`Pupil Premium Strategy Statement – Weaverham High School

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 outcomes for disadvantaged pupils last academic year.

Weaverham High School Overview

Detail	Data
Number of pupils in school	1148
Proportion (%) of pupil premium eligible pupils	20.6% (237 funded students)
Academic Year/ Years that our Pupil Premium Strategy Covers	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026, Reviewed Sept 2027, Review 2 Sept 2028
Date on which it will be reviewed	September 2027
Statement authorised by	CM
Pupil premium lead	EG
Governor / Trustee lead	MH

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,595
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£224,595

Part A: Pupil Premium Strategy Plan

Statement of Intent

We believe that through educational success, 'disadvantaged' children and young people will maximise their life chances and secure their future economic well-being. We want to ensure that all of our young people have the best possible start in life, so that everyone has the opportunity to fulfil their potential, whatever that might be, and be happy, healthy and safe. This means making sure that all young people in our school have access to high quality education that will provide them with the knowledge and skills to secure employment and be active and responsible citizens. Narrowing the gap in educational achievement between 'disadvantaged' pupils and their peers is a key factor in ensuring maximising their life chances. Schools matter and make a difference and having access to quality first teaching matters even more.

At Weaverham High School we have a whole school commitment to diminish differences in achievement between those who are disadvantaged and their peers.

Our disadvantage strategy reflects our core values and is aligned with our school development plan. It focuses on ensuring the best quality of education that meets the needs of all students

The Key Principles of our strategy are:

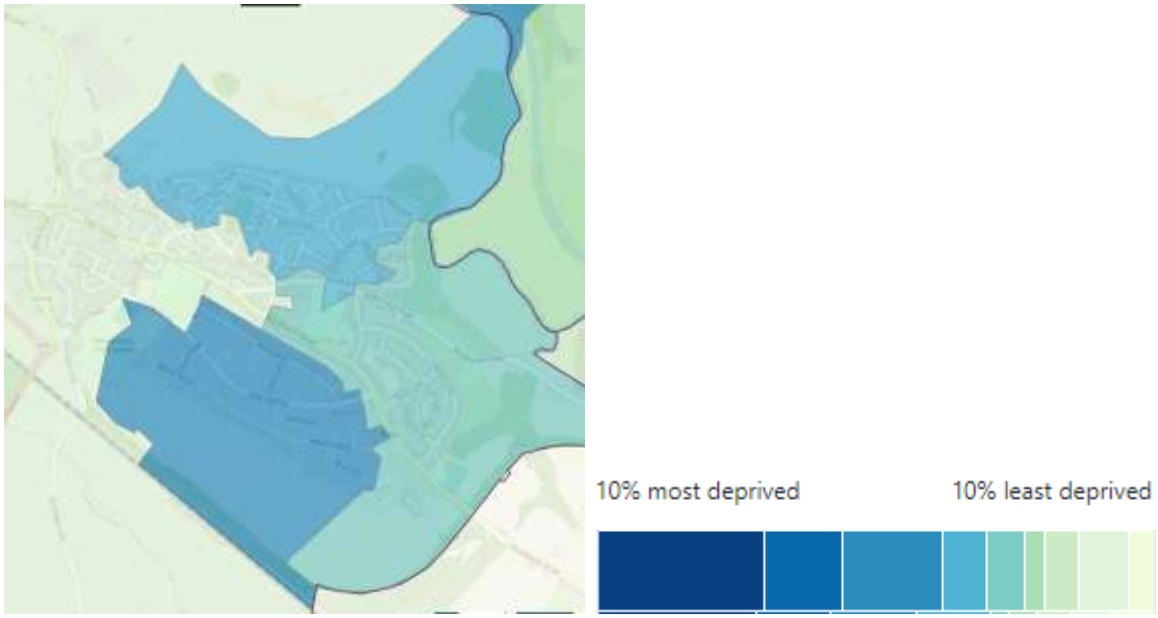
- Remove barriers to learning (this acknowledges that QFT is fundamental to the plan, attendance, literacy and numeracy)
- Build a culture of aspiration and resilience
- Encourage wider participation
- Support and challenge academic progress to close gaps

We will work relentlessly to ensure that all staff understand the importance of our strategy and look at all they do through the lens of our most disadvantaged students Deprivation and financial background should not determine the academic outcomes or the life chances or our students. We have developed a robust, rigorous curriculum and offer a number of academic pathways which enable our students to embark on a pathway that best suits them.

We invest the time to get to know our disadvantaged students and the barriers that they face in order to develop our strategy to be fit for purpose and address the specific needs for our students. Each Pupil premium student meets with a member of the team to discuss their individual circumstance, successes, hopes for the future, strengths, difficulties, and barriers. This process empowers our staff to best serve the students that they work with and enhance the daily lived experience of our Pupil Premium students in school and beyond.

Our Context

Weaverham High Schools location deprivation indicator was in quintile 4 (more deprived) of all schools. The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.



For the academic year 2026-2027 WHS will have 20.6% of pupils whom are known to qualify for the Pupil Premium. The National Average for Secondary schools is 29%.

The Pupil Premium breakdown is as follows:

	No on roll	Number of PP	**%** of year group PP	**No of PP Boys**	**%**of PP Boys	PP Boys as % of Year	**No of PP Girls**	**%**of PP Girls	PP Girls as % of Year
Year 7	**231**	**42**	**18.2**	**19**	**45.2**	**8.2**	**23**	**54.8**	**10.0**
Year 8	**216**	**54**	**25.0**	**29**	**53.7**	**13.4**	**25**	**46.3**	**11.6**
Year 9	**233**	**49**	**21.0**	**22**	**44.9**	**9.4**	**27**	**55.1**	**11.6**
Year 10	**232**	**47**	**20.3**	**19**	**40.4**	**8.2**	**28**	**59.6**	**12.1**
Year 11	**236**	**45**	**19.1**	**24**	**53.3**	**10.2**	**21**	**46.7**	**8.9**
Whole School	**1148**	**237**	**20.6**	**113**	**47.7**	**9.8**	**124**	**52.3**	**10.8**

Challenges

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

Challenge number	Detail of challenge
1	**Quality First Teaching** Data across all subject areas presents significant gaps between the outcomes of PP and NPP students. The outcomes of PP students have improved over the previous 4 years however this remains a focus for further improvement. • Pupil Premium outcomes improved significantly compared with CO2025 across almost every headline measure. Attainment 8 increased by 0.71 points, while substantial gains were seen in both English and Maths at all grade thresholds. • The strongest improvements were at the higher grades (7+), with PP students exceeding both their previous cohort and national comparison benchmarks: • English 7+ improved by 15.3 percentage points and was 3.9 points above MEG. • Maths 7+ improved by 17.3 percentage points and was 1.4 points above MEG. • Basics 7+ improved by 12.6 percentage points and was 1.2 points above MEG. • Performance generally exceeded projections, particularly in: • English 7+ (+11.9 percentage points above projection) • Basics 7+ (+9.6) • Maths 7+ (+7.1) • Maths 5+ (+4.8) • English 4+ (+4.7) Pupil Premium outcomes in 2026 show strong evidence of improvement and impact. Students outperformed projections in most measures and demonstrated particularly impressive gains at Grades 7+, with outcomes above MEG benchmarks in English, Maths and Basics 7+. **Pupil Premium Trend**

