaviour Manager and the School Attendance Officer taking on additional staff to specifically oversee a 'welfare' role with our most disengaged.

## **Other Key Areas of Expenditure**

**Homework Club Salaries:** Homework Club has allowed any student to use the School LRC with internet and printing capabilities plus specialised support to help in completion of independent learning. It has been well attended throughout the year and will continue to be funded in 2025-2026.

**Year 10 and 11 targeted Career Guidance Interviews:** Targeted students attend interviews with an Independent Careers Advisor from the Education and Careers Advice Service at key times throughout the year.

**Making it Back/MOSAIC:** Students can self-refer into this service which allows for specialised and independent intervention or advice on a huge range of topics with The School Counselling Service through MODE Counselling.

**Music Fees:** All Year 7 Pupil Premium students are offered the opportunity to have a peripatetic music lesson each week throughout their first year at school.

**Revision Books and materials:** Every Pupil Premium student in Year 11 has revision booklets (personalised to the subjects they are studying at GCSE) to work with both at home and in extra revision sessions. These can be collected in year 10 to allow students to start to work them into their routines. Students have also been offered revision packs, so they have the resources to study at home.

**School Trips:** Where appropriate the cost of educational school trips and visits for Pupil Premium students are subsidised

**Accelerated Reader (including training):** Students in Year 7, 8 & 9 have been inducted and are taking part in the Accelerated Reader programme. Many staff have been trained and targeted individuals receive additional 1:1 sessions to support their progress. The online testing and grading of books available in the LRC has proved very popular amongst students.

## Review of Interventions 2024-2025

Intervention	Review	Judgement
Focus on feedback and planning as part of quality teaching and learning (CPD and SDP)  Expand to have a focus on literacy for the third year (2025-2026)	Assessment points 2024/2025 GCSE results SDP QA.KS3/KS4 data	Continue into 2025-2026
Pupil Premium Champion on the Leadership Team	Assessment points 2024/2025 GCSE results PM cycle KS3/KS4 data	Continue into 2025-2026
Non-Teaching member of staff with focus on FSM attendance  Enhanced team with designated 'welfare' role	Attendance data	Continue into 2025-2026
Director of Progress with a focus on progress and attainment  Senior Leadership roles to focus on both Key Stages	2024/2025 GCSE results Participation data Attendance data PM cycle KS2/KS3/KS4 data	Continue into 2025-2026
Staffing levels within Maths, English and Science increased to allow focused classes across all Key Stages	2024/2025 GCSE results KS3 data QA SDP PM Cycle	Continue into 2025-2026
Homework Club  Key Stage 3/4 Study Club	KS2/KS3 data Attendance data	Continue into 2025-2026
Personal equipment, revision guides and supporting materials	KS3 data 2024/2025 GCSE results Attendance data	Continue into 2025-2026
Peripatetic music lessons offered to all Pupil Premium students	Participation data Attendance data KS2/KS3/KS4 data	Continue into 2025-2026

## 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
Careers	School team, Unifrog, Our Futures, Education and Careers Advice Service and CEIAG
Kooth Workshops	Kooth
PSHE/RSE Workshops	Prison Me No Way School of Sexuality Local emergency services Local council services
Duke of Edinburgh	Duke of Edinburgh
Sexual Health Workshops	School Nursing Team School of Sexuality
Knife and Hate Crime Workshops	Stockport Council
Mental Health Workshops including sleep and mindfulness	Alcoholics Anonymous Young Gambling Mosaic

## Service pupil premium funding (optional)

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

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