

Pupil Premium Strategy 2026 - 2029

This statement outlines our school's use of Pupil Premium funding to improve the attainment and wider outcomes of pupils eligible for this support. It sets out our Pupil Premium strategy for the years shown above, with greater detail provided for the current academic year. The report explains how we intend to use the funding during this year, alongside our broader priorities for the following two years to raise the educational outcomes of disadvantaged pupils. Supporting disadvantaged pupils remains a key priority within the School Improvement Plan. It also evaluates the impact of the previous year's Pupil Premium expenditure within our school. We are truly grateful to all parents who apply for Pupil Premium funding. Their support enables us to find appropriate ways to use this funding to benefit all pupils, while also providing targeted support for those who are eligible.

School overview

Detail	Data
School name	Holy Cross Catholic High School
Number of pupils in school	986
Proportion (%) of Pupil Premium eligible pupils	14.7%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2026-2027; (2027-2028; 2028-2029)
Date this statement was published	September 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Mr G Lindley, Headteacher
Pupil Premium lead	Mrs L Prescott, Assistant Headteacher
Governor / Trustee lead	Mrs J Hoyte, School Governor

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (April '26-April '27) (<i>estimated</i>)	£166,670* (including PP+)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>*The funding figure provided is indicative and remains subject to confirmation following Lancashire County Council's identification of pupils eligible under any targeted or expanded FSM arrangements (September 2026)</i>	£166,670

Part A: Pupil Premium Strategy

Statement of intent

At Holy Cross, our intention is that all pupils, irrespective of background or the challenges they face, make strong progress, achieve highly across a broad and ambitious curriculum, feel safe, valued and loved and live out our mission statement: *"I have come that they may have life and have it to the full."* John 10:10

We are committed to ensuring that every pupil develops high aspirations for their future, benefits from excellent attendance and engagement and accesses the wide range of enrichment and extra-curricular opportunities available to them.

Our Pupil Premium strategy is designed to support disadvantaged pupils in achieving these goals by identifying and addressing the academic, social and emotional barriers they may face. We also recognise the additional challenges experienced by vulnerable pupils, including those who are looked after, have a social worker or early help support, young carers, and pupils requiring support with attendance, punctuality or self-regulation. This strategy outlines how we will meet the needs of eligible pupils, whilst also impacting the outcomes of all pupils where appropriate.

As recommended by the EEF in its three-tiered approach, high-quality teaching is at the heart of our approach, with a clear focus on the areas in which disadvantaged pupils require the greatest support. Evidence shows that this has the most significant impact on closing the disadvantage attainment gap while also improving outcomes for all pupils and therefore, we prioritise high-quality teaching and learning as the key driver for closing the attainment gap, believing that improving outcomes for disadvantaged pupils will also strengthen achievement for all learners through scaffolded approaches and structured opportunities for oracy and self-advocacy. Our strategy forms part of our wider school improvement and education recovery plans, including targeted intervention, academic support, enrichment opportunities and pastoral provision.

Our approach is responsive to the specific needs of pupils at Holy Cross and is underpinned by the following principles:

- ensuring disadvantaged pupils are consistently challenged and supported to achieve their full potential
- acting early to identify needs and provide timely intervention
- securing high-quality teaching through robust quality assurance and professional learning
- adopting a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations for every child
- ensuring all PP pupils are encouraged to access enrichment, extra-curricular and wider opportunities that broaden horizons and raise aspirations
- promoting excellent attendance and punctuality through strong routines and targeted support for pupils and families who face challenges with attendance, punctuality or self-regulation
- prioritising the wellbeing, safety and personal development of every PP pupil so they can flourish both academically and personally.