	C02023	CO2024	Co2025	CO2026
A8	3.26	3.58	3.44	4.15
7+ Basics	2.3	0	4.1	16.7
5+ Basics	11.4	23.5	24.5	33.3
4+Basics	38.6	41.2	34.7	50

- 2026 represents the strongest set of Pupil Premium outcomes across the four-year period, with improvements in every headline measure.
- Attainment 8 has increased by 0.89 points since 2023, from 3.26 to 4.15, indicating a sustained improvement in overall attainment for disadvantaged students.
- Higher-attainment outcomes have improved markedly. Basics 7+ increased from 2.3% in 2023 to 16.7% in 2026, representing the highest outcome in the trend and suggesting that more disadvantaged students are now achieving the top grades across English and Maths.
- Basics 5+ outcomes have shown sustained year-on-year improvement, rising from 11.4% in 2023 to 33.3% in 2026. This reflects an increase of almost 22 percentage points over the period and indicates greater success in securing strong passes in English and Maths.
- Basics 4+ outcomes reached their highest level in 2026, at 50.0%. The increase of 15.3 percentage points compared to 2025 suggests that strategies to support students around the Grade 4 threshold have had a positive impact.

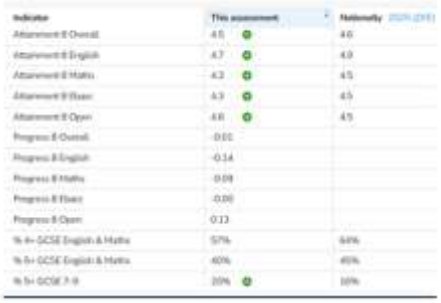
The four-year trend provides strong evidence of improving outcomes for disadvantaged pupils. 2026 saw substantial gains across all key indicators, with Attainment 8, Basics 7+, Basics 5+, and Basics 4+ all reaching their highest levels in the trend. This suggests that strategies to improve outcomes for

disadvantaged learners are beginning to have a measurable impact, although continued focus on increasing the proportion of students achieving standard and strong passes in English and Maths remains an important priority.

PP Data

	PP - Historical data (23, 22, 21, 20, 19,18, 17)	2024 Results	2025 RESULTS	2026 results
Nos. PP	43 56 34 43 39 39	41	49	42
Basics 4+	46.5, 53.6 44, 44, 46.2, 41.0	41	**35**	**50***
Basics 5+	18.6, 32.1 17, 23.3 17.9 ,17.9	23.3	**25**	**33***
Basics 7+	7, 7.1 12, **9**.30 , 5.1	0	4	17*
English 4+	55.8, 71.4 53, **44.2** 53.8 ,48.7	59	**49**	**71***
Maths 4+	53.5, 55.4 56, 46.5 61.5 ,48.7	56	**45**	**52***
English 5+	34.9 51.8 26, **48.8** 35.9 35.9	**41**	**37**	**50***
Maths 5+	25.6, 37.5 23, 23.3 25.6 23.1	38	**31**	**43***
English 7+	11.6, 12.5 11.8, 27.9 10.3 7.7	**0**	**6**	**21***
Maths 7+	9.3, 7.1 4, 9.3 5.1 5.1	0	4	21*
Attainment 8	36.08 38.29 38.1,37.44 33.57 30.94	**35.78**	**34.41**	**41.49***

FFT overview



The 2026 Pupil Premium cohort achieved the strongest outcomes seen in recent years, with substantial improvements across almost every headline measure compared with both 2024 and 2025.

- Attainment gaps have narrowed considerably, particularly in English, mathematics and higher-grade attainment
- The proportion of disadvantaged pupils securing a standard pass (4+) increased significantly, while the strong pass (5+) measure improved by eight percentage points compared with 2025.
- Particularly striking is the increase in pupils achieving the highest grades (7+), rising from 4% to 17%.
- English outcomes show exceptional improvement:71% achieved grade 4+ and over half of all PP pupils achieved grade 5+. More than one in five PP pupils achieved grade 7+, representing a substantial increase on previous years.
- Mathematics outcomes improved strongly at higher grades: Grade 5+ rose to 43%.Grade 7+ increased dramatically to 21%.While grade 4+ remains slightly below the 2024 figure, performance is significantly stronger than in 2025.
- The most notable feature of the 2026 outcomes is the increase in pupils achieving grades 7 and above: Basics 7+: 17%, English 7+: 21% Maths 7+: 21%

2

Literacy

Literacy is master skills of the curriculum. Students that start KS3, who are not secondary ready in Literacy struggle to achieve in line with their peers as they cannot access the curriculum with the same understanding and fluency. The Reading levels of our Pupil premium students on entry is generally lower than that of their peers and this gap widens as students move through school. Poor levels of literacy in reading ability inhibit progress across the curriculum

	Ensuring a strong foundation in literacy and numeracy is the springboard to securing success at KS4 The Basics. *CO2023* • 33.3% off PP students achieved a grade 5+ in English, compared to 73.4% of NPP students. Presenting a gap of 40.1%. • 44.4% of PP students achieved a grade 4+ in English, compared to 86.4% of NPP students. Presenting a gap of 42% *CO2024* • 41.2% off PP students achieved a grade 5+ in English, compared to 75.9% of NPP students. Presenting a gap of 34.7%. • 58.8% of PP students achieved a grade 4+ in English, compared to 87.7% of NPP students. Presenting a gap of 28.9% *CO2025* • 36.7% off PP students achieved a grade 5+ in English, compared to 76.8% of NPP students. Presenting a gap of 40.1%. • 49% of PP students achieved a grade 4+ in English, compared to 84.4% of NPP students. Presenting a gap of 35.4% CO2026 • 50% off PP students achieved a grade 5+ in English, compared to 81.3% of NPP students. Presenting a gap of 31.3%. • 71.4% of PP students achieved a grade 4+ in English, compared to 90.9% of NPP students. Presenting a gap of 19.5%
3	**Numeracy** Numeracy is a master skills of the curriculum. Students that start KS3, who are not secondary ready in Numeracy struggle to achieve in line with their peers as they cannot access the curriculum with the same understanding and fluency. Ensuring a strong foundation in literacy and numeracy is the springboard to securing success at KS4 The Basics. The following table details the breakdown of those students who did not meet national expectations in Maths at KS2. *CO2023* • 13.3% of PP students achieved a grade 5+ in Maths, compared to 63.8% of NPP students, presenting a gap of 50.5%. • 46.7% of PP students achieved a grade 4+in Maths, compared to 81.9% of NPP students. Presenting a gap of 35.2% *CO2024* • 38.2% of PP students achieved a grade 5+ in Maths, compared to 72.4% of NPP students, presenting a gap of 34.2%. • *55.9% of PP students achieved a grade 4+in Maths, compared to 86.2% of NPP students. Presenting a gap of 30.3%* *CO2025* • 30.6% of PP students achieved a grade 5+ in Maths, compared to 71.1% of NPP students, presenting a gap of 40.5%. • 44.9% of PP students achieved a grade 4+in Maths, compared to 84.4% of NPP students. Presenting a gap of 39.5% *CO2026* • 42.9% of PP students achieved a grade 5+ in Maths, compared to 68.8% of NPP students, presenting a gap of 25.9%. • 52.4% of PP students achieved a grade 4+in Maths, compared to 83.4% of NPP students. Presenting a gap of 31%
4	**Attendance**

Group Analysis by Vulnerability

Period: 04/09/2023 AM to 19/07/2024 PM

Whole School **Percentages**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	238	83.80	9.13	7.06	3.24	0.88
Not Pupil Premium	967	92.01	6.61	1.38	1.46	0.15

Group Analysis by Vulnerability

Period: 02/09/2024 AM to 18/07/2025 PM

Whole School **Percentages**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	240	82.87	8.09	9.04	3.47	0.84
Not Pupil Premium	966	92.36	5.66	1.97	2.17	0.16

Group Analysis by Vulnerability

Period: 01/09/2025 AM to 17/07/2026 PM

Whole School **Percentages**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	253	82.93	9.07	8.00	2.81	0.57
Not Pupil Premium	934	91.51	6.02	2.46	1.31	0.16

2025-2026

School	Weaverham High			
	Overall	PP	SEND (K)	SEND (E)
All	89.73%	82.93%	82.02%	72.60%
R				
1				
2				
3				
4				
5				
6				
7	92.45%	85.44%	86.45%	79.57%
8	93.07%	86.80%	87.51%	77.71%
9	91.75%	82.73%	91.93%	76.38%
10	89.65%	86.93%	64.08%	69.19%
11	82.14%	73.27%	83.62%	63.58%

Notes

Overall All High School attendance and Year 11 are dates between September and 1st of May

National Secondary	91.43%
National Primary	94.69%
National PP secondary	87.00%
National SEN secondary	87.00%
National PP Primary	92.30%
National SEN Primary	92.40%

Attendance continues to be a significant area of focus for our Pupil Premium Strategy because disadvantaged

pupils attend school substantially less often than their peers. Over the last three years, attendance for Pupil Premium pupils has consistently remained around 9 percentage points below that of non-Pupil Premium pupils.

Academic Year	PP Attendance	Non-PP Attendance	Gap
2023-24	83.80%	92.01%	8.21%
2024-25	82.87%	92.36%	9.49%
2025-26 (to date)	82.93%	91.51%	8.58%

The data shows that attendance among Pupil Premium pupils has remained consistently below 83%, while attendance for non-Pupil Premium pupils has remained above 91%. This means that disadvantaged pupils are missing significantly more learning time, reducing their opportunities to access the curriculum, develop literacy and numeracy skills, and achieve in line with their peers.

Further analysis highlights that Pupil Premium pupils experience notably higher levels of both authorised and unauthorised absence. In 2025-26, unauthorised absence for Pupil Premium pupils stands at 8.0%, compared with 2.46% for non-Pupil Premium pupils. Similarly, authorised absence remains higher at 9.07% compared with 6.02%. This suggests that barriers to regular attendance are more prevalent for disadvantaged families and require targeted intervention.

Pupil Premium pupils are also more likely to arrive late to school. In 2025-26, 2.81% of PP pupils recorded a late mark before registration compared with 1.31% of non-PP pupils. Persistent lateness disrupts learning routines and contributes further to lost learning time.

The consistency of these trends across three academic years indicates that the attendance gap is entrenched rather than a short-term issue. As attendance is strongly linked to academic achievement, wellbeing, engagement and future outcomes, improving attendance for disadvantaged pupils remains a key strategic priority. By reducing absence and lateness among Pupil Premium pupils, the school aims to increase access to high-quality teaching, improve attainment outcomes and narrow the disadvantage gap.

5

Wider Participation

Full participation in school life leads to many benefits, such as the development of cultural capital, the development of the whole child and supports academic achievement. Research shows that limited numbers of our PP students access the wider participation opportunities on offer and are therefore limiting their experiences. Deficits in cultural and social capital continue to be evident in lesson visits and pupil voice. These gaps inhibit access to the curriculum as previous knowledge is limited.

3 Year Data Comparison

Area of Analysis	2023-25 Trend	2025	2024	2023
Total Volume of Participation	+952	2367	1573	1415
% of individual pupils engaged	+11%	67%	56%	56%
No. of clubs/activities	+17	97	81	80
Volume of Pupil Premium Participation	+144	318	182	174
Volume of SEND Participation	+713	953	581	240

PP Data

2025/26

• PP participation (no of school PP pupils engaged) = 53% (120/225 PP pupils) +13% v 2024

• Breakfast Club remains the highest volume of participation
• 78% of clubs indicate PP participation - +18% increase (2024)

PP v Non-PP Comparative Data
2025/26

Participation by Day / Gender

Pupil Premium Indicator	Y															
SEN Status	(All)															
Count of Club	Column Labels															
	8		8 Total	7		7 Total	9		9 Total	11		11 Total	10		10 Total	Grand Total
Row Labels	F	M		F	M		F	M		F	M		F	M		
Monday	3	2	5	7	8	15	1	3	4	6	3	9	2	1	3	36
Tuesday	12	2	14	3	2	5	6	6	12	10	14	24	9	4	13	68
Wednesday	8	3	11	6	6	12	5	7	12	12	25	37	4	4	8	80
Thursday	6	8	14	11	1	12	7	2	9	9	18	27	7	6	13	75
Friday	3	2	5	5		5	17	4	21	8	13	21	6	1	7	59
Grand Total	32	17	49	32	17	49	36	22	58	45	73	118	28	16	44	318

Participation comparison by Club/Activity

Count of Club	Column Labels		
Row Labels	Y (PP)	N	Grand Total
Art - SR		3	3
Art Club	1	2	3
Art Club EH	4	24	28
Art Club LT	3	22	25
Art Club Yr 7 SR	4	18	22
Badminton - MT		13	13
Badminton - Yr 10		14	14
Badminton Yrs 9-11	3	38	41
Basketball - Yr 10		14	14
Basketball - Yr 11	1	12	13
Basketball Yrs 7 & 8	3	36	39
Basketball Yrs 9 - 11	3	26	29
Book Club - Yr 8		9	9
Book Club Library	1	3	4
Boxing	3	6	9
Boys Vocal Group	2	7	9
Brass Lessons		7	7
Business VS	2	11	13
Chamber Choir	2	24	26
Chess Club		19	19
Clarinet Ensemble		5	5
Clarinet/Saxophone	1	10	11
Concert Band		17	17
Creative Imedia Support AG	3	7	10
Cyber Girls	1	9	10
D & T - DR		16	16
Dance Club	2	13	15
Dance rehearsals prodn	1	21	22
Design & Tech Workshop Tina		11	11
Discussion Club	2	12	14
Diversity Club - LJS	6	15	21
Drama		3	3
Drama Club	5	23	28
Drum Lessons	1	11	12
Elite Readers		21	21
English	36	79	115
Flute Lessons		6	6
Football - Year 9	4	29	33
French		4	4
French - SM		9	9
French Club		4	4
Gardening Club AC	1	11	12
GCSE Support Music	1	3	4
Geography with KB	2	6	8
German - H Boyes		7	7
Girls' Football	1	20	21
Girls Rugby		7	7
Guitar	2	20	22
Guitar Group		12	12
History with GJ	1		1
ICT & Computing		3	3
Junior Band		14	14
Mixed in sports hall Yr 11	2	16	18
Music		4	4
Musical Theatre Club	2	3	5
Netball Yr 10 & 11		24	24
Netball Yr 7		16	16
None	125	379	504
PE with VH		1	1
Piano/Keyboard	1	13	14
Power Hour	23	91	114
Rowing/Fitness		18	18
RS Revision	1	5	6
Rugby		19	19
Rugby Yr 8	3	22	25
Rugby Yrs 7 & 10	1	21	22
Science	16	52	68
Singing		12	12
Spanish	2	7	9
Sport Studies		2	2
Steel Pans		10	10
U16 County Cup Football		12	12
Violin / Cello		7	7
Warhammer	3	14	17
Weaverham Voices		9	9
Whole School Choir	4	57	61
Year 7 Endeavour Group	2	26	28
Year 7 football	1	19	20
Year 8 Football		14	14
Yr 9 Rugby	2	16	18
Zumba	1	3	4

- JG 'Breaking Barriers' to participation role: designated member of staff to focus on Y7PP/SEND cohort and 'dig underneath' and 'break barriers' to individual participation. 1:1 discussion with pupils Term 1 with aim of 100% taking part in minimum of one enrichment activity per week by December

6	**Financial Deprivation** Understanding our disadvantaged students as individuals is key to our strategy. Many of our disadvantaged students live in relative poverty and finance is a barrier to them thriving in school. Our aim is to poverty proof our school so that no student is disadvantaged due to financial deprivation. From profiling our PP students, we have identified the following financial barriers: • Uniform access including PE kit • Equipment access including basic equipment and more specialist equipment, both in school and at home. • Transport as a barrier to attendance, punctuality and wider participation beyond the school day. • Access to food. Many of our PP students attend school without eating breakfast in the morning, impacting on their ability to concentrate and apply themselves in lessons. Access to trips and visits is limited where students are expected to cover the cost of the visit. This results in them opting out, limiting their enrichment experiences and cultural capital.
7	**Excellence in learning** Lower levels of participation and engagement in lessons, which at Weaverham High School is measured by Behaviour for Learning grades given by each classroom teacher for in class learning, results in lower outcomes in Year 11. **The Core Challenge – The Engagement-Outcome Link** Our internal data reveals a critical bottleneck in the academic progress of our disadvantaged students: a stark correlation between low classroom engagement, Behaviour for Learning (BFL) effort scores, and ultimate Year 11 outcomes. **The Current Picture in Key Stage 3** Currently, 103 students in Key Stage 3 (representing 21% of the entire KS3 cohort) are identified as demonstrating both low effort and low progress. Crucially, disadvantaged students are heavily overrepresented within this disengaged group: Student Group (KS3) — Count / Proportion **Total Low Effort / Low Progress Students** — 103 students (21% of KS3) **Proportion of this group who are Pupil Premium** — **57%** (59 students) While low engagement is a school-wide challenge affecting various demographics, it is disproportionately stalling the progress of our Pupil Premium learners at an early stage, creating an academic deficit long before they begin their GCSEs. Quality first teaching is core to addressing the effort gaps. Assessment at the point of learning and early intervention is key to overall success. The “Low effort Low progress” quality first teaching strategy will be implemented from Aut 2026. This classroom model will focus on targeted in class quality first teaching/ assessment. All staff are given clear criteria for what each effort level consists of and when analysing the 2026 results against staff inputted effort levels it was clear that those pupils who are PP and who achieved a positive EAP

	Diff Whole (28%) had consistently recorded a higher 'effort score' from their class teachers during the year. There was a similar correlation for those who had lower effort scores and a negative progress score.

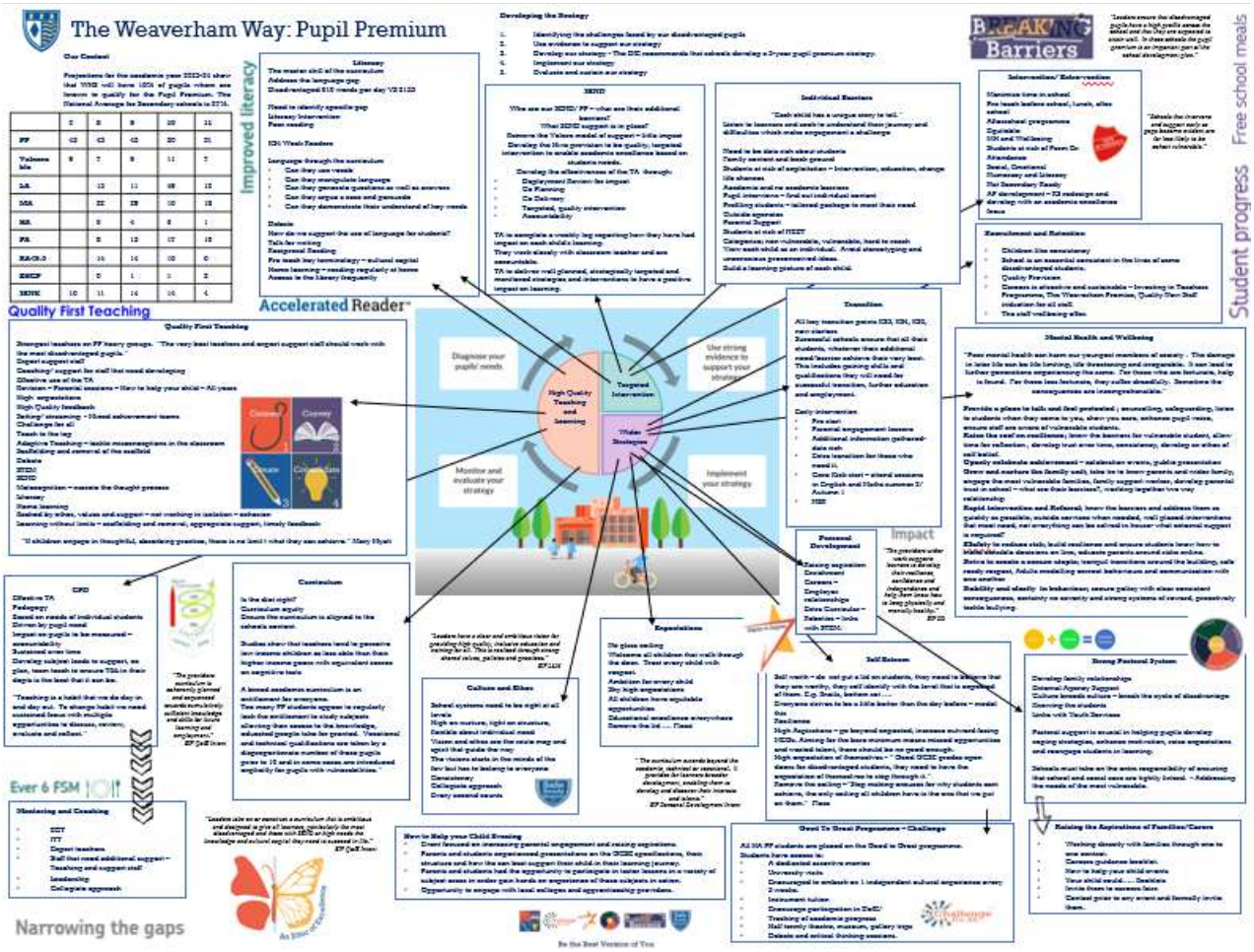
Intended Outcomes

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
1.Quality First Teaching	The use of WalkThrus continue to have a positive impact on CPD. This helps create a shared language and understanding of key strategies that are beginning to become consistently embedded across the school. The implementation of the QFT strategies will ensure that 80% of teaching is good or better and that consistency is achieved in our offer, resulting a progress 8 score of great than or equal to zero. Through the implementation of consistent practices, based in the ethic of excellence, we will ensure that a culture of academic excellence is established across the school impacting on pupils' approach to work and improving outcomes for PP students. Through the implementation of the effective questioning strategy, we will develop consistency in assessment for learning across all lessons.
2 Improving outcomes in literacy	Examination results continue to show improving progress for PP groups in comparison to previous year groups and National Averages in English. Reading data shows a positive trajectory for PP students as we move through the year. Diagnostic literacy intervention impacts positively on pupils Lesson visits, discussions with teacher and pupils, ongoing book looks, PPRs and external reviews evidence improvements made in literacy
3 Improving outcomes in numeracy/Maths	Examination results continue to show improving progress for PP groups in comparison to previous year groups and National Averages in Maths Diagnostic numeracy intervention impacts positively on pupils Lesson visits, discussions with teacher and pupils, ongoing book looks, PPRs and external reviews evidence improvements made in numeracy.
4 Attendance of disadvantaged pupils, at least, matches that for other students nationally.	Attendance of our PP students continues to improve over the year. Attendance Tracking indicates that attendance of disadvantaged pupils, at least, matches that for other students nationally. PA for PP students does not exceed the school target for all pupils
5 Wider Participation Pupil premium pupils' experiences build their cultural, social and creative capital and are able to transfer this to their learning and build confidence. PP pupils take part in the wider Weaverham offer (enrichment)	Tracking of provision and participation rates indicates that pupils eligible for PP are in line with NPP peers. All disadvantaged students take part in at least one aspirational careers event.

6 Financial deprivations	Profiling of all PP students allows us to identify those that are living in relative poverty and assign the relevant financial support to help overcome the financial barrier to engagement in education and academic achievement. Academic outcomes improve as barriers are removed. Wider participation increases as barriers are removed. BFL and engagement in lessons improve as barriers are removed. By tackling financial deprivations, we promote equity of the provision for all.
7 Higher levels of motivations are indicated through improved effort data for class and all years. Improved learning habits evident.	BFL data, impact of Effective Tracking, PPRs are monitored throughout the year and indicates that PP pupils are displaying good effort in class. PP students to achieve an average of good (Grade 4) effort in both class and home learning across the academic year. Lesson visits, discussions with teacher and pupils, ongoing book looks, work scrutiny and external reviews evidence that disadvantaged students have high levels of motivation.

Activity in this academic year – Implementation Plan



Budget

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: £94,853

Activity	Implementation/ Evidence that supports this approach	Challenge number(s) addressed	Cost
Equitable provision leads to improved outcomes for all A well designed ambitious, connected and coherent curriculum is in place for all pupils. Click here for our Curriculum Intent Document Including: Those learning off site – registered AP Click here for the Alternative Provision and Off Site Direction Policy Those learning in the On site Reintegration Studio Click here for our Reintegration Studio Protocol Teaching and Learning is high quality and equitable across all areas of the school. Click here to view our Teaching and Learning Policy High quality homework is consistently delivered across the curriculum based in the principles of retrieval and it helps all pupils remember knowledge. Our strategy also includes support for disadvantaged pupils through Power Hour, printing of resources e.g. knowledge organisers and creation of revision and retrieval packs. Click here to view our Homework Policy.	Curriculum adaptation and enhancement is core to the work of school improvement. EEF School Improvement Curriculum: keeping it simple - Ofsted: schools and further education & skills (FES) (blog.gov.uk) Quality first teaching has the biggest impact on the attainment of disadvantaged pupils. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Home learning has the biggest impact in a secondary school setting when it is linked to class learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1 2 3 7	Curriculum Development Costing? Ed class AP cost Power hour cost Printing HL resources cost
Equitable provision leads to improved outcomes for all There is explicit focus on the development of key strands of literacy including; disciplinary literacy, reading complex texts, breaking down complex writing tasks and extended writing Form time reading NSR Each department has implemented a subject specific literacy policy and are committed to this shared responsibility. Reading calendared external assessment in the form of GL assessments to ensure an accurate picture of reading competency as students' progress through school.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) The disciplinary literacy policies of departments recognises that each subject area has different literacy demands, these work in tandem to develop the literacy skills of all pupils.	1 2 7	Cost of literacy development across the curriculum? AR

All students in KS3 access Accelerated Reader as routine within the English Curriculum and through home learning to develop reading competency. We have standardised reading strategies that are used across the whole school CPD calendar is given over to the development of disciplinary literacy. Members of staff have been trained to deliver an accredited interventions including Lexonik Leap and IDL Literacy Click here to view our Literacy Policy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4		
Ensuring consistency through shared routines and high expectations **An ethic of excellence:** LH At Weaverham teaching and learning is underpinned by the ethic of excellence. We strive to develop a teaching and learning culture in which we: • Assign work that matters – Our teachers plan their scheme of work around knowledge, skills and understanding • Study examples of excellence – Our teachers model the metacognitive process to scaffold the work for pupils • Create a culture of critique – Our teachers regularly review learning and use data to inform next steps • Require multiple examples – Our teachers' feedback to pupils allows pupils to improve what they have done • Provide opportunity for public presentation – our teachers promote imagination, creativity and insight so that our students enjoy school This is further reinforced by our consistent practices, which will ensure all pupils are lesson ready, fully equipped and meeting the high expectations to ensure academic success. Success against this will be continually measured through the QA process at both middle leader and senior leader level. **Revision and Retrieval:** The revision and retrieval strategy will work through a retrieve team made up of collaborative coaches. This will deliver strategies for teachers and pupils to use. These will consist of the retrieve curriculum, delivered weekly in form	Evidence suggests the use of 'metacognitive strategies' which get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk) Ron Bergers ' An Ethic of Excellence". Kate Jones, 'Retrieval Practice.'	1 7	Revision and retrieval costings Revision tool kits Workshops

time. These sessions will focus on the development of specific revision strategies for pupils. To further support this, each year group will receive two instructional revision workshops on the planning and implementation of revision. Quality assurance of this will take place through Heads of year and the revision collaborative coach team. The Weaverham homework policy is also based in revision and retrieval. Each subject will deliver home learning based around retrieval of key knowledge. This embeds further revision techniques, allowing the development of subject specific strategies. In addition, quality of assurance of this is done through consistent practice of tracking individual pupils and home learning completion. Power Hour is offered as a space for students to complete the home learning if they do not have access to equipment. Additionally, those disadvantaged students who have indicated that they require access to equipment will receive retrieval packs. Revision Strategy **Quality assurance:** To ensure that this has the intended impact, we have revised the QA policy, ensuring there is systematic review of the curriculum provision at both middle and senior leader level. This will ensure that all leaders are aware of the barriers faced by disadvantaged pupils and ensure that classroom level intervention is timely and targeted. The school have also purchased Steplab, a platform for leaders to both track quality assurance and identify areas of improvement. This will allow leaders to focus on the provision for disadvantaged students and quickly act where intervention is needed. This will also link to our professional coaching strategy, in which teachers, with identified areas of weakness, will be teamed with a professional coach to work on that area.	The Revision Revolution https://www.teachertoolkit.co.uk/2021/11/14/%F0%9F%93%99-th e-revision-revolution-is-here/		
Equitable provision leads to improved outcomes for all & **Empowering Staff through Personal Growth Plans** Pupils experience Excellence in learning which is underpinned by a robust CPD programme and Personal Growth Plans. **Curriculum sequencing:** Our curriculum offer has been reviewed and sequenced to ensure that knowledge and skills are developed over our students' five years at Weaverham. We have established the 4Cs, which are embedded across the school to ensure challenge within all lessons and that all pupils can build knowledge and gain the skills to recall it. This will ensure	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them Education Endowment Foundation | EEF Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1 7	CPD costs Walk Thrus Subject specific CPD Step Lab

that all pupils will develop a strong knowledge base and therefore achieve better outcomes. **CPD:** Through the teaching and learning "Big Plan" we are creating a shared understanding and shared language with staff and pupils around effective teaching and learning. This is further supported using WalkThrus as a toolkit to support this development. The change in the CPD meeting structure supports this further by allowing the development of the whole school CPD focus through the pedagogical practice meetings and more department time, focussed on subject specific CPD. This will result in stronger subject knowledge across departments, ensuring that all pupils are supported in getting the best outcomes. For the academic year 2026/27 Checks for understanding and effective questioning. This was highlighted as an area of need during OFSTED. This will be based on the Cold Calling strategy focussing specifically on each step to gain consistency across the school. The steps are as follows: • Ask the class a question • Give thinking time • Selected a student to respond • Respond to the response • Select another student and respond again.	Our teaching and learning co philosophy is based on Rosenshine's principles of instruction.chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf The use of WalkThrus will ensure consistency in quality first teaching by creating a shared language and shared understanding key strategies that help drive forward outcomes. Tom Sherrington's WalkThrus - https://walkthrus.co.uk/members-area		
Empowering Staff through Personal Growth Plans CPD will be further supported through team coaching. This will use the tenants of Jim Knight's instructional coaching to support CPD development. This will entail grouping staff into peer coaching pairs and use directed time to ensure time for observations to take place. This	The use of WalkThrus will ensure consistency in quality first teaching by creating a shared language and shared understanding key strategies that help drive forward outcomes. Tom Sherrington's WalkThrus - https://walkthrus.co.uk/members-area Jim Knight, 'Instructional coaching.'	1 2 3 7	StepLab WalkThrus

Targeted Academic Support

Budgeted cost: £26273

Activity	Evidence that supports this approach	Challenge number(s) add	Cost

		ressed	
Equitable provision leads to improved outcomes for all High quality interventions for Maths and English are in place and monitored. These include: • NSR School led tutoring in KS3 Maths and English • Form time "Core" Intervention in Maths, English and Science • A comprehensive programme of after school Intervention across all subject areas • Literacy and Numeracy Timetabled intervention for KS3 • Reading intervention Timetabled for KS4 • Specialist interventions for phonics and low literacy including Lexonik Leap and IDL Literacy. Click here to view our Intervention Strategy Click here to view our Numeracy Strategy	Small group tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Literacy | EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)	2 3 7	NSR programme costing Lexonik Leap IDL Literacy and Numeracy
Equitable provision leads to improved outcomes for all PP Taskforce to support PP students in the classroom and in wider aspects of school to achieve academic excellence.	Small group tuition | EEF (educationendowmentfoundation.org.uk) Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support	1 7	PP PSM AHT

Wider Strategies

Budgeted cost: £ 122294

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Ensuring consistency through shared routines and high expectations Improve attendance to national average in Sept 2027 We will fund 1 attendance officer to support PP students with attendance. We will fund 2 Achievement Coordinators to support pupils in reintegrating to school following a sustained period of absence	Working together to improve school attendance - GOV.UK (www.gov.uk) Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk) School planning support 2022-23 | EEF (educationendowmentfoundation.org.uk)	2 3 7	Attendance Officer Achievement Coordinator x2

Click here for our Attendance Policy			
Equitable provision leads to improved outcomes for all Our 'LIFE' (PSHCE) and Health Education curriculum and targeted bespoke support for students with SEMH needs. As part of a proactive approach to supporting mental health and wellbeing, the school has prioritised this in our RSHE and 'LIFE' curriculum and as part of our pastoral curriculum - as well as delivering staff training. Where further, more targeted support is needed we work with students and families to offer a range of bespoke interventions - according to individual needs. Our multiagency approach and identified by our attendance, safeguarding, Access and Achievement teams, internal and external providers, and pastoral teams. Interventions include: Stage One (Universal): 'THRIVE' PSM Support: Individual Review of LIFE Curriculum and RSHE content e.g. (Positive Coping Strategies, Exam Stress, Family Conflict). Guidance to 'self-help' resources and external agency 24/7 'wrap-around' support (e.g. Kooth, Young Minds, Papyrus) Learning Passport updated to inform all staff Mental Health related Assemblies utilising Kooth and other agency support Stage Two (Select IV): Counselling: We provide in-school individual counselling utilising the skills and expertise of three counsellors ELSA to support ongoing and more severe SEMH need. Stage Three (Intensive IV): Bespoke interventions such as Wilderness Therapy, Equine Therapy and Animal Care for those with most severe needs. Working with families and NHS services CAMHS referral Click here for our Emotional Wellbeing Policy Click here for our Wellbeing Strategic Plan	Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Mental Health plays a significant role in key aspects of learning. It impacts on attendance, the ability to give 100% effort and ensuring pupils are getting the most out of our carefully designed curriculum.	5 7	Mental Health First Aiders Outside agencies
Ensuring consistency through shared routines and high expectations Staff consistently communicate high expectations in the explicit teaching of expected conduct and routines. The QA process is robust. Aspiration and motivation building interventions to build resilience and engagement including: • Forest School • Peer Mentoring Programme • Raising motivation through DT workshops Clicker here for our Positive Behaviour Intervention Strategy Click here for our Graduated Approach to At Risk Pupils Click here for our Consistent Practices Strategy	Maximising learning habits is tightly linked with learning behaviours Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	1 7	
Equitable provision leads to improved outcomes for all	Reading comprehension strategies are high impact on average (+6 months).	1 2	Cost of texts

Increase students reading widely for pleasure and extending their studies link to their curriculum. We will fund engaging texts across all year groups to support PP access to a range of reading experiences	Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)		
Equitable provision leads to improved outcomes for all Early intervention with targeted CEIAG support is in place for vulnerable students. We will fund 1 careers coordinator, whose main focus is supporting PP students with transition and understanding of opportunities Click here to view our Careers Roadmap	Careers_review.pdf (d2tic4wvo1iusb.cloudfront.net) 6144_Gatsby_career_2014_AW.indd As a school we have found early careers support gives our students focus and clear routes forward. All PP students have a one to one Meeting for aspirations, routes outside postcodes and the grades they need. Destinations data 2022 indicates 98% of students enter education and/or training post-16.	5 7	Careers lead Careers visits Aspirational events
Equitable provision leads to improved outcomes for all Extra-curricular and trips are targeted to involve PP students. We will fund percentages of or whole expenses linked to extracurricular and trips and experiences. Click here to view our Educational Visits Policy- Click here to view our Enrichment Programme Click here to view our Arts Mark Statement of Commitment Artsmark staement of Impact New 1.docx	Arts participation | EEF (educationendowmentfoundation.org.uk) https://www.artsmark.org.uk/ Social capital and enriching experiences ensure a greater engagement with the school and community belonging. Whilst little evidence is completed here, we find that engaging students with enriching experiences builds their cultural capital and sense of belonging.	5 6	Funding for visits
Equitable provision leads to improved outcomes for all We will poverty proof our school for all learners by supporting them with the financial deprivations that prevent them for accessing the full Weaverham offer. We will provide a sense of belonging and inclusivity within the school community enabling all learning to have access to the same opportunities. This is to include thing such as: • Equipment • Uniform • Specialist equipment e.g. sports kit • Music lessons • Breakfast • Paper copies of Homework and Knowledge organisers • Revision Packs	The identification and removal of individual barriers is key to our strategy. Knowing our disadvantaged students as individuals enables us to target specific support to enable them to access the Weaverham offer equitably. Using pupil premium | EEF (educationendowmentfoundation.org.uk)	6 7	Equipment (13) Uniform (12) Specialist equipment e.g. sports kit Music lessons Breakfast Paper copies of Home learning and Knowledge organisers (16)
Equitable provision leads to improved outcomes for all and Ensuring consistency through shared routines and high expectations	https://www.nasponline.org/x55109.xml https://www.understood.org/en/articles/the-power-of-effective-praise-a-guide-for-teachers	7	Vouchers Posters Tickets

Raise student aspiration and self-esteem through the implementation of a rewards strategy that promotes a scholastic culture. Click here to view our Praise and Reward Strategy	https://www.gov.uk/government/case-studies/celebrating-positive-behaviour-in-school		

budgeted cost: £243420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Quality First Teaching

- Pupil Premium outcomes improved significantly compared with CO2025 across almost every head-line measure. Attainment 8 increased by 0.71 points, while substantial gains were seen in both English and Maths at all grade thresholds.
- The strongest improvements were at the higher grades (7+), with PP students exceeding both their previous cohort and national comparison benchmarks:
- English 7+ improved by 15.3 percentage points and was 3.9 points above MEG.
- Maths 7+ improved by 17.3 percentage points and was 1.4 points above MEG.
- Basics 7+ improved by 12.6 percentage points and was 1.2 points above MEG.

- Performance generally exceeded projections, particularly in:
- English 7+ (+11.9 percentage points above projection)
- Basics 7+ (+9.6)
- Maths 7+ (+7.1)
- Maths 5+ (+4.8)
- English 4+ (+4.7)

Pupil Premium outcomes in 2026 show strong evidence of improvement and impact. Students outperformed projections in most measures and demonstrated particularly impressive gains at Grades 7+, with outcomes above MEG benchmarks in English, Maths and Basics 7+.

Pupil Premium Trend

	C02023	CO2024	Co2025	CO2026
A8	3.26	3.58	3.44	4.15
7+ Basics	2.3	0	4.1	16.7
5+ Basics	11.4	23.5	24.5	33.3
4+Basics	38.6	41.2	34.7	50

- 2026 represents the strongest set of Pupil Premium outcomes across the four-year period, with improvements in every headline measure.
- Attainment 8 has increased by 0.89 points since 2023, from 3.26 to 4.15, indicating a sustained improvement in overall attainment for disadvantaged students.
- Higher-attainment outcomes have improved markedly. Basics 7+ increased from 2.3% in 2023 to 16.7% in 2026, representing the highest outcome in the trend and suggesting that more disadvantaged students are now achieving the top grades across English and Maths.
- Basics 5+ outcomes have shown sustained year-on-year improvement, rising from 11.4% in 2023 to 33.3% in 2026. This reflects an increase of almost 22 percentage points over the period and indicates greater success in securing strong passes in English and Maths.
- Basics 4+ outcomes reached their highest level in 2026, at 50.0%. The increase of 15.3 percentage points compared to 2025 suggests that strategies to support students around the Grade 4 threshold have had a positive impact.

The four-year trend provides strong evidence of improving outcomes for disadvantaged pupils. 2026 saw substantial gains across all key indicators, with Attainment 8, Basics 7+, Basics 5+, and Basics 4+ all reaching their highest levels in the trend. This suggests that strategies to improve outcomes for disadvantaged learners are beginning to have a measurable impact, although continued focus on increasing the proportion of students achieving standard and strong passes in English and Maths remains an important priority.

Challenge 2: Literacy

CO2023

- 33.3% off PP students achieved a grade 5+ in English, compared to 73.4% of NPP students. Presenting a gap of 40.1%.
- 44.4% of PP students achieved a grade 4+ in English, compared to 86.4% of NPP students. Presenting a gap of 42%

CO2024

- 41.2% off PP students achieved a grade 5+ in English, compared to 75.9% of NPP students. Presenting a gap of 34.7%.
- 58.8% of PP students achieved a grade 4+ in English, compared to 87.7% of NPP students. Presenting a gap of 28.9%

CO2025

- 36.7% off PP students achieved a grade 5+ in English, compared to 76.8% of NPP students. Presenting a gap of 40.1%.
- 49% of PP students achieved a grade 4+ in English, compared to 84.4% of NPP students. Presenting a gap of 35.4%

CO2026

- 50% off PP students achieved a grade 5+ in English, compared to 81.3% of NPP students. Presenting a gap of 31.3%.
- 71.4% of PP students achieved a grade 4+ in English, compared to 90.9% of NPP students. Presenting a gap of 19.5%

Challenge 3: Numeracy

CO2023

- 13.3% of PP students achieved a grade 5+ in Maths, compared to 63.8% of NPP students, presenting a gap of 50.5%.
- 46.7% of PP students achieved a grade 4+in Maths, compared to 81.9% of NPP students. Presenting a gap of 35.2%

CO2024

- 38.2% of PP students achieved a grade 5+ in Maths, compared to 72.4% of NPP students, presenting a gap of 34.2%.
- *55.9% of PP students achieved a grade 4+in Maths, compared to 86.2% of NPP students. Presenting a gap of 30.3%*

CO2025

- 30.6% of PP students achieved a grade 5+ in Maths, compared to 71.1% of NPP students, presenting a gap of 40.5%.
- 44.9% of PP students achieved a grade 4+in Maths, compared to 84.4% of NPP students. Presenting a gap of 39.5%

CO2026

- 42.9% of PP students achieved a grade 5+ in Maths, compared to 68.8% of NPP students, presenting a gap of 25.9%.
- 52.4% of PP students achieved a grade 4+in Maths, compared to 83.4% of NPP students. Presenting a gap of 31%

PP Data

	PP - Historical data (23, 22, 21, 20, 19,18, 17)	2024 Results	2025 RESULTS	2026 results
Nos. PP	43 56 34 43 39 39	41	49	42
Basics 4+	46.5, 53.6 44, 44, 46.2, 41.0	41	**35**	**50***
Basics 5+	18.6, 32.1 17, 23.3 17.9 ,17.9	23.3	**25**	**33***
Basics 7+	7, 7.1 12, **9**.30 , 5.1	0	4	17*
English 4+	55.8, 71.4 53, **44.2** 53.8 ,48.7	59	**49**	**71***
Maths 4+	53.5, 55.4 56, 46.5 61.5 ,48.7	56	**45**	**52***
English 5+	34.9 51.8 26, **48.8** 35.9 35.9	**41**	**37**	**50***
Maths 5+	25.6, 37.5 23, 23.3 25.6 23.1	38	**31**	**43***
English 7+	11.6, 12.5 11.8, 27.9 10.3 7.7	**0**	**6**	**21***
Maths 7+	9.3, 7.1 4, 9.3 5.1 5.1	0	4	21*
Attainment 8	36.08 38.29 38.1,37.44 33.57 30.94	**35.78**	**34.41**	**41.49***

FFT overview



The 2026 Pupil Premium cohort achieved the strongest outcomes seen in recent years, with substantial improvements across almost every headline measure compared with both 2024 and 2025.

- Attainment gaps have narrowed considerably, particularly in English, mathematics and higher-grade attainment
- The proportion of disadvantaged pupils securing a standard pass (4+) increased significantly, while the strong pass (5+) measure improved by eight percentage points compared with 2025.
- Particularly striking is the increase in pupils achieving the highest grades (7+), rising from 4% to 17%.
- English outcomes show exceptional improvement:71% achieved grade 4+ and over half of all PP pupils achieved grade 5+. More than one in five PP pupils achieved grade 7+, representing a substantial increase on previous years.
- Mathematics outcomes improved strongly at higher grades: Grade 5+ rose to 43%.Grade 7+ increased dramatically to 21%.While grade 4+ remains slightly below the 2024 figure, performance is significantly stronger than in 2025.
- The most notable feature of the 2026 outcomes is the increase in pupils achieving grades 7 and above: Basics 7+: 17%, English 7+: 21% Maths 7+: 21%

Challenge 4: Attendance

	Overall cohort	Expected attendance 96-100%	91-95%	85-90%	Below 50	AP
A8	50.36	61.62	53.69	46.27	28.00	16.91
The Basics 7+		27	23	18	0	9
The Basics 5+		76	54	36	20	18
The Basics 4+		92	76	54	40	27

- Pupils with attendance of 96-100% achieved an Attainment 8 score of61.62 and 92% secured Basics 4+, substantially above the cohort average.
- Outcomes declined progressively across each attendance band, with pupils attending below 50% achieving an Attainment 8 score of 28.0 and no pupils attaining the Basics 7+ measure.

Challenge 5: Wider Participation

- 40% of PP students engaged in an extracurricular activity
- 61% of clubs engaged at least one PP student

PP students are under represented in:

- Music
- Languages
- Badminton
- Netball
- Book Club
- Elite Readers
- Chess

Challenge 6: Financial Deprivation

- Profiling of all PP students allows us to identify those that are living in relative poverty and assign the relevant financial support to help overcome the financial barrier to engagement in education and academic achievement.
- Academic outcomes improve as barriers are removed.
- Wider participation increases as barriers are removed.
- BFL and engagement in lessons improve as barriers are removed.
- By tackling financial deprivations, we promote equity of the provision for all.

    - £4662 – Breakfast Club
    - £2141 – Accelerated Reader
    - £200 – Revision tool kits
    - £275 – Texts
    - £10000 – Educational Materials
    - £7800 – Funding educational visits
    - £4408 – Tutoring

Challenge 7: Resilience and Engagement in Learning

Celebration Event

- Out of the 210 PP pupils on roll, 36 received a nomination (17%)
- Out of the 36 PP pupils nominated for awards,23 received award (64%)

Wider Participation

- Of the 210 PP pupils on role, 7% received nominations
- *Out of the 15 nominated60% of PP pupils received an award*

Ethic of Excellence Award

- Highest – xxxxxxxx(year 7) 47 awards
- 203 PP pupils out of a possible 215 have been awarded at least 1 Ethic of Excellence award (94%)
- Out of the 203, the average number of E of E a pupil had achieved is 11.24.
- 12 PP pupils have never received this award. (All students are known to us as SA/ educated off site)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bespoke learning support	Impact North West
Motivational college placement	Reaseheath College
Motivational work placement	Mploy