Likely challenges (barriers to learning)

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

Challenge number	Detail of challenge																																										
1	PP pupils tend to have lower literacy, vocabulary and reading ages upon entry Assessment evidence shows that disadvantaged pupils typically enter school with lower literacy levels and reading ages than their peers, creating barriers to accessing the full curriculum and achieving well across subjects. Internal assessment data indicates that PP pupils are less likely to meet age-related expectations, and the number entering secondary school with very low reading ages has increased. In September 2026, 15.4% of disadvantaged pupils arrived in Y7 below age-related expectations for reading compared with 10.9% of their non-disadvantaged peers. Discussions with pupils and families suggest that disadvantaged pupils are less likely to read regularly outside school and may have reduced access to books and reading materials. Although reading interventions have a strong track record of success, improving literacy, reading fluency and reading age remains a key priority within our Pupil Premium strategy to continue to improve our overall A8 for disadvantaged pupils. Disadvantaged pupils - Overall A8 <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>2025</td><td>29</td><td>42.8</td><td>34.9</td><td>Above (non-sig)</td><td>50.4</td><td>-7.6</td><td>Narrowing</td><td>-</td></tr><tr><td>2024</td><td>25</td><td>41.3</td><td>34.6</td><td>Above (non-sig)</td><td>50.0</td><td>-8.7</td><td>Narrowing</td><td>-</td></tr><tr><td>2023</td><td>33</td><td>40.4</td><td>35.0</td><td>Above (non-sig)</td><td>50.3</td><td>-9.9</td><td>Not available</td><td>-</td></tr></table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	2025	29	42.8	34.9	Above (non-sig)	50.4	-7.6	Narrowing	-	2024	25	41.3	34.6	Above (non-sig)	50.0	-8.7	Narrowing	-	2023	33	40.4	35.0	Above (non-sig)	50.3	-9.9	Not available	-
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2	PP pupils have lower attendance and more persistent absence compared to non-PP pupils Attendance remains a significant barrier for some disadvantaged pupils at Holy Cross. While overall school attendance is above national averages (including for our PP pupils), disadvantaged pupils continue to attend less regularly than their non-disadvantaged peers, with a higher proportion identified as persistently absent. In 2025–26, PP attendance was 87.9%, compared with 93.7% for all pupils. Evidence shows that lower attendance is closely linked to reduced attainment, as missed learning time can negatively affect academic progress and engagement. Factors contributing to absence are often complex and may include SEND, social, emotional and mental health needs, family instability, caring responsibilities and weaker engagement with school routines. Improving attendance, reducing persistent absence and closing the attendance gap remain key priorities within our Pupil Premium strategy to ensure disadvantaged pupils can achieve, belong and thrive.																																										
3	PP pupils tend to have lower aspirations, cultural capital and less engagement with enrichment opportunities compared to their non-PP peers Some disadvantaged pupils have lower aspirations and are less likely to access experiences that develop cultural capital and broaden future ambitions. School monitoring shows that disadvantaged pupils are less likely to participate in educational																																										

	visits, residentials, overseas trips and wider enrichment opportunities. Financial pressures, family commitments and wider socioeconomic factors can create barriers to participation. In addition, some pupils may have less exposure to professional careers, higher education pathways and employment opportunities through family or community networks. As a result, they may be less likely to view ambitious educational and career goals as attainable or fully engage with opportunities that support future success. Raising aspirations, broadening horizons and increasing participation in enrichment, careers education and experiences beyond the classroom remain key priorities within our Pupil Premium strategy.
4	PP pupils are more likely to experience challenges relating to emotional regulation, resilience and belonging, which can impact wellbeing, engagement with school and readiness to learn. Some disadvantaged pupils face challenges with wellbeing, resilience, self-regulation and belonging, which can negatively affect attendance, behaviour, engagement and academic progress. School data shows these pupils are disproportionately represented within pastoral, safeguarding and SEMH support systems, with increasing numbers requiring targeted interventions. Difficulties with routines, organisation and emotional regulation can lead to lost learning time, reduced confidence and lower participation in school life. Wider factors such as financial hardship, family instability, health concerns, caring responsibilities, bereavement and adverse childhood experiences (ACEs) can contribute to these barriers. Safeguarding trends, including Operation Encompass notifications, highlight the greater impact of these challenges on disadvantaged pupils. Ensuring timely access to pastoral and mental health support, while developing resilience, self-regulation and a strong sense of belonging, remains a key priority within our Pupil Premium strategy.
5	Parental engagement and support for learning Research consistently demonstrates the positive impact of parental engagement on pupil outcomes. School evidence, including attendance at Parents' Evening and accessing School Synergy shows that parental engagement among disadvantaged families is generally lower than that of non-disadvantaged families. Factors such as work and family commitments, financial pressures, family instability, language barriers and limited confidence in engaging with school can affect participation. As a result, some pupils may have less support with attendance, reading, homework and wider enrichment opportunities, potentially affecting attainment and future aspirations. Strengthening home-school partnerships, improving communication and enabling parents to engage confidently in their child's education remain key priorities within our Pupil Premium strategy.
6	Access to Learning Resources and Wider Opportunities Staff voice and analysis have identified that some PP pupils face barriers in accessing the same range of resources and opportunities as their peers. This includes enrichment activities, revision materials, music tuition, educational visits, ICT, essential equipment and school uniform. Limited access to these resources can negatively impact both academic progress and wellbeing, reducing pupils' ability to fully engage with learning and wider school life. These barriers have also contributed to more PP pupils receiving negative points for homework and a lack of required equipment.

Intended outcomes

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

Intended outcome	Success criteria (by July 2029)
1. PP pupils achieve strongly across the curriculum, make ambitious progress from their starting points and attain outcomes that enable them to successfully progress into further education, employment or training.	• PP pupils achieve a positive P8 score. • PP pupils achieve an average A8 score of at least 47.50 • The proportion of PP pupils achieving Grade 4+ and Grade 5+ in English and maths increases to 72% • More PP pupils achieve Grades 7-9 across the curriculum. • 100% of PP pupils progress to education, employment or training (no NEET pupils).
2. PP pupils develop the literacy, vocabulary, reading fluency and reading comprehension skills required to access the full curriculum, engage confidently with learning and achieve success across all subjects.	• The proportion of PP pupils reading below their chronological age is reduced to below the national average (15%). • Reading ages improve at a faster rate than chronological age for pupils requiring intervention. • NGRT assessments demonstrate improved reading comprehension and vocabulary acquisition. • Teachers report improved confidence, independence and engagement with reading across the curriculum.
3. PP pupils attend school regularly, arrive punctually and engage positively with learning, ensuring attendance is no longer a significant barrier to achievement.	• PP attendance continues to remain above the national average for disadvantaged pupils. • The attendance gap between PP and non-PP pupils is reduced by at least 50%. • Persistent absence amongst PP pupils will reduce to be in line with national averages. • Fewer PP pupils are placed on attendance contracts.
4. PP pupils develop high aspirations for their future and participate fully in enrichment opportunities that broaden horizons, increase cultural capital and prepare them for adult life.	• At least 95% of PP pupils participate in one or more enrichment activity each academic year. • All PP pupils attend our “minimum offer for all” educational visits. • PP pupils are proportionately represented in careers, leadership and wider personal development opportunities. • Pupil voice demonstrates increased awareness of post-16 and post-18 pathways and aspirations to pursue these. • Increasing numbers of PP pupils progress to ambitious post-16 destinations.

5. PP pupils feel safe, valued and a strong sense of belonging within the school community, enabling them to flourish academically, socially and emotionally.	• Pupil voice demonstrates improved wellbeing, resilience and school belonging amongst PP pupils. • PP pupils report feeling safe, valued, supported and included within the school community. • PP pupils engage positively with wider school life and personal development opportunities.
6. Parents and carers of PP pupils are active partners in their child's education and work collaboratively with the school to support attendance, learning and personal development.	• Attendance at Parents' Evenings and key school events by PP families increases year-on-year to at least 95% attendance for each year group. • More PP parents access support, information evenings and engagement opportunities provided by the school. • Parent surveys indicate improved confidence in supporting learning, attendance and wellbeing at home. • Improved parental engagement contributes to stronger attendance, attainment and wider outcomes for PP pupils. • Development of positive relationship with PP lead/pastoral support.

Activity in this academic year 2026-2027

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for baseline assessing, for exam access arrangement testing and for monitoring progress. Training provided for key staff to ensure assessments are interpreted correctly.	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. The EEF highlights that reliable assessment, monitoring and evaluation are critical to understanding pupils' needs, informing teaching decisions and evaluating the impact of interventions. Effective monitoring enables schools to make evidence-informed decisions and review the extent to which strategies are improving pupil outcomes. Evidence/research:	1

	EEF Implementation Guidance Report	
Investment in professional learning for all staff (including teachers and support staff) through the National College.	High-quality teaching is the most effective approach for improving outcomes and closing the attainment gap for disadvantaged pupils. The EEF identifies teacher expertise and professional development as the key drivers of success, with evidence-informed strategies such as retrieval practice, adaptive teaching and metacognition (+8 months impact measure) improving outcomes for disadvantaged pupils while benefiting all learners. As the EEF states, <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i> Evidence/research: The EEF Guide to Pupil Premium DfE Using Pupil Premium	1, 2
Recruitment of additional teachers in core subjects to support the wider development of our B4 curriculum and foundational knowledge.	Additional teachers increase capacity for high-quality teaching through enhanced feedback (+6 months impact measure), targeted support and closer monitoring of pupil progress through smaller class sizes. The EEF identifies high-quality teaching as the most effective approach to improving outcomes for disadvantaged pupils and emphasises that its benefits are greatest when staffing enables more effective teacher-pupil interactions. Evidence/research: The EEF Guide to Pupil Premium EEF Reducing Class Size	1, 4
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary School guidance. We will encourage and fund professional learning focused on each teacher’s subject area.	The EEF identifies disciplinary literacy as a key driver of attainment across the curriculum. Explicit teaching of subject-specific vocabulary, reading and communication skills enables pupils to access complex curriculum content and improves academic outcomes, particularly for disadvantaged pupils. Sutton Trust research notes that poor vocabulary is strongly linked to poorer long-term outcomes and that literacy is a key driver of future attainment and social mobility. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: Evidence/research: EEF Improving Literacy in Secondary Schools Oxford Language Report: Word Gap Sutton Trust Closing Attainment Gaps	1

Additional Teaching and Learning Assistants to enable targeted intervention and resources.	Disadvantaged pupils with SEND benefit most from high-quality teaching. EEF evidence shows that well-trained, strategically deployed teaching assistants can improve access to learning, support independence and enhance the impact of classroom teaching. Training TAs in evidence-informed approaches, including the EEF's <i>5-a-day</i> principles, strengthens inclusive practice and supports improved attainment for SEND and disadvantaged pupils. Evidence/research: EEF Deployment of Teaching Assistants	1, 4, 6
Recruitment of Lead for Oracy and Leaders of Aspirations (TLR holders).	Investment in leadership of oracy and aspirations supports disadvantaged pupils to develop the vocabulary, communication skills and academic confidence needed to succeed. The EEF reports that oral language interventions can deliver an average of +6 months additional progress. High-quality oracy teaching supports pupils to articulate ideas clearly, develop vocabulary and access learning more successfully. The Ofsted Research Review: English states <i>"Developing spoken language, including vocabulary, is essential for the academic progress of all children."</i> Through staff training, explicit vocabulary instruction and participation in the Scholar's Programme, disadvantaged pupils are exposed to ambitious academic opportunities and supported to access prestigious higher education pathways. Sutton Trust research highlights that disadvantaged pupils benefit from access to high-quality teaching, targeted academic support and opportunities that broaden horizons and raise future aspirations. Evidence/research: EEF Aspiration Interventions EEF Oral Language Interventions Ofsted Research Review: English Sutton Trust	1, 3, 4
Investment in classroom resources through digital televisions and visualisers.	Visualisers and digital displays support high-quality teaching by improving teacher explanations, modelling and feedback. They make learning visible, support explicit instruction and metacognitive development and align with Rosenshine's Principles of Instruction, helping all pupils access the curriculum effectively. Evidence/research: EEF Metacognition and Self-Regulated Learning EEF Using Digital Technology to Improve Learning	6

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition (Saturday School, after school and during school hours).	Provision of small group tuition delivered by subject specialists who know both the curriculum and the pupils being supported. The EEF identifies small group tuition as an effective form of targeted academic support, with an average impact of +4 months additional progress when aligned closely with classroom teaching and focused on specific learning needs. Pupil Premium pupils are prioritised for these sessions to address knowledge gaps and accelerate progress. Evidence/research: DfE Tutoring Guidance for Education Settings	1, 4
Reading Intervention Teacher to continue to provide targeted support, through timetabled sessions. Measuring and tracking of reading ages of pupils.	Accurate reading assessment enables the identification of literacy barriers and informs targeted intervention. A dedicated reading intervention teacher supports pupils with reading, vocabulary and language gaps, improving access to the curriculum. The EEF identifies literacy as a key driver of attainment and reports that oral language interventions can deliver an average of +6 months additional progress. Evidence/research: EEF Oral Language Interventions EEF Small Group Tuition	1
TAs supporting departmental after-school revision sessions.	Small group tuition provides targeted support for pupils who are falling behind or have identified gaps in learning. The EEF reports that small group tuition can deliver an average of +4 months' additional progress when teaching is closely matched to pupils' needs through diagnostic assessment. This is an effective strategy for supporting disadvantaged pupils and accelerating progress. Evidence/research: EEF Small Group Tuition EEF Deployment of Teaching Assistants	4

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

Budgeted cost: £39,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and funding for Attendance Officer to monitor pupil absence carefully and challenge quickly, implement new strategies to tackle persistent absence, with a proactive approach including "Feel Good Friday".	Attendance is a key priority, as poor attendance is strongly linked to lower academic attainment. Improving attendance is fundamental to raising attainment, as pupils cannot benefit from high-quality teaching if they are not in school consistently. DfE guidance emphasises the importance of a whole-school culture that promotes excellent attendance. Our Attendance Officer closely monitors attendance through regular communication with families, attendance meetings, home visits and targeted interventions, with legal action pursued where necessary to improve attendance and punctuality. The DfE states "<i>School attendance is vital for children's learning, wellbeing and wider development</i>". Evidence/research: DfE Working Together to Improve Attendance DfE The Importance of School Attendance	2, 4, 6
Leaders will carry out regular engagement checks to identify parents who do not engage with Synergy consistently and to support parents/carers who are not regularly accessing information on the behaviour and progress of their child.	There is a gap in Synergy engagement between Pupil Premium and non-Pupil Premium families. The EEF reports that effective parental engagement can lead to +4 months additional progress. Increasing the use of Synergy will support stronger home-school communication and enable parents to engage more effectively with their child's learning and progress. Evidence/research: EEF Using Digital Technology to Improve Learning EEF Parental Engagement EEF Working with Parents	5, 6
Wellbeing to be a priority across the curriculum, by having a focus throughout school on identifying pupils who require support. Appropriate training for staff involved with SEMH (counsellor, Chaplain, ELSA, SENDCO, identified pastoral staff).	Social and emotional learning approaches can lead to +4 months additional progress and are linked to improved wellbeing, behaviour and engagement. Targeted SEMH support, including counselling, referrals and vulnerable pupil monitoring, helps remove barriers to learning and supports positive outcomes for disadvantaged pupils. Evidence suggests that structured systems for identifying need and matching pupils to appropriate support enable schools to provide timely intervention/triage and prevent difficulties from escalating (Anna Freud Centre, 2024).	4

	Evidence/research: EEF Teaching and Learning Toolkit Social and Emotional Learning Anna Freud Centre, Mental Health Support 2024	
Supporting pupils with resources they need to be successful and happy at school, including free/subsidised access to enrichment activities, music lessons and educational visits – our <i>minimum offer for all</i> .	Financial support for uniform, equipment, transport and enrichment activities removes barriers to participation, ensuring disadvantaged pupils can fully engage in wider school life. Access to enrichment opportunities can strengthen engagement, confidence, aspirations, wellbeing and a sense of belonging, while supporting pupils to benefit fully from the opportunities available beyond the classroom. The DfE's <i>Enrichment Benchmarks</i> highlight the contribution of enrichment to attainment, attendance, personal development and wellbeing. Evidence/research: The EEF Guide to Pupil Premium DfE Enrichment Benchmarks	3
Purchase of additional library books to be provided for all PP pupils including LetterBox book subscription and Accelerated Reader Programme.	Disadvantaged pupils are less likely to read regularly at home and may have weaker vocabulary and comprehension skills. The EEF reports that reading comprehension strategies can lead to +6 months additional progress by explicitly teaching pupils how to understand and engage with challenging texts. Improving access to reading and targeted literacy support helps pupils access the curriculum more successfully. National Literacy Trust research highlights that reading enjoyment and daily reading among children and young people are at their lowest recorded levels. Pupils eligible for Free School Meals are less likely to read regularly than their peers. Evidence/research: EEF Teaching and Learning Toolkit Reading Comprehension Strategies National Literacy Trust	1, 6

Targeted behaviour, wellbeing and alternative curriculum support, including external agency involvement and work placement opportunities, to re-engage disadvantaged pupils at risk of persistent absence, exclusion or becoming NEET.	Sutton Trust research highlights that high-quality careers guidance and work experience are particularly important for disadvantaged pupils, who are less likely to access careers networks and advice beyond school. Personalised careers support and engagement with external agencies including Compass Bloom, CFWS and further education providers (Preston College) broaden horizons, develop employability skills, support informed post-16 choices and help reduce the risk of pupils becoming NEET. Evidence/research: Sutton Trust Paving the Way The EEF Guide to Pupil Premium	4, 6
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Total budgeted cost: £ 166,670

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025-2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Outcomes Headline Figure for PP 2025-2026

In 2026, the school achieved the following outcomes with pupils from disadvantaged backgrounds (compared with 2025 outcomes for disadvantaged pupils nationally):

	National achievement 2025 for disadvantaged pupils	Achievement of disadvantaged pupils in school 2026	Gap between achievement of disadvantaged pupils in school and non-disadvantaged pupils nationally
Attainment 8	34.9	43.9	+9.04
9-4 in English and maths	43.8%	66.7%	+22.9%
9-5 in English and maths	25.8%	50.0%	+24.2%
Entered for EBacc	29.0%	25.0%	-4.0%
Achieving EBacc (4+)	12.7%	25.0%	+12.3%
EBacc Average Points Score	3.02	3.88	+0.86

In 2025/26, disadvantaged pupils demonstrated positive improvements across several key GCSE outcomes, particularly in English and mathematics. The proportion of disadvantaged pupils achieving

grades 9-5 in both English and mathematics increased from 39.3% in 2024/25 to 50.0% in 2025/26, while the proportion achieving grades 9-4 increased from 57.1% to 66.7%. Both outcomes are significantly above the national achievement rates for disadvantaged pupils. Mathematics outcomes also improved, with the proportion of disadvantaged pupils achieving grades 9-5 increasing from 39.3% to 54.2%. Overall Attainment 8 increased for the second consecutive year, from 43.42 to 43.94, alongside an increase in average prior attainment from 101 to 103. These outcomes provide evidence that the school's Pupil Premium provision is supporting improved attainment for disadvantaged pupils, particularly in the key English and mathematics measures.

The combination of high-quality classroom teaching, targeted intervention and additional resources has supported the positive improvement seen in disadvantaged pupils' outcomes. The next phase of the strategy will focus on sustaining these improvements while placing greater emphasis on **progress from starting points**, ensuring that disadvantaged pupils continue to make strong and consistent progress throughout their secondary education.

Aspects of the Pupil Premium Strategy that have been most effective

A number of approaches have contributed positively to the outcomes achieved by disadvantaged pupils including:

A continued focus on the quality of teaching and learning, ensuring that disadvantaged pupils receive high-quality classroom provision alongside targeted additional support.

Investment in high-quality teaching resources, including visualisers, which have supported teachers in modelling effectively and developing pupils' metacognitive skills.

A whole-school focus on literacy and oracy, with strategies embedded across subject areas to strengthen reading, vocabulary and spoken language.

Additional staffing in core subjects, enabling smaller class sizes and providing greater opportunities for targeted support, teacher feedback and responsive intervention.

Targeted small group intervention, delivered through tutor intervention and Saturday School, providing additional support and opportunities for pupils to address gaps in knowledge and misconceptions